

2019 ANNUAL REPORT



GENERATION
CITIZEN



LEARNING

LEADING

TRANSFORMING



TABLE OF CONTENTS

Letter from Co-Founder & CEO **2**

The Problem **3**

Our Solution **4**

Action Civics Defined **5**

Action Civics Projects **6**

Action Civics in the Classroom **7**

Action Civics in the Community **8**

Our Impact **9**

Students Taking Action **11**

Program Partnerships **12**

Advocating for Action Civics **13**

Regional Spotlight: Rhode Island **15**

Regional Spotlight: Massachusetts **17**

Regional Spotlight: New York **19**

Regional Spotlight: California **21**

Regional Spotlight: Oklahoma **23**

Regional Spotlight: Texas **25**

Living Our Values **27**

Learnings & Progress **28**

The Year Ahead & Beyond **29**

Finances **30**

Alumni Spotlight **31**

Leadership & Boards **32**

Civics Day Sponsors **34**

Supporters **35**

Join Us **38**

COVER Collage of young change makers at Civics Day (left to right): Serena Galloway-Mark, Kealing Middle School; Justina Rodriguez, Theatre Arts Production Company School; Yusra Nasr, Union Square Academy for Health Science HS; Yari Perry, US Grant HS; Indiria Jones and Tamik Bailey from HS for Public Service.

PHOTO West Broadway Middle School class in Providence, RI receives Gubernatorial Citation from Governor Raimondo.

DEAR FRIENDS AND SUPPORTERS,

It is hard to believe that in 2020, Generation Citizen will become a ten-year-old organization. When we first started official programming in 2010, our staff of two did think we were onto something. We watched young people in classrooms throughout Providence and Boston as they met with their elected officials, and pushed for solutions like more affordable public transit options and equitable school funding formulas - many of them experiencing advocacy for the first time. **We were inspired by the power of Action Civics.**

Even with this inspiration, I'd be lying if I told you that ten years ago, I thought Generation Citizen would be where it is today: a civics education powerhouse working all across the country to transform civics education. Since our founding, we've worked with **74,762 students**, opened sites across six states, and **launched remote programming** in places like Utah and Alabama. We've helped **pass state-wide civics education legislation** in Massachusetts and led field-building efforts to elevate Action Civics as a viable and critical lever to improving outcomes for young people, and our democracy.

As we've grown, a lot has changed: the political environment has become more fractured and polarized. Civics education is significantly more in-demand than it was when we first started. And we've witnessed young people busting the myth of political apathy and demonstrating a desire for deeper engagement.

Yet, one thing has always stayed the same: **we at GC, like our students, are always learning.** We're learning how to refine and deliver our best, most effective program model. We're learning how to scale Action Civics through policy work, to ensure all students have access to it in schools. We're learning what it takes to build a more equitable organization for our team and stakeholders, with a culture that prioritizes diversity, equity, and inclusion, and democratic decision-making as core values of our work. Just like our young people push for that stronger democracy, so too does GC push to become a stronger organization.

Our learnings have allowed us to evolve and thus lead as a national organization. Ten years ago, Action Civics was a term that barely registered. Today, it is increasingly seen as a critical component of effective education, and a way to ensure that all young people truly recognize that their voices matter.

I'm incredibly proud of what we've accomplished. Going forward, GC will continue to **learn**. We'll continue to **lead**. And we'll always continue to **transform**: ourselves, our education system, and ultimately, our democracy.



A handwritten signature in blue ink that reads "Scott Warren".

SCOTT WARREN
CEO & Co-Founder

THE CIVIC EDUCATION PROBLEM



Year after year, students leave school and reach voting age without ever receiving the education that would prepare them to exercise their rights and responsibilities. While insufficient civic preparation is an issue across our education system, youth from low-income communities and communities of color are disproportionately excluded.

Yet, in the last year, America has been powerfully reminded of the potential of youth civic participation. Young people made their voices heard en masse, from national student-organized protests to a striking 79% increase in youth voter turnout in the 2018 midterms. We know young people care deeply and want to do something about the political and social issues that confront them on a daily basis, but we must prepare them, and ensure that every young person has a chance to participate.

That's why Generation Citizen is equipping young people across the country with the skills, knowledge, and motivation needed to make positive, systemic change through civic and political action.

GENERATION CITIZEN IS TRANSFORMING HOW CIVICS IS TAUGHT BY BRINGING THE SUBJECT TO LIFE

Generation Citizen (GC) champions real-world democracy education that equips all young people with the skills and knowledge needed to effect change. To ensure that our democracy represents the voices of all people, we prioritize engaging with students from communities that have been historically excluded from the political process.

Our Action Civics program inspires robust civic participation by inviting students to engage directly with the local issues and institutions impacting their communities. We engage in thought leadership, conduct research, and build coalitions to advocate for state and district level policies that ensure schools prioritize Action Civics.

Nationwide, Generation Citizen is activating a movement of young people prepared to lead our democracy.

PHOTO Student Da'Juan Hawkins, Del Crest Middle School, presenting at OK Civics Day (top left); New York City Council Majority Leader Laurie A. Cumbo delivers remarks to students at Civics Day, (top right); Student Leadership Board Member Antonia Valeria at the Board's Summer 2018 Retreat (bottom left); Austin, TX Mayor Steve Adler delivering remarks to students at TX Civics Day (bottom right).



ACTION CIVICS

Action Civics is a collaborative, project-based approach to civics education, in which young people learn about democracy by actively working to address issues in their own communities.

We take an integrated view of the civic engagement landscape to champion effective policies and deliver a program that goes beyond civic learning and extends knowledge into impact with the goal of provoking systems-level change. Our model is informed by peer reviewed research and literature on the benefits of civic education, project based learning, and developmental relationships for positive and sustained youth development.

Through Action Civics, students are immersed in the study of democratic institutions and the practice of political engagement, activating and equipping them to lead change.

PHOTO GC student Serena Galloway-Mark (center), Kealing Middle School 7th-grader, sits at the desk of TX House Representative, John H. Bucy.

Left to right: Patti Hixon, TX Local Board Chair, Ryan Rost, Kealing MS Teacher, and Chief of Staff for TX House Representative, John H Bucy.



ACTION CIVICS IS DEFINED BY



Student-led projects



Real-world personal issues



Political action towards lasting change



Reflection on impact and approach

ACTION CIVICS PROJECTS MUST



Examine community



Identify issues



Research



Strategize



Take action



Reflect

“The greatest thing that Generation Citizen does is show young people the specific tools they have available to them to advocate for causes they care about...Anyone who says that young people today don't care about politics, or aren't engaged in their communities has never met a Generation Citizen student.”

Colin Turner, Generation Citizen Teacher Leadership Board Member, Orchard Gardens School, Boston MA

STUDENTS TAKING ACTION

Through their Action Civics projects, students worked on a range of systemic issues facing their communities and schools, including:

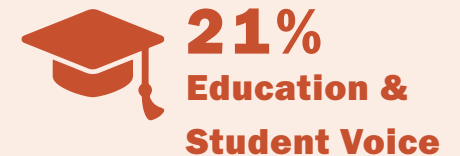


PHOTO Orchard Gardens students at Fall 2018 Civics Day addressing the issue of sexual harassment.

IN THE CLASSROOM

WE TEACH ACTION CIVICS

TEACHER-LED MODEL

In this model, the Action Civics curriculum is facilitated by teachers who receive intensive professional development from GC staff. This includes group trainings, one-on-one coaching, and ongoing support and resources.

DEMOCRACY COACH MODEL

We partner trained college volunteers with middle and high school teachers to co-facilitate the Action Civics course. Democracy Coach volunteers offer energy and capacity to the classroom, connecting with students as near-peer mentors.

CIVICS DAY

Like a science fair for civics, students present their class action plans to volunteer Judges who include public officials and other community members. Recognition is given to stand-out projects, teachers, Democracy Coaches, as well as student and community leaders.

PHOTO Students of Bridge Boston Charter School present on tackling teen suicide at MA Civics Day.



316

Teachers delivered Action Civics and received in-depth training.



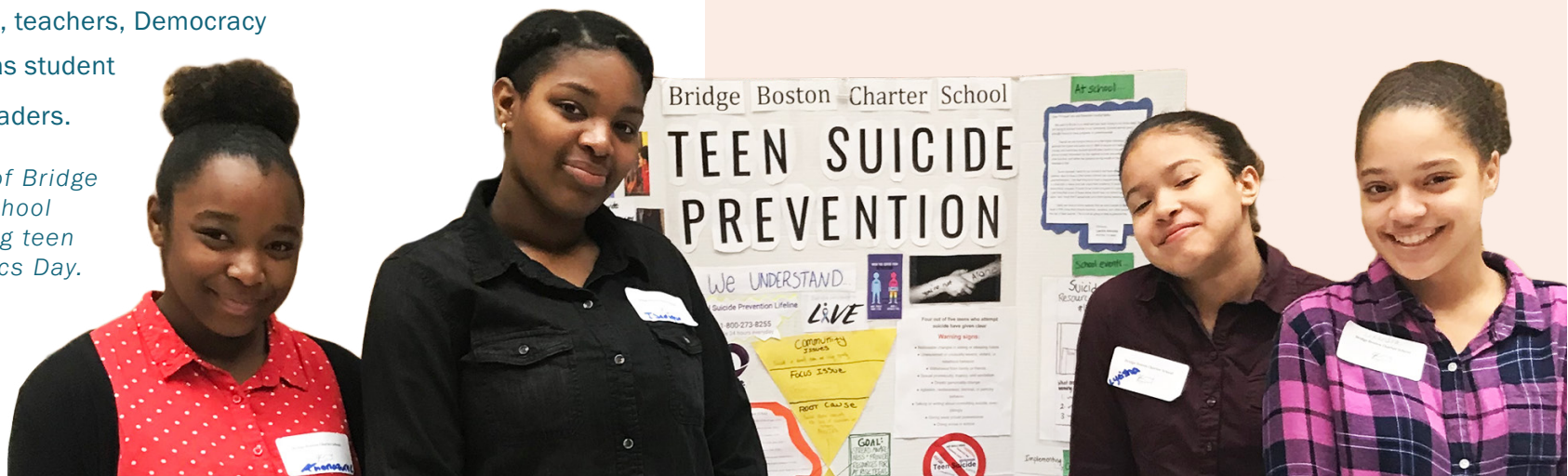
349

Democracy Coaches volunteered last year across 26 GC college chapters.



15

Civics Days held across the country last year.



IN THE COMMUNITY

WE ADVOCATE FOR ACTION CIVICS

To fully realize our mission, we have to do more than deliver our program and demonstrate its effectiveness — we also need to change systems and perceptions that have prevented school systems from effectively prioritizing the preparation of students to be active citizens.

We holistically advocate for Action Civics across the country by influencing state and district level policies and legislation, with a specific focus on policies that prioritize equitable implementation of Action Civics.

WE ENGAGE ACTION CIVICS ALUMNI COMMUNITY CHANGE FELLOWSHIP

This stipend-paid summer internship allows program alumni to gain real-world professional experience in government, advocacy, and community-based organizations. Fellows receive professional development and strengthen leadership skills.

STUDENT LEADERSHIP BOARD

The National Student Leadership Board is comprised of alumni from each of GC's regional program sites and ensures youth voice is elevated throughout the organization.



200
Member orgs
participated in
coalition building
at the site and
national level
with GC.



52
Community Change
Fellows were placed in
local internships in the
summer of 2018 in NY,
MA, and RI.



13
Student Leadership
Board members
participated in
leadership development,
programmatic support,
and advocacy efforts.

OUR IMPACT

GC is building a movement to catalyze a more inclusive democracy. We have seen firsthand the power of investing in the expertise and solutions of young people, and the innovation that follows when youth cultivate the skills and knowledge needed for active civic participation.

This was our most impactful year of programming and advocacy for Action Civics to date. We reached more students than ever before, delivering Action Civics to 35% more students this year than last, by putting into practice our near-decade of learnings to effectively prepare and support youth to lead in their lives and communities.

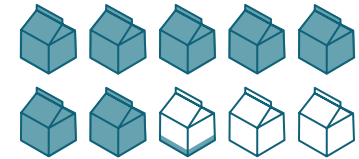
WHERE WE WORK

SCALING ACTION CIVICS ACROSS THE COUNTRY

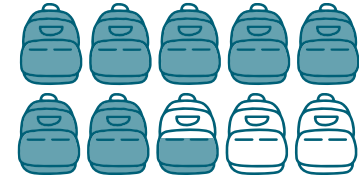
In FY19, we expanded our reach through national remote program partnerships in Alabama, California, and Utah and remote policy work in North Dakota and Utah.



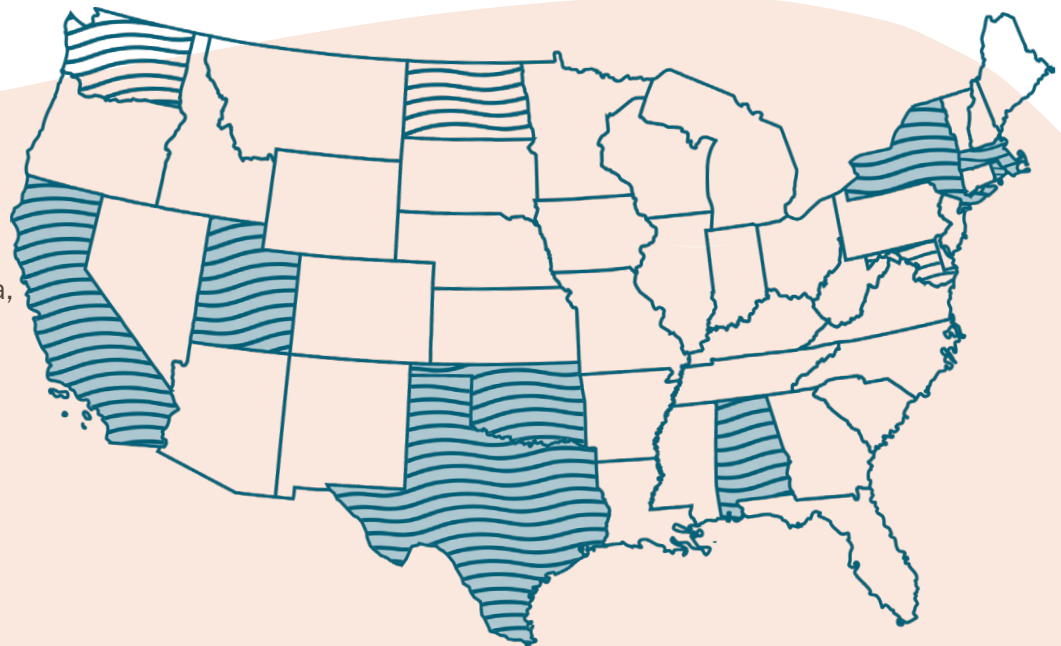
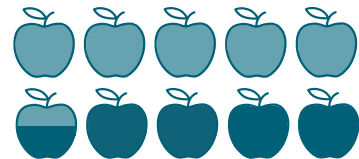
Approximately 72% of GC students are receiving free or reduced school lunch.



Approximately 74% of GC students identify as people of color.



55% of GC students were middle schoolers and 45% were high schoolers.



DEMOCRATIZING CLASSROOMS



170
Schools
partnered
with GC



91%
of teachered had a
good or excellent
experience with GC



39%
of Action
Civics courses
were delivered
in Democracy
Coach
classrooms



61%
of Action
Civics courses
were delivered
in Teacher-Led
classrooms

MOBILIZING YOUTH



18,950
Students
participated
in Action Civics



83%
of students agree
voting is an effective
way to make change



89%
of students value
learning from
different
opinions



81%
of students said
they would likely
or definitely attend
college

20,000+
CIVIC CHAMPIONS
MOBILIZED
TO SUPPORT ACTION CIVICS

ENGAGING COMMUNITY



1,000+
Supporters
and partners
advanced
Action Civics
with GC



344
Guest
speakers
informed
advocacy
projects



722
Action Civics
projects
addressed
pressing local
issues



133
Board Members
gave their
time, support,
& leadership

ADVANCING POLICY



\$1.5M
Secured for civic
education in the
MA state budget
after the passage
of the civics bill



2
States in
which we
advanced
our remote
policy work



79%
Coalition
partners
represent
communities
& youth



43
Media mentions
& op-eds with
Action Civics
best practice
recommendations

STUDENTS TAKING ACTION

SPOTLIGHT | SALT LAKE CITY, UT

This past school year, GC partnered with 4 teachers from 3 schools to engage 500+ high school students in Salt Lake City School District, including at East High School (EHS).

CONTEXT

61% of East High Schoolers are low-income.

61% of East High Schoolers are students of color.

51% of Utah youth ages 16-19 years old are in the labor force. Many EHS students work to support their families.

PHOTO Salt Lake City, UT students advocate for a law limiting the number of hours teenagers can legally work on school nights.

PROBLEM

State Law: for employees 16 years and older, there are no restrictions on the amount of hours employers can schedule for teen workers.

Economic insecurity often forces students to take their focus off school to ensure they don't lose their jobs when unconcerned employers demand more hours.

STRATEGY

Through their class action project, GC students at EHS advocated to reduce the number of hours teenagers can legally work on school nights.

To learn about and build support for their issue, the students led research and engaged directly with their state senator.

They took action by organizing a rally and creating a petition, which they delivered to the City Council.

RIPPLE EFFECTS

Leading from their lived experiences, EHS students mobilized their community around an underrecognized issue that affects youth throughout Utah.

They created a solution that supports youth employment and its economic benefits, but one that doesn't come at the expense of their academic future.



IMPROVING PROGRAMMING & DRIVING PARTNERSHIPS

COLLEGE BOARD: FROM SERVICE-LEARNING TO ACTION

CIVICS The College Board has been advancing a multi-year initiative to encourage teachers to integrate service-learning into their Advanced Placement (AP) classes. As they looked to enhance AP Government and Politics (GoPo) course, they turned to GC to design modules to support students analyzing and advancing political change in their communities. AP GoPo teachers will have access to two new project roadmaps, complete with GC-approved Action Civics tips and tricks, this school year.

THE COMPOSER: CREATING AN ECOSYSTEM FOR

CITIZENSHIP EDUCATION GC is a founding partner of an exciting new collaboration between some of the most trusted names in citizenship education - Facing History & Ourselves, High Resolves, iCivics, and Peace First. With the support of the Chan Zuckerberg Initiative and Omidyar Network, the collaborative is developing an innovative digital platform, called the Composer, which empowers schools and organizations to search, create, deliver and share powerful sequences of citizenship education by selecting different programs to work with in their classrooms.

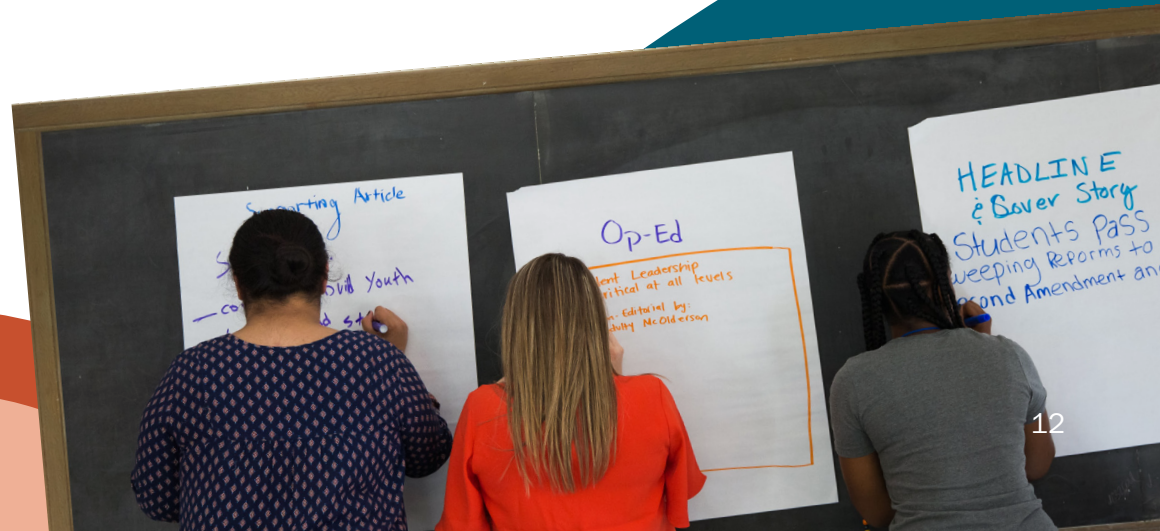
PHOTO Student and Teacher Leadership Board Members participating in a Board Retreat media workshop (left to right): Safiya Al-Samarrai, Student Leadership Board Member, Molly McKay, Teacher Leadership Board Member, and A'Niya Bankston, Student Leadership Board member.

EAGLE ROCK: IMPROVING TEACHER PROFESSIONAL DEVELOPMENT

Eagle Rock School and Professional Development Center facilitators worked with GC to build upon our organizational assets in adult learning and explore research-based best practices to improve how we support and develop our teachers. With their guidance, we redesigned our teacher professional development series. We've rolled out improved workshops for all GC teachers, including new training "institutes" tested over summer 2019.

ACTION CIVICS FOR EDUCATORS: A TOOL FOR ONLINE LEARNING

GC has been generously funded to build online learning modules so that teachers beyond our geographies and partnerships can learn about Action Civics. Once teachers have completed the module series, they'll receive credits to utilize on DonorsChoose.org, a resource for funding classroom projects.



ADVOCATING FOR ACTION CIVICS

Generation Citizen’s Policy and Advocacy team has increasingly prioritized the development of youth civic power through equity-centered thought leadership, field-building, forging coalitions, advancing legislation, and garnering national media recognition in our sites and across the country. Accomplishments include:

STRENGTHENING YOUTH CIVIC ENGAGEMENT IN

UNDERSERVED AREAS With investment from the Ford Foundation, we published [360 Civic Learning: A Toolkit for Supporting Youth Civic Engagement in Underserved Communities](#) detailing key barriers to the civic development of young people from underserved communities and how to holistically support the ecosystem which shapes them as civic actors.

ADVANCING EQUITY-CENTERED FIELD BUILDING We partnered with iCivics to convene an inaugural Steering Committee dedicated to creating an action plan to push the civics education field toward greater emphasis on racial equity and culturally relevant civics curriculum and pedagogy in schools. We also worked with the Chief Council of State School Officers to deliver a webinar on [Strengthening Action and Equity in Civics Education](#) to social studies leads from six departments of education.

LAUNCHING THE GC POLITICAL ADVISORY COUNCIL In March, we launched our first Political Advisory Council by organizing a Fireside Chat in Washington D.C. with John King, former U.S. Secretary of Education and President of EdTrust. [The Council](#) provides GC with high-level expertise to undergird GC’s policy and advocacy initiatives and elevate the importance of Action Civics in K-12 education.

PHOTO TO RIGHT MA Governor Charlie Baker signing S2631, An Act to promote and enhance civic engagement.

NATIONAL MEDIA ATTENTION



*16-Year-Olds Want a Vote.
Fifty Years Ago, So Did 18-Year-Olds*



*‘Action Civics’ Enlists Students
in Hands-On Democracy*



*States are turning to civics education
in an effort to produce informed and
active students*



*How Generation Citizen Uses Action
Civics to Empower Students, Grow
Lifelong Citizens and Combat Inequality*



*Should the
Voting Age Be Lowered
for Town Elections?*

CATALYZING REMOTE STATE ADVOCACY As articulated in our strategic plan, we engaged in remote policy work, aiming to influence the field from afar. In North Dakota we were invited to work with the Department of Public Instruction to revise the state’s social studies standards, focusing on experiential learning, taking informed civic action, and creating a civics appendix. In Utah we established a coalition focused on legislative advocacy, consisting of lawmakers, social studies teachers, and policy consultants, working closely with the State Board of Education.

DELIVERING STRATEGIES TO STATE CIVIC EDUCATION ADVOCATES Continuing our role as thought leaders, we published Through an Action Civics Lens, a resource for policymakers and civics education advocates to help them introduce and advance state-level policy. We also led a virtual roundtable to introduce the outlined resources to participating policymakers and advocates.

State-level policy advancements are detailed on the regional pages of this report.



Vote 16USA is a national initiative of GC that works to lower the voting age to 16. We support local youth-led campaign coalitions across the country, promote the idea on a national level, and serve as the leading source of information and advocacy on the issue.

HERE’S WHAT WE ACCOMPLISHED

126 members of the U.S. House of Representatives supported an amendment to the “For the People Act of 2019” that would have added a provision to lower the voting age to 16 for federal elections.

16 students from across 10 states joined the Vote16USA Youth Advisory Board to support each other’s local advocacy and guide the national movement.

72 media outlets mentioned Vote16USA and published our Op-Eds.

4 city councils in Massachusetts passed resolutions to lower the voting age. Statewide, we worked to introduce the EMPOWER Act, a bill that would make it easier for municipalities to implement a lower local voting age.

LEARNING. LEADING. TRANSFORMING.

RHODE ISLAND

"In the smallest state in the country, GC students have achieved a unique level of access and collaboration within the civic landscape and with their elected leaders. GC now partners with 80% of the school districts in the state that serve predominantly low-income students."



TOM KERR-VANDERSLICE, RI Executive Director

ACCOMPLISHMENTS

STRENGTHENING CIVICS ACROSS THE STATE We joined the steering committee of the Rhode Island Coalition for Civics Education and advocated for Senate Bill 119 requiring all high schools to create a mandatory civics course. S.119 passed the Senate unanimously but was not taken up by the House before the end of the legislative session.

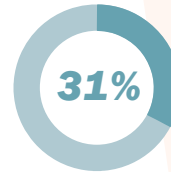
EXPANDING PROGRAM REACH GC expanded to Woonsocket with the support of the Rhode Island Foundation and the June Rockwell Levy Foundation. In two years, every student in Woonsocket Public Schools will complete GC in 8th-grade and once in high school.

CELEBRATING A DECADE OF ACTION CIVICS IN RHODE ISLAND

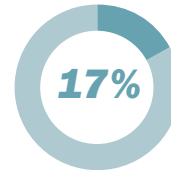
GC was piloted in Providence classrooms in 2008. In the fall of '18 we celebrated 10 years of Action Civics in Rhode Island. The evening featured Brown University President Christina Paxson, Professor Jonathan Collins, and GC program participants. It was generously hosted by Joan and Pablo Sorensen and Mary and Jerome Vascellaro.

SITE LAUNCH DATE: 2008

STUDENTS LEADING LOCAL CHANGE



addressed issues of educational standards such as attendance, and advocating for more life skills curriculum.



addressed issues concerning public safety including violence in school, child or animal abuse, and human trafficking.

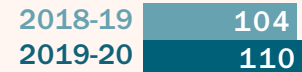
REACH BY ACADEMIC YEAR

***2019-20 PROJECTED**

SCHOOLS



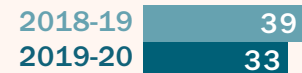
CLASSES



STUDENTS



TEACHERS



DEMOCRACY COACHES



COMMUNITY CHANGE FELLOWS



ACTION CIVICS

SPOTLIGHT

ACCESS TO MENTAL HEALTH SERVICES IN SCHOOL

Students of 360 High School did not have sufficient access to mental health services during the school day, with only one counselor available for every 300 students.

The students advocated for the passing of a city ordinance that would remove School Resource Officers from schools and replace them with mental health counselors. This would increase the availability of mental health support for students during the school day.

By writing letters and emails to community leaders and members of local government, distributing a petition, surveying students and teachers, and making phone calls to local legislators the class earned the Action Award for their utilization of a wide variety of tactics for showing considerable thoughtfulness and attention to quality in completing their tactics.

PHOTO *Jaliana giving her Change Maker remarks at Civics Day in Spring 2019. She was in 8th-grade at Roger Williams Middle School when awarded.*

"GC isn't just a class I got placed in, it's a class that I grew in...I think that many more students around the world should get involved with GC because if there are more young voices being heard, then fewer students will feel like their voices do not matter."

JALIANA LOVELACE, RI Change Maker



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MASSACHUSETTS

"It was a transformational year for civics in Massachusetts; with the passage of landmark legislation, the Commonwealth has ensured all young people will receive a quality civic education. GCMA will continue to be at the forefront, ensuring equitable and high-quality policy implementation of Action Civics in our schools."



ARIELLE JENNINGS, MA Executive Director

ACCOMPLISHMENTS

LEGISLATING PROJECT-BASED CIVICS EDUCATION STATEWIDE

GC led the Massachusetts Civic Learning Coalition, a group of 30+ organizations statewide, in advocacy efforts that resulted in passage of Act S.2631, which mandates comprehensive project-based civic education across the state. After the bill passed, \$1.5 million was secured in the state budget to support schools with implementation.

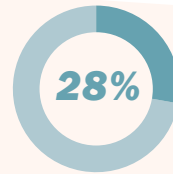
DEFINING STATEWIDE ACTION CIVICS CURRICULUM STANDARDS

We partnered with the MA Department of Elementary and Secondary Education to build a state-wide curriculum framework and toolkit for Action Civics, in addition to helping design and lead the statewide 2018 Civics Education Institute.

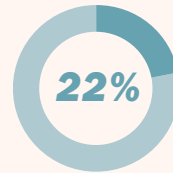
EXPANDING IN GATEWAY CITIES We've continued to grow our direct program reach throughout Massachusetts, surpassing our goal of reaching five Gateway Cities in three years and successfully reaching eight — including brand new district partnerships in Fitchburg, Lynn, Fall River, Barnstable, and Attleboro.

SITE LAUNCH DATE: 2009

STUDENTS LEADING LOCAL CHANGE



addressed issues concerning health such as teen suicide, stress, and substance abuse.



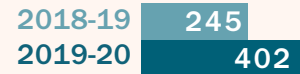
addressed issues concerning public safety including gun violence, gang violence, bullying, and sexual assault.

REACH BY ACADEMIC YEAR *2019-20 PROJECTED

SCHOOLS



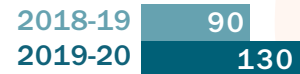
CLASSES



STUDENTS



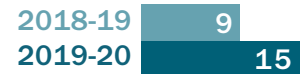
TEACHERS



DEMOCRACY COACHES



COMMUNITY CHANGE FELLOWS



ACTION CIVICS SPOTLIGHT

LIMITING THE SALE OF VAPING PRODUCTS

Generation Citizen Pyne Arts Magnet School students wanted to limit flavored vaping products to adult-only establishments. They were moved to advocate for this issue after observing the many ways vape companies were targeting youth, such as advertising products on social media and offering flavors like cotton candy, Sourpatch Kids, and Captain Crunch.

The class spent months on research and outreach. They created a petition and called local legislators. With the help of state Rep. David Nangle, who expressed interest in supporting the students' goal when he received a call from the class, they were able to file a bill limiting the sale of flavored vaping products statewide to adult-only stores.

PHOTO Students of Lowell Pyne Arts at Spring Civics Day presenting their work to address the issue of vaping.

Rep. Nangle shared, "Thanks to the hard work of the students at the Pyne School it was really very eye-opening to me." Alexia Santos, an eighth-grader in the Pyne Arts class added, "It's kind of surreal.... We actually realized we were at the forefront of this and we were the ones who contacted all these officials."

Coverage of this class' advocacy efforts was featured in The Lowell Sun, "A Lesson in Taking Action" by Elizabeth Dobbins. Quotes here are from her piece.



LEARNING. LEADING. TRANSFORMING.

NEW YORK

"It's not easy to have an impact on the nation's largest school district, but 2019 was a record year in New York. We educated nearly 5,000 students, expanded to Long Island, hired our first Alumni Manager, and shaped state civics education policy."



DENORA GETACHEW, NY Executive Director

ACCOMPLISHMENTS

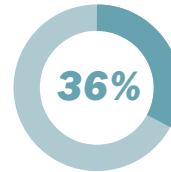
ENSURING ALL NEW YORK STUDENTS ARE CIVIC READY We were appointed to the State Education Department's Civic Readiness Task Force. At the city level, GCNY will be intensively supporting a cohort of teachers to implement the Civics for All initiative curriculum during the 2019-20 school year.

CULTIVATING YOUNG WOMEN LEADERS We received a multi-year investment from the New York Women's Foundation (NYWF) allowing us to deepen our commitment to educating young women of color through a gender and racial equity lens. We partnered with Sadie Nash Leadership Project to enhance curriculum and training on cultural competency and gender identity.

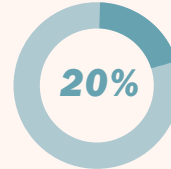
MEASURING IMPACT BEYOND THE CLASSROOM Thanks to the investment from the NYWF, GCNY hired its first Alumni Manager, a key role in measuring and evaluating the sustained impact of our curriculum as our students continue their civic journey beyond the classroom.

SITE LAUNCH DATE: 2011

STUDENTS LEADING LOCAL CHANGE



addressed issues of public safety such as gun violence, gang violence, and police brutality.



addressed issues of justice and equality such as racial profiling, school to prison pipeline, and poverty.

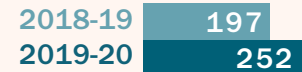
REACH BY ACADEMIC YEAR

***2019-20 PROJECTED**

SCHOOLS



CLASSES



STUDENTS



TEACHERS



DEMOCRACY COACHES



COMMUNITY CHANGE FELLOWS



ACTION CIVICS

SPOTLIGHT

“Gentrification: A Student’s Perspective on The Intensification of Modern Displacement in New York City”

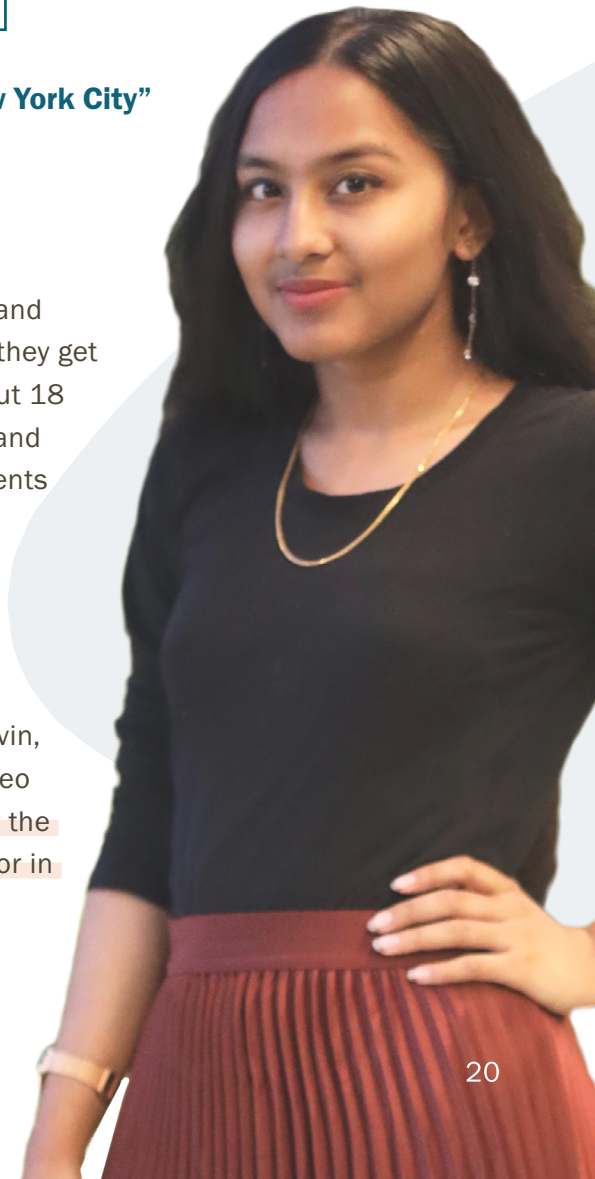
Excerpt from GC Student Ishrat Jahan’s Op-Ed published on Medium.

“My name is Ishrat Jahan and I am a Junior at Urban Assembly Institute of Math and Science for Young Women in Brooklyn. Through our work with Generation Citizen, my class identified gentrification as an issue impacting our community, researched its root causes, and diligently worked to make systemic change.

Classmates in my civics class spoke about their low-income family, friends, and acquaintances who are bribed, evicted, and ultimately left in shelters across the city that consist of unsanitary and detrimental conditions... We asked ourselves, what could we do as a community to help eliminate or even ease the effects of this process holistically that will be bigger than us?

If we want to end this cycle, we need to fulfill our responsibilities as community members and urgently work to resolve these issues before they get further out of control. Fortunately, not one, but 18 ways to address the effects of gentrification and unethical practices in rent-stabilized apartments have been introduced in the City Council: an 18 bill package.”

After the fall semester, Ishrat’s class continued to advocate for the package of bills. They met with Councilmember Steve Levin, used social media, petitions, and created video testimonials. The bill package was passed by the New York City Council and signed by the Mayor in spring 2019.



LEARNING. LEADING. TRANSFORMING.

CALIFORNIA

"This has been an exciting year of growth and transitions. We've onboarded a new program team and secured our first district-wide partnership. In 2020, we're looking forward to continuing to innovate programming to meet the needs of California."



LAUREN HURLBUTT, CA Interim Site Director

ACCOMPLISHMENTS

DEEPENING IMPACT AS A PROPELNEXT PARTNER

We were awarded \$200,000 by the California PropelNext Partnership to deepen impact, evaluate and learn in order to refine our Theory of Change, go slow to go fast, and strengthen the impact of our Democracy Coach program.

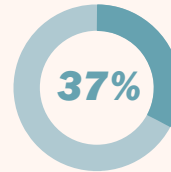
IMPLEMENTATION OF CA'S STATE SEAL OF CIVIC ENGAGEMENT

This year we partnered with a statewide coalition to help shape policy priorities and elevate the importance of equitable access for the CA State Seal of Civic Engagement.

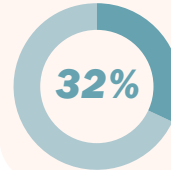
GC AT THE COMMONWEALTH CLUB INFORUM panels featuring GC included: *Building Citizens and Civic Leaders from the Ground Up* with Student and Teacher Leadership Board members A'Niya Bankston and Adam Kubey; and *The Power of Youth in Our Politics* in which CEO & Co-Founder Scott Warren discussed his first book "Generation Citizen" alongside other rising voices in youth leadership. His book details young people enacting significant political change throughout history.

SITE LAUNCH DATE: 2013

STUDENTS LEADING LOCAL CHANGE



addressed issues of public safety, justice, and equality including police brutality, immigration, and sexual assault.



addressed issues involving the economy with a majority of projects tackling aspects of homelessness or housing.

REACH BY ACADEMIC YEAR

*2019-20 PROJECTED

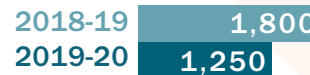
SCHOOLS



CLASSES



STUDENTS



TEACHERS



DEMOCRACY COACHES



STUDENT CHANGE MAKER SPOTLIGHT

TACKLING NEIGHBORHOOD VIOLENCE

"Neighborhood violence puts everybody's life on the line — families worried about losing their children, people in our community worried about losing their lives. Kids growing up in violence think it's normal. I think that's not fair and I believe this needs to change. ... I stepped up as a leader in my group because I was the most interested in the topic. I asked other students questions like, 'How often do you hear about people losing their lives over neighborhood violence? A lot!'

Because I raised my voice and worked with my teacher to give students more information, they started to understand that neighborhood violence was more important than school lunch ... We decided that our class goal was to work with the Board of Supervisors to propose a gun law that would tax gun sales and give the money to schools for programs that prevent gun violence."

This is an excerpt from our Student Change Maker, Stephanie's speech made at Civics Day in Fall 2018. She was in 8th-grade at Dr. Martin Luther King Jr. Middle School in San Francisco when she received this award.

"One thing I know is that student voices matter as much as adults' voices do, though often adults act like they don't. Students should try as hard as we can to raise our voices so adults can hear us...I am a changemaker."

STEPHANIE, Student Change Maker Fall 2018

PHOTO Stephanie, second from left holding her Change Maker award, stands with her family members and classmates from Dr. Martin Luther King Jr. Middle School at Civics Day.



OKLAHOMA

"What a year of growth. We doubled our classes, expanded into rural districts, and deeply invested in our teachers. As one of our teacher leaders says, Action Civics is the way Oklahoma is going when it comes to teaching Government."



AMY CURRAN, OK Executive Director

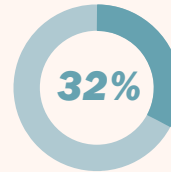
ACCOMPLISHMENTS

SCALING ACTION CIVICS IN OKLAHOMA CITY We received a \$1.1M investment by the William and Flora Hewlett Foundation to scale Action Civics education in Oklahoma City public schools. This investment will ultimately expand GC's program reach from 675 students to 5,000 students annually and is overseen by Oklahoma City Education Research Alliance.

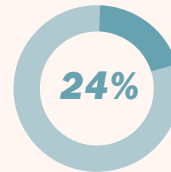
MAKING ACTION CIVICS CORE IN SOCIAL STUDIES STANDARDS As a member of the Oklahoma Academic Standards for Social Studies Drafting Committee, we revised state standards to include civics as a core strand and recommended practices that align with key components of Action Civics.

SITE LAUNCH DATE: 2016

STUDENTS LEADING LOCAL CHANGE



addressed issue projects involving safety such as domestic violence, child abuse, gang violence, and sexual assault.



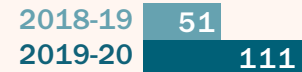
addressed issues involving mental and emotional health, including bullying, suicide, and substance abuse.

REACH BY ACADEMIC YEAR *2019-20 PROJECTED

SCHOOLS



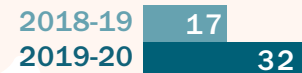
CLASSES



STUDENTS



TEACHERS



DEMOCRACY COACHES



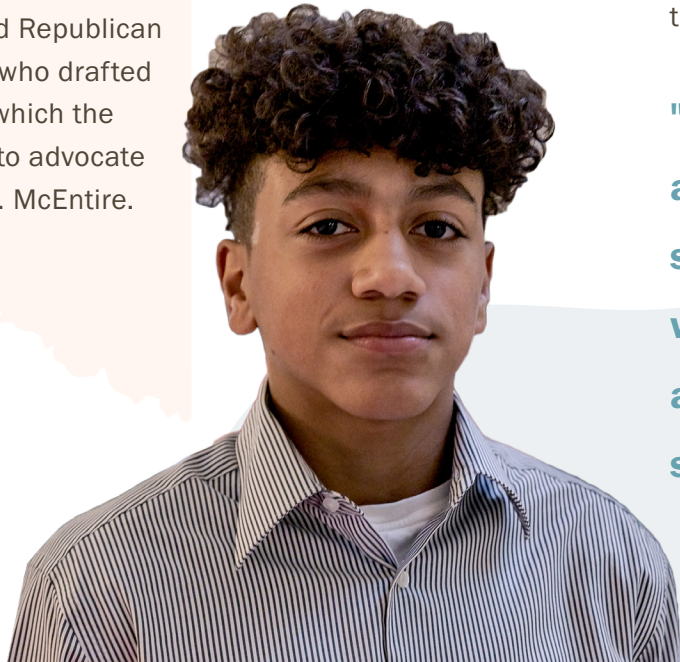
ACTION CIVICS

SPOTLIGHT

ADVOCATING FOR ACCURATE HIV CURRICULUM

Del Crest Middle School students in Mr. Baker's class wanted to focus on issues impacting the LGBTQ community. As they began their research, they found outdated information about HIV transmission in their instructional materials and came to learn that the curriculum hadn't been updated since 1987.

The students invited guest speakers to their class to learn more about HIV and AIDS. Guests included a Democratic state representative who'd tried to pass a bill two years earlier to update the instruction. The class also engaged Republican Marcus McEntire, who drafted House Bill 1018, which the students decided to advocate for along with Rep. McEntire.



The bill would update outdated language with a requirement that students receive medically accurate instruction that defines HIV and AIDS and includes analysis of HIV transmission and prevention methods. After the measure was successfully passed in the House and Senate it was ultimately vetoed by the Governor, but it was a tremendous lesson in advocacy and engagement for these Del Crest students.

Coverage of Del Crest Middle School students' advocacy efforts are featured in EdWeek's "Action Civics' Enlists Students in Hands-On Democracy" by Catherine Gewertz. The quote featured below is from this piece.

"Last year, I didn't think I could really change anything, that anyone would care what I think," said DeAngelo Irvin, a Del Crest student. But after working on the bill, he shared, "I have a voice, and even though I'm not old enough to vote, I can still make changes."

LEARNING. LEADING. TRANSFORMING.

TEXAS

"Between state policy momentum and program expansion, this year opened potential opportunities for expansive statewide impact. As the home state of 1 in 10 students in the US, Texas is an essential and exciting place to scale Action Civics."



MEREDITH NORRIS, TX Executive Director

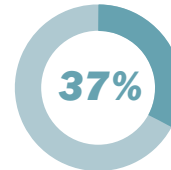
ACCOMPLISHMENTS

LANDMARK STATE-WIDE CIVICS LEGISLATION We collaborated on the introduction of and led advocacy that resulted in the passage of HB 3009, a landmark project-based civics bill through the Texas State House of Representatives.

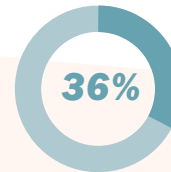
EDUCATOR POLICY ROUNDTABLE We gathered together teachers from across Central Texas for an Educator Policy Roundtable Conversation to hear their dreams for civics education in their classrooms, the roadblocks they run into, and the solutions they'd propose to decision-makers.

SITE LAUNCH DATE: 2016

STUDENTS LEADING LOCAL CHANGE



addressed issues involving education and youth voice, including improving school resources, facilities, and decision making.



addressed issues involving preventing school shootings, creating safe neighborhoods, and addressing discrimination in criminal justice.

REACH BY ACADEMIC YEAR *2019-20 PROJECTED

SCHOOLS



CLASSES



STUDENTS



TEACHERS



DEMOCRACY COACHES



ACTION CIVICS SPOTLIGHT

INCREASING YOUTH VOICE IN SCHOOL

In the fall of 2018, students in Ronald Michael's class at Elgin High School in Elgin, TX identified the need for students to have an outlet to share concerns and offer recommendations that directly impact their academic environment. Because their district is facing rapid growth, they realized that often the voices and concerns of the students are not heard.

They advocated for students to be represented on the Elgin School Board. Students worked with EHS and EISD staff for the inclusion of high school students on the School Board.

"GC opened up my eyes to the fact that change really does start with young people."

SAMANTHA VASQUEZ, Student Democracy Coach, St. Edward's University

They put together a proposal to the Elgin School Board, advocating for a Superintendent Advisory Board. They shared this idea with Dr. Jodi Duron, Elgin ISD Superintendent.

The students were successful in pushing forward their vision for student representation on the school board. The district put in place a District Advisory Committee for the 2019-2020 academic year, allowing students to share concerns and offer suggestions for improvement.

PHOTO *Elgin High School students from Ronald Michael's class at Civics Day.*



LIVING OUR VALUES

OUR COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION

We believe a democracy only works when all of its citizens' voices are represented and valued in the decision-making process. To ensure that our democracy represents the voices of all people, we prioritize working with students from communities that have been historically excluded from the political process.

We strive to reach this democratic ideal by committing to core principles of diversity, equity, and inclusion across all levels of our work. This includes prioritizing program delivery to historically marginalized communities and underserved youth, building a team – including staff, boards, college volunteers and school and organizational partners – which models diversity, and building coalitions that advocate for equitable civics education policy. We strive to ensure our Action Civics curriculum is equity-centered by creating culturally relevant learning environments and acknowledging the barriers to civic participation faced by so many young people.

We recognize that we have much work still to do as an organization to achieve our vision, but we are committed to continually being transparent about our progress and taking concrete action to move us forward towards our goals.



GRASSROOTS CHANGE

Every individual has a voice and the potential to change his or her communities.



SYSTEMIC IMPACT

We believe in big change, and always starting at the root of the issue.



COLLABORATION & DIVERSITY

Our differences make us stronger.



ACTION

We learn by doing.



OPEN MINDEDNESS

We are always learning and growing.

LEARNINGS & PROGRESS

OUR COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION

We continually strive toward our vision of diversity, equity, and inclusion (DEI) and attempt to illuminate the patterns of challenges and opportunities for learning, as well as celebrate the advancements the organization is making year to year. This year included:

MODIFYING OUR CURRICULUM We partnered with Teaching English to Speakers of Other Languages (TESOL) experts from Rhode Island College to embed suggested adaptations throughout the curriculum and offer instructional strategies to support language development and content access for Multilingual Learners. We engaged DEI curriculum consultants as we explore how to more intentionally and deeply integrate culturally responsive pedagogy practices.

CREATING GREATER ACCOUNTABILITY AND TRANSPARENCY GC launched a formal DEI Advisory Committee (DEIAC) comprised of seven staff members from diverse identities, teams, levels, and geographies to inform organizational decision-making in partnership with key organizational leaders, ensuring that DEI transformations at GC have inclusive and representative leadership.

ALLOCATING MORE CAPACITY & RESOURCES

We launched a partnership with DEI consultants to strengthen organizational systems and staff cultural competency, and thus lay the foundation for short and long-term organizational transformation. In future years, the organization is committed to bolstering talent, organizational development and DEI capacity where necessary to reach our ultimate goal of creating and fostering a more equitable organization.

IMPROVING HIRING PRACTICES & HUMAN RESOURCES

We hired our first Talent Manager, which has dramatically expanded our ability to build and improve the employee experience. This includes recruitment and selection practices, employee relations, performance management and manager mindsets, compensation philosophy and administration, and inclusive, equitable employment policies. Our Talent Manager supports GC employees in turning the basic principles of our mission inward, ensuring at all levels and across all identities employees have the resources to feel empowered, developed, and engaged.

THE YEAR AHEAD & BEYOND

GC will be entering the third and final year of our ambitious strategic plan in the year ahead. We are on track to achieve our expansive aims and will use the year to carry them out while simultaneously elevating key learnings that will serve as barometers for GC's growth and vision. Here's where we will focus:

DEEPEN IMPACT



Update our curriculum based on the recommendations provided by our DEI consultants to honor and build from the lived experiences of learners through building and ensure all resources are multi-language learner accessible.

Focus on going deeper in existing partnering schools and districts.

Strengthen relationship-building in the classroom between educators and students.

BUILD INTERNAL CAPACITY



Codify elements of team culture through focusing on living out our values.

Strengthen recruitment, retention, effectiveness, and sustained career growth for all employees.

Increase transparency in decision-making across the organization.

FURTHER ADVOCACY



Place equity front and center in all policy design and bolster the national Equity in Civics Steering committee's leadership.

Create Action Civics legislative or administrative pathways in at least 10 states and lower the voting age to 16 in 1-2 areas through targeted local youth-led campaigns.

Elevate the Student Leadership Board as Action Civics' most prominent spokespeople.

CELEBRATE A DECADE OF GENERATION CITIZEN

Generation Citizen officially turns ten in 2020. We will be celebrating how much we've grown and accomplished -- such as teaching Action Civics to more than 74,762 students across ten states -- and the power of youth voice and their ability to create change.

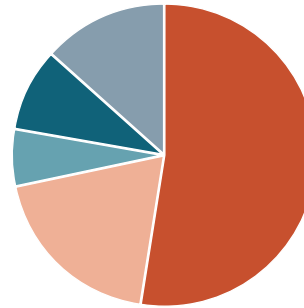
Please visit our website to learn how you can join us in celebrating 10 years of Generation Citizen!



FINANCIALS & REVENUE GROWTH

In the 2019 fiscal year (July 1-June 30), Generation Citizen raised \$5,426,174.27 and spent \$5,179,954.77.

Comparatively, in the previous fiscal year, \$4,762,349 was raised and \$3,759,293 spent.

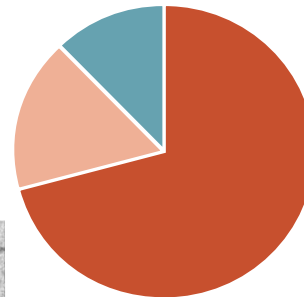


REVENUE

FOUNDATIONS	52%
INDIVIDUALS	19%
CORPORATE	6%
PROGRAM SERVICES	9%
GOVT REVENUE	13%

TOTAL

\$5,426,174.27

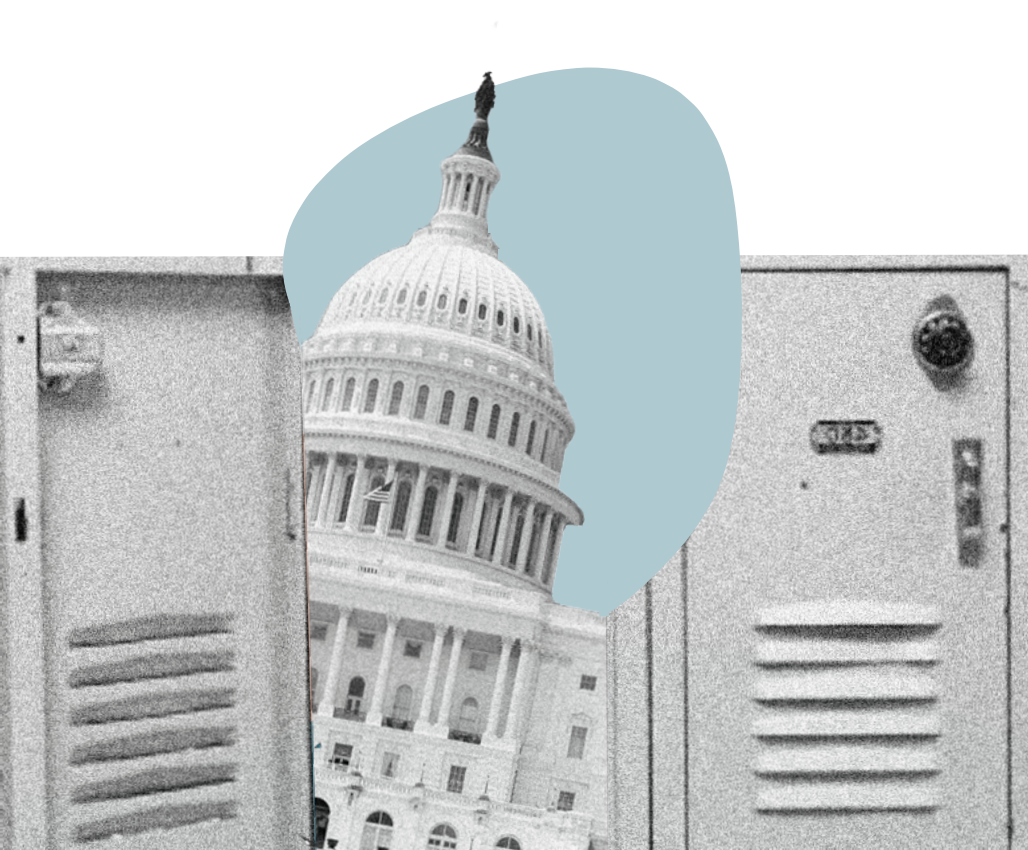


EXPENSES

PROGRAM	71%
FUNDRAISING	17%
ADMINISTRATION	12%

TOTAL

\$5,179,954.77



ALUMNI SPOTLIGHT



LORI CAMPBELL

“This experience helped start a journey that has pushed me past my comfort zone, connected me to political leaders, keeping me politically active... As I continue to look towards my future and my dreams of becoming a doctor, my experiences with Generation Citizen are helping me think critically about the systemic obstacles in my path and ways that I can address them.”

Lori is a former Generation Citizen student and Community Change Fellow. She is currently a senior at Bedford Academy High School in Brooklyn, NY.

PHOTO Lori, left, stands with her graduation certificate at the Community Change Fellowship Graduation ceremony. Julian, right, poses for his Student Leadership Board headshot at the summer retreat.

JULIAN VIVIESCAS

“It is critical for students to experience and witness the impact of Action Civics... Many people wonder how they can address issues affecting their communities. I was lucky. In a classroom at my high school, I learned how to create real community change.”

Julian is the former Student Leadership Board Chair and Community Change Fellow based in Massachusetts. This quote was taken from his op-ed, “How A Lowell High School Civics Class Changed My Life — And Our City” published on WBUR. He is currently a Student Change Fellow at GC, serves on the Massachusetts Local Board, and is taking a gap year before attending university.

LEADERSHIP & BOARDS

NATIONAL BOARD OF DIRECTORS

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Julie Hudman | Julie Hudman Group

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Louise Langheier | Peer Health Exchange

Jane Lo | Florida State University

Jake Mazeitis | Fellow at American Constitution Society

Joseph McGeehin | Bridgewater Associates

Hanna Rodriguez-Farrar | Colgate University

Sylvia Rousseau | USC Rossier School of Education

Matthew Segneri | Harvard Business School

Dan Tanglerhini | The Emerson Collective

Lexie Tesch | Student at Berkeley High School

Regan Turner | Gympass

Mary Vascellaro | Volunteer in Education and the Arts

Scott Warren | Generation Citizen

LEADERSHIP TEAM

Scott Warren | Co-Founder & Chief Executive Officer

Josh Solomon | Chief Operating Officer

Sarah Andes | Senior Director of Programming

Andrew Wilkes | Senior Director of Policy and Advocacy

Ayda Zugay | Senior Director of Development Strategy

Amy Curran | Oklahoma Executive Director

DeNora Getachew | New York Executive Director

Arielle Jennings | Massachusetts Executive Director

Thomas Kerr-Vanderslice | Rhode Island Executive Director

Meredith Norris | Central Texas Executive Director



“The opportunity to participate in my 8th-grade Generation Citizen class became a gateway into my civic career.”

LEXIE TESCH, a senior at Berkeley High School and one of three inaugural youth members of Generation Citizen’s National Board serving 2019-2021.

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Dev Sheth

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Representative Anthony Daniels | AL State Legislature
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Jayden Lopez | NY
Liana Gill | NY
Erandi Bustamante | OK
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CIVICS DAY SPONSORS

At Civics Day students present to community leaders and public officials how they have tackled head-on the difficult issues that impact their everyday lives. It is an opportunity for them to take pride in their projects, advocate for their points of view, and gain real-world experience in public speaking and networking.

Thank you to the 624 volunteer judges and civic leaders who also make Civics Day possible!



CIVICS DAY IS MADE POSSIBLE THANKS TO OUR GENEROUS SPONSORS:

- ActBlue
- Adler Pollock & Sheehan P.C.
- Ariel Group
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- New York Community Trust
- New York City Bar Association
- New York Women's Foundation
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- Patrina Foundation
- Pricewaterhouse Coopers
- Sanofi Genzyme
- Seth Sprague Educational & Charitable Foundation
- Silicon Labs
- Sonic
- The Gray Foundation
- Wellington Management
- United Airlines, Official Airline of GC
- Wells Fargo

PHOTO Volunteer Judge at CA Civics Day (left); J.D. Baker, Special Assistant to Oklahoma City Mayor (center); Joana Solano, Reagan High School student presenting at TX Civics Day (right).

THANK YOU TO OUR SUPPORTERS

\$100,000+

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New York Community Trust
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Foundation
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\$50,000 - \$99,999

Bruce Levenson
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Meadows Foundation
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Foundation
Search Institute
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Advisors
Seth Sprague Educational
and Charitable Foundation
United Airlines

\$10,000 - \$24,999

ActBlue
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Filene Foundation
Theodore Edson Parker
Foundation



Bank of America selected GC as a workshop partner for BOA Student Leaders program to support our shared value of **preparing youth for civic leadership**.



LEVEL
FORWARD

Level Forward co-producer of Tony-nominated play 'What the Constitution Means to Me'. Selected GC to receive **10% of the play's net profits**.



United Airlines is the **official airline of GC** and sponsor of the Student Leadership Board retreat summer 2019.

\$5,000 - \$9,999

Adrian Rami
Allison and Marc Ecko
Andra and John Ehrenkranz
Anonymous
Brown Rudnick Charitable
Foundation
Charles and Lynn
Schusterman Family
Foundation
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“Generation Citizen gives people the chance to invest in the young people who are rebuilding our democracy, one Action Civics project at a time.”

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

PHOTO Members of Generation Citizen Staff and Student Leadership Board having way too much fun at CA Civics Day in spring 2019!



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