

# EQUITY



# IN ACTION

*2021 Annual Report*



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# Letter from our CEO

Dear GC Community,

It is an honor to lead this organization at this moment for our country. Thank you to the Board, team, school partners, community members, and supporters for your warm welcome at the beginning of 2021.

These early months as CEO of Generation Citizen have been inspiring for me. Listening to our students and teachers keeps me optimistic that a different future is possible, even as the world continues to reel from the pandemic and our polarized public square.

Young people live in the same complicated world as adults. The projects they choose reflect the realities they experience, and the ideas they have for a better future. From drug abuse and bullying, to food insecurity and domestic violence, GC students are eager to be agents of positive change in their communities and we are proud to support them in that journey. Students need and deserve an honest accounting of our past, along with the tools to participate in our democracy today and to shape our future.

Because we know how positive and powerful civics education is, it is that much more troubling to see a coordinated attack on civics gaining ground around the country.

We are overdue to strengthen the foundation of our democracy, which starts in our classrooms. Through equity-rooted, experiential civics education, students realize the power of their own voices within communities, and develop a rich understanding of how government works. They also build a set of skills that will serve them well in every school subject, in college, their careers, and civic life. This is work that needs to be expanded in this moment, not limited.

GC students and teachers are a wellspring of hope for the future of our democracy. We are excited to share their stories with you, our supporters and partners who make all of this possible. This report is organized around GC's core values so that you can see our principles in action.

Finally, I want to thank the incredibly talented team of civics educators and social change leaders who choose to work at Generation Citizen. Your knowledge, your energy, and your commitment to helping students thrive is the source of every success we have.

In Gratitude,

Liz Clay Roy



# ACTION

**We learn by doing. We believe that the process of trying can teach us as much as achieving our outcome. At the same time, we think carefully about the way things get done, and value learning from failure as much as celebrating success.**

## Who We Are

GC's mission is to build an education movement that equips and inspires young people to transform our democracy. We envision a world in which young people are at the forefront of creating a more just, participatory, and inclusive democracy with greater equity in representation and outcomes.

## What We Do

We champion real-world democracy education that equips all young people with the foundational civic knowledge and skills needed to understand systems of inequality and effect change. In the classroom, our program inspires robust civic participation by inviting students to engage directly with the local issues and institutions impacting their communities. We also provide thought leadership, conduct research, and build national and regional coalitions to advocate for state and district-level policies that ensure schools prioritize project-based civics.



# *What is equity in action?*

A healthy democracy is only possible through an equitable, inclusive society.

Civics education should strive to provide all students with a comprehensive, culturally relevant learning experience that builds the life-long knowledge, skills, and motivation critical for democratic participation. Equity in action means that we work to achieve these ideals within our organization, our curriculum, and our policy work.

2021 has been marked by growing political polarization, efforts to suppress voting rights, and widening disparities laid bare by the pandemic. Instead of the January 6th insurrection leading to a period of unity, tensions appear to be rising. All of this has destabilized our democracy.

**WORKING TOWARD A  
MULTIRACIAL, EQUITABLE  
DEMOCRACY HAS NEVER  
BEEN MORE IMPORTANT.**

# *What are the challenges facing our democracy and civics education?*



## ***Civics education is neglected and underfunded.***

The road to a more equitable democracy begins with our schools. Yet civics education [varies significantly by state](#)—several states have no civics requirement at all—and STEM education receives roughly 1,000 times the federal funding per student nationwide. With such a lack of resources, it should be no surprise that only 51% of people ages 18-24 [voted in 2020](#) compared to 76% of voters ages 65-74.

## ***Project-based learning is under-utilized in civics classrooms.***

Research shows that [project-based learning](#) leads to higher levels of engagement and achievement across disciplines. Similar to the work students do in science labs, project-based, experiential learning provides opportunities for young people to explore civics in the real world, in addition to the key dates and history of traditional civics education. It also builds empathy and understanding across lines of difference. Students deserve rigorous, researched-based programs that give them the knowledge and skills to be active and engaged citizens.

## ***Our democracy is not equitable.***

The American political and economic system was historically designed to privilege, include, and prioritize the power and well-being of certain groups over others. This has resulted in inequitable representation and political power at all levels of government, as well as governmental policies that disadvantage, and often actively oppress individuals in communities of color and low-income communities. Our democracy will be stronger when everyone can bring their perspectives to the public sphere.

## ***Our education systems are not equitable.***

Resources are not distributed equitably across school districts and their broader communities. Students from marginalized communities are less likely to have access to relevant, high-quality, experiential civics education or social and emotional learning programs that help facilitate their growth and long-term ambitions.

# Generation Citizen Classrooms: A World of Possibility

## CREATE A DEMOCRATIC CLASSROOM & CONDUCT COMMUNITY ANALYSIS

What does each of us need to talk about issues openly and honestly?

What is important to you and members of your community?

What are the assets and challenges we learned about from community members?

## RESEARCH & MAKE AN ACTION PLAN

Students research the issue using resources such as articles, interviews, and studies to analyze its root causes.

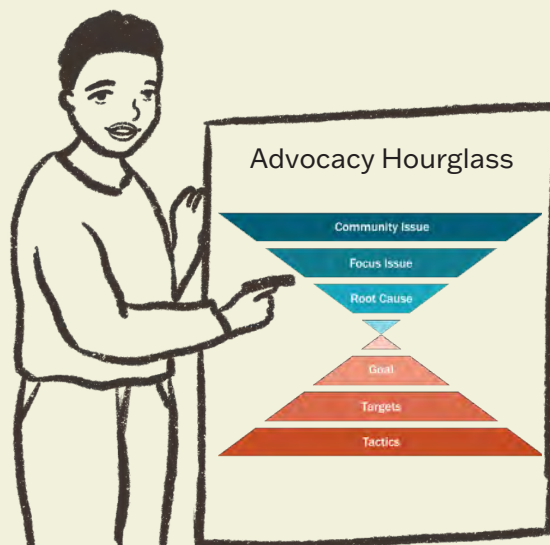
What is the root cause that we want to address?

What can we do to make systemic change?

Who can we ask for help?

## TAKE ACTION & PRESENT

Students carry out their plans with the help of community members, and then share what they learned at Civics Day.



# EQUITY AND ACCESS

GC students and teachers are the heart of our work

My name is Kasey Estevez. I was born and raised in Providence, RI to Dominican parents. I was introduced to Generation Citizen as part of the Community Development Program at the Juanita Sanchez Educational Complex. At the time, I thought that GC was just another thing to keep us busy in school. It ended up being more of a reassurance of my place in the world as a young person of color. The young people in the program really started to understand just how powerful our ideas and voices could be. When you take a group of young people and talk to them about what is possible in their community, they start to believe they are capable of creating long lasting and necessary adjustments for the betterment of society in all spaces.

The civics classes we took taught us to challenge the idea that young people in our age group don't have the bandwidth to have conversations about things that will impact generations to come. We learned to become independent thinkers and make "good trouble," as Representative John Lewis would say. From these ideas, our food pantry, JSEC Goods, was born.

87% of our classmates are on free or reduced lunch, and the pantry offers food each weekend to make sure everyone is fed and secure when school isn't in session. We would have never dared to believe that our ideas could become realities had Generation Citizen and our amazing teacher Shannon Gormely not been involved. The ideas we learned and cultivated with our time with Generation Citizen really pushed me to continue to strive for better in both my professional and personal life.





# Here's a snapshot of our impact this year

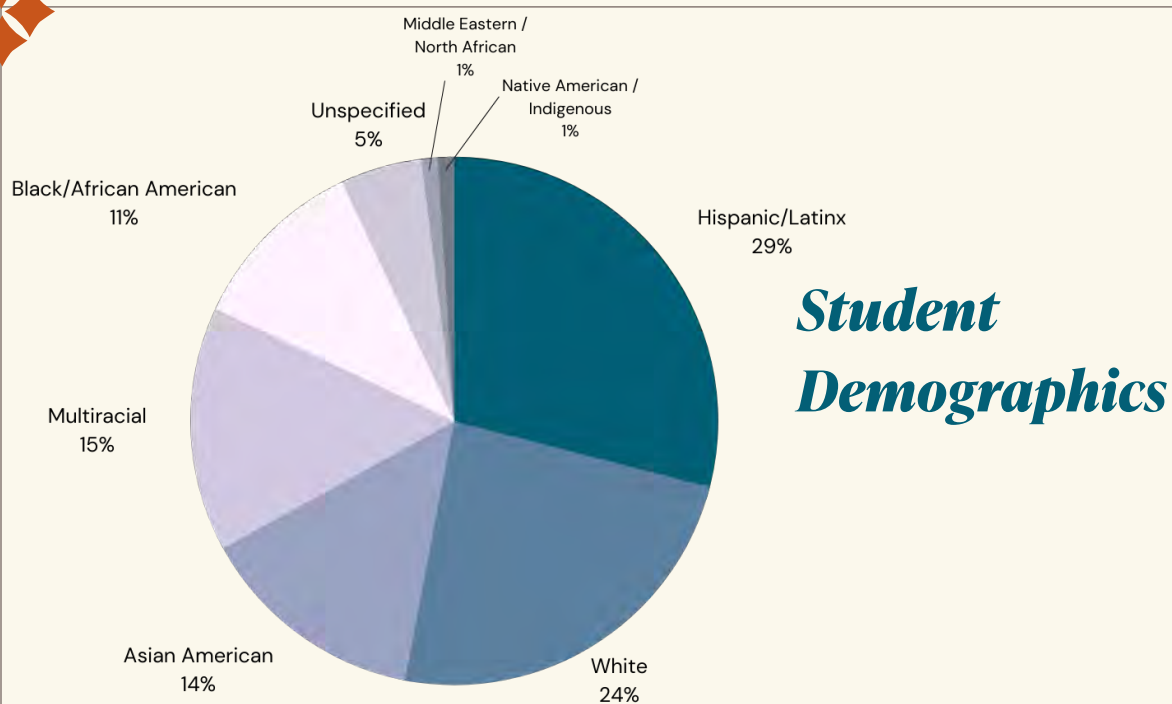
**19,800** Students Educated

**794** Class Projects

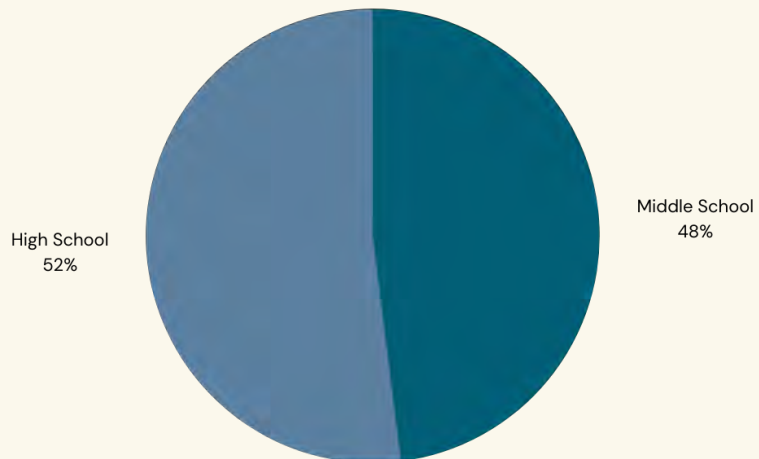
**269** Teachers

Over **850** civic champions and community members were mobilized to support our programs

**116** School Partners



## Generation Citizen Schools



# WHAT DO STUDENTS AND TEACHERS HAVE TO SAY ABOUT GC PROGRAMS?

## *Students*

### Civic Knowledge & Engagement

- ◇ **88%** of GC students gained civic knowledge
- ◇ **86%** of GC students think they will vote in the future (compared to 2020 turnout of 51% by voters 18-24)
- ◇ **72%** of GC students were moderately or extremely aware of the strengths of their community; only 15% felt this way at the beginning of the program

### Classroom Community

- ◇ **95%** of students reported that their teacher gave them many opportunities and ways to contribute
- ◇ **88%** of students reported that their teacher made connections between the classroom and their lives or experiences
- ◇ **84%** of students felt that people in their class support each other

## *Teachers*


### Classroom Community

- ◇ **87%** of teachers “agree” or “strongly agree” that having Action Civics at their school led to new opportunities or platforms for student voice to be heard at school
- ◇ **76%** of teachers reported that participating in GC strengthened their relationships with students

### Professional Development & Program Satisfaction

- ◇ **99%** of teachers felt “very confident” or “somewhat confident” in delivering GC’s Action Civics curriculum and received in-depth training to deepen pedagogy and cultivate democratic classroom cultures
- ◇ **95%** of teachers were “satisfied” or “very satisfied” with the support provided by GC staff
- ◇ **83%** of teachers felt that teaching Action Civics deepened school leadership’s support of student voices beyond the classroom





## *GC's Action Civics equity-centered curriculum*

Following a rigorous three-year process, GC is proud to have piloted our new equity-centered Action Civics curriculum in the fall of 2021. When GC was founded, the organization's mission, theory of change, and programs did not fully acknowledge systemic inequity in our nation's history or civic structures.

Understanding systemic oppression is key to building a more fair and inclusive future, and a healthy democracy is one with diversity, equity, and inclusion at its foundation. Our curriculum and organizational values now reflect this deeper understanding. With a spirit of humility, we are committed to continuing this process of growth.

The new equity-centered curriculum is rooted in the belief that young people deserve the education and support to bring about systemic change. Its lessons are relevant to local historical contexts and students' lived experiences, and explore the role of historical inequities in today's democracy. The curriculum is adaptable and developmentally appropriate for different ages and classroom needs.

Specialized professional development programming helps teachers facilitate conversations, identify and interrupt inequitable practices, address biases, and create inclusive classroom environments for students of all identities. This is especially critical when schools and teachers across the country are being targeted for attempting to engage students thoughtfully with these issues.

## *Ensuring Equitable Access*

As we expand our equity-centered work, project-based civics education is at risk due to growing movements that seek to ban project-based civics education and restrict resources for educators. Governments in 28 states have passed or are considering such state policy actions. Thus far, 11 bills have become law — including in Texas and Oklahoma, two states in which GC operates.

Following the passage of the Oklahoma law, which prevented her from engaging in the equity-centered curriculum pilot, one GC teacher shared this message.

# *Letter from Kendra Whitman*

## **OKLAHOMA TEACHER**



Over the past five years, I've watched GC grow around the issue of equity. It has become a fulcrum and defining trait of their program and their whole organization. When I found out that I would get to pilot their new equity-based curriculum, to provide feedback and help shape it, I was so excited. This is exactly what my students wanted and needed. They've become extremely self-aware of their position in society, especially in the wake of the death of George Floyd.

I teach predominantly African American, Latino, and Native students, and to teach history and government means asking how we can live up to the ideals of our founding documents: all men are created equal. We the people. But who did that include? It definitely didn't include people who look like my students. This curriculum would have helped them understand our history, and would have provided them with context, communication skills, and tools to navigate these difficult but necessary subjects.

It was heartbreaking when Oklahoma passed a law that made it impossible for me to participate in the pilot program. This law is trying to solve a problem that doesn't exist. Teachers were not asked for their input, and it is not in the best interest of Oklahomans and our students. The legislation targets anything that might make students uncomfortable, and to teach this pilot would be too much of a legal risk.

This was when it really dawned on me the scope and the danger of this new law. It has a chilling effect on education, educators, and our students. Our students now are worried. "Are we going to be targeted next? Are we allowed to voice our opinions? Are we allowed to exist?" That is what I feel was the most important part of that curriculum, and what it brought to my school. GC has been transparent and communicative through this process, and I want the organization to continue to be a beacon of change and equity. I look forward to working with GC to find a way to reach our students.

# GRASSROOTS CHANGE



Every individual has a voice and the potential to change their community. We believe all people play a role in the development of their communities and that meaningful change grows from local and personal knowledge. Civics Day events are opportunities for students to share their projects with peers and community members.

*These are the top issues chosen  
by GC classes in 2020-2021:*

**Mental Health**  
**Homelessness**  
**Racism**  
**Clean Environment**  
**Bullying**  
**Gun Violence**  
**Food Access**

# *Civics Day Highlights*



## **MENTAL HEALTH SUPPORT IN OKLAHOMA CITY**

**Issue:** Mental health is the top issue chosen by GC classrooms by a significant margin, and this was no exception for students at Putnam City North High School. Students across the country have expressed that mental health issues are still stigmatized and do not receive enough attention or assistance, which is also reflective of rising depression and anxiety rates for young people in the last two years.

**Research:** Following community interviews, the class felt mental health had root causes such as lack of family support, social media, and general lack of infrastructure to provide help. They also found that it affects people regardless of their socioeconomic status or who they are, and could also be improved upon in major ways with “some real work.”

**Action:** Remaining focused on their own school community, students decided that mental health training for teachers could be an effective way to provide immediate support. They brought in a guest speaker to discuss Trust-Based Relational Intervention, an evidence-based technique specifically designed for children and young people. Next, students created a plan for this training to be widely available to teachers, and presented it to their principal.



## PLASTIC BAG BAN IN FALL RIVER, MA

**Issue:** As students discussed their class project, they were concerned with marine wildlife pollution from plastics and about the way garbage made their community look and feel—especially when it came to young people remaining in Fall River after they graduate.

**Research:** In their research, the group learned how their local government worked and that there had been an attempted plastic bag ban recently.

**Action Plan:** The students helped to re-introduce the ordinance, and testified at their city council's ordinance meeting on the importance of the ban. Eighth grader Peyton told the committee, "As much as we'd love to end pollution in total, we can't in our short amount of time here. So if we take this small step, it could lead to a huge leap in helping the environment. Look at the other 140 cities and towns that have already banned the usage of single use plastic bags in Massachusetts, such as Lynn and Newton. We can follow. We, the youth of Fall River, want to stay here, but we can't stay in a city that is dirty." The ordinance passed the council with unanimous support, a huge accomplishment for the class!



*“We, the youth of Fall River, want to stay here, but we can’t stay in a city that is dirty.”*



## SOLAR PANELS IN BASTROP, TEXAS

**Issue:** Following massive power outages from winter storms, ninth grade students at Colorado River Collegiate Academy decided to focus their project on renewable energy.

**Research:** The group learned that some cities incentivize net metering, a practice of connecting solar panels to the grid system. Students reached out to net metering experts and community members from other cities that offer it, and researched how it could be implemented in their own city.

**Action Plan:** Students engaged with their local elected officials to build a relationship around possible implementation of the policy.

## PROMOTING FREE HEALTH CLINICS IN CAMBRIA HEIGHTS, NEW YORK

**Issue:** Students wanted to learn more about access to free local health clinics. Do community members use the free clinics available to them? Why or why not? What could help them have greater access to free health care?


**Research:** Through surveys with more than 70 members of their community, students asked a series of questions about how health care was accessed, knowledge of free clinics, transportation, where they've seen free clinics promoted, and what their experience has been with different modes of care. They found that 35% of their sample population had never used a free health care clinic. Based on their data, lack of public transportation and health clinic advertisements were possible root causes or barriers to communities having access to clinics.

**Action Plan:** Together, the group created a series of suggestions to improve the ways free clinics market their services to the public so that more of their community members have access to free health care.





# SYSTEMIC IMPACT



We believe in big change, and always start at the root of the issue. We address the root causes of problems instead of focusing on surface-level symptoms.

## *Policy and Advocacy*

Generation Citizen's Policy & Advocacy team continued to lead its innovative work across the country. Our P&A team is part of a nationwide movement of educators, policy makers and community leaders committed to protecting and expanding civics education across the country through building coalitions, conducting policy research, and advocating for comprehensive, experiential civics education at every level of government.

While anti-civics bills dominated the news cycle in some states, we also saw incredible successes at the state and local levels to improve civics requirements and engage young people civically more than ever before. Work continued on 50x2026, a GC-incubated campaign to elevate civics education requirements in all 50 states by the 250th anniversary of the Declaration of Independence, and momentum built around youth-led efforts to lower the voting age to 16.





## RHODE ISLAND

Following years of advocacy, Rhode Island created a civics requirement for graduation that will include project-based learning for more than 50,000 students each year. The Generation Citizen team helped shape the language of the original bill introduced in the House, which was inspired by the GC model legislation. The bill's passage was supported by the Rhode Island Civic Learning Coalition (RICLC), a multiracial, multiethnic, and multigenerational coalition launched by GC in January 2021. RICLC is made up of 15 organizations, youth leaders, and teachers across the state. It is committed to making systemic change by supporting the policies, resources, and capacity of our institutions to achieve more equitable outcomes with a focus on groups that are historically marginalized from our democracy. Rhode Island exemplifies the importance of dedicated, diverse groups of community members working together for systemic change.



## EDUCATING FOR DEMOCRACY ROADMAP

In March 2020, the [Educating for American Democracy \(EAD\) Roadmap](#) was released. It provides guidance that states, local school districts, and educators can use to transform the teaching of civics and history to sustain our constitutional democracy and meet the needs of a diverse 21st century K-12 student body. Generation Citizen leadership was active on the EAD Advisory Council, and our Board member, Dr. Kei Kawashima-Ginsberg, Newhouse Director of CIRCLE, the Center for Information and Research on Civic Learning & Engagement, was one of the Principal Investigators on the project.





## **NEW JERSEY**

SB 854, nicknamed “Laura Wooten’s Law” after the longest-serving poll worker in American history, was signed into law in July. The law, which includes a semester-long middle school civics education requirement for more than 100,000 students in New Jersey beginning in 2022, was sponsored by Troy Singleton, New Jersey State Senator and 50x2026 Advisory Council member. GC’s 50x2026 campaign provided communications and coalition support for the bill’s passage. New Jersey was one of 10 states without any required instructional time for civics education. We are now one step closer to realizing the mission of GC’s 50x2026 campaign—comprehensive civics education access in all 50 states.



## **NEW YORK SEAL OF CIVIC READINESS**

Generation Citizen New York was a leading participant in the New York State Civic Readiness Initiative and Task Force, which is working to create a civics-oriented pathway to high school graduation. New York City students must pass five Regents exams in order to graduate, and the Seal of Civic Readiness will provide a civics education option in place of one of the existing tests. GC is committed to equitable implementation of the Seal program, and will provide technical assistance, forge new district partnerships, and conduct policy advocacy through the DemocracyReady NY coalition to make sure as many students as possible can earn the Seal of Civic Readiness as they graduate.



## **BALLOT MEASURES IN OAKLAND AND SAN FRANCISCO**

Vote16USA is a national, youth-led campaign to lower the voting age to 16. It is incubated by GC and embodies our commitment to informed youth civic engagement and enfranchisement. Following a campaign supported by Vote16USA, Oakland, CA passed Measure QQ to extend voting rights to 16- and 17-year-olds for school board elections in 2020. Vote16USA also co-chaired a campaign in San Francisco for a ballot measure that would have lowered the voting age to 16 for all local elections. Endorsed by every elected official in the city, the measure earned 207,000 votes, an increase of 30,000 from its first attempt in 2016, falling just shy of passage with 49.2% of the vote. The effort elevated Vote16USA and GC in national media and taught valuable lessons on youth-led grassroots organizing.

# COLLABORATION AND DIVERSITY

Our differences make us stronger. Our work is strengthened by incorporating multiple points of view into everything we do. We respect and embrace diverse backgrounds, perspectives, insights, and experiences.

## *Meeting the Moment*

### *Equity in Civics Field-building Initiative*

Our Equity in Civics field-building initiative, funded by The William and Flora Hewlett Foundation, is gaining momentum. In 2019 and 2020, GC held seven listening tour conversations, which culminated in the creation of the Equity in Civics [white paper](#) outlining the challenges of diverse, holistic civics education. This project is now entering a new phase, with a 12-member national coalition of youth organizers, researchers, social-emotional learning experts, and civics education groups. Communities are already coming together in Rhode Island through the RICLC, and in Texas through new partnerships forged in the difficult 2021 legislative session. Together with the Intercultural Development Research Association and the Children’s Defense Fund, GC Texas is coordinating the creation of community civic learning plans in several locations—some of which hosted Equity in Civics conversations last year. We are excited to continue this work in the years to come.




## ***First GC Summer Program***

Creativity and flexibility are key to high quality education, and in June we piloted an intensive version of the GC curriculum in Denton, Texas. Teachers received in-person training, and then led eight days of programming for middle school students who took the course as an elective. One teacher shared the impact of the experience on students, even in a short time:

***“We had one student who was very shy and quiet during their 7th grade year. However, while working on this project, said student felt like they had a voice. When the students presented their project to the principal, even our principal pointed out how the last eight days seemed to really bring this student out of their shell. I now teach that student and they're very willing to volunteer in class and use their voice all the time, inside and out of the classroom. It's amazing.”***



# OPEN MINDEDNESS AND LIFELONG LEARNING



**We are always learning and growing.** We do not have all of the answers, and there are many solutions. We must be curious, listen, reflect, make changes, and operate with humility in order to achieve our goals.

## *Tulsa Race Massacre Community Conversation*

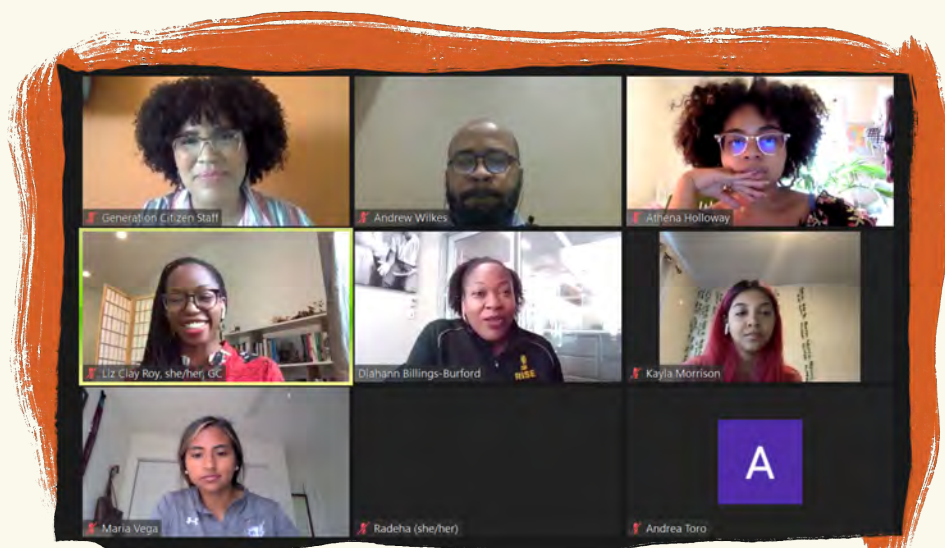
2021 marked the 100th anniversary of the Tulsa Race Massacre, a horrific chapter in America's history that was all but erased from the history books. Community members, artists, and historians united to ensure that this important story is preserved and taught to future generations, and GC's Oklahoma team held a commemoration event in March. This community conversation featured two powerful panels, led by the Rev. Dr. Robert Turner and Rev. Tamara Lebak, as well as teachers and students. Learning history and putting events in context are crucial to understanding our present and achieving justice in the future.

## Alumni and Youth Voice

GC has worked to expand opportunities to engage alumni beyond our in-school programs, and for youth voices to drive our work. We set our top priorities in 2020: building a field program focused on youth civic engagement and campaign participation; the creation of a national youth fellowship; and youth participation on our national and local boards. This year we saw these priorities in action. Alumni and Youth Voice Manager, Dairanys Grullon-Virgil, is supporting regional efforts in Rhode Island to create an in-state youth fellowship, and to build our alumni community through trainings and events.

*“It’s not enough to say that young people are the future—adults, civic society, and the government must commit to investing in young people’s future. At Generation Citizen, we believe that to build an inclusive democracy, we need to equip and provide young people with opportunities to use their voices. Generation Citizen’s strategic priorities, including alumni regional engagement, a national fellowship, board service, and involvement in organization-wide decision making, demonstrate that we have a vision for our students. We want our students across the country to be the ones leading and transforming their communities from within.”*

**DAIRANYS GRULLON-VIRGIL,  
ALUMNI AND YOUTH VOICE MANAGER**



## *Remembering GC Alumna & Changemaker*

# REBECCA BITEGETSIMANA



The GC community lost an incredible young person this year. Rebecca, a 2017 GC Changemaker, was part of the first Generation Citizen class in Lowell, MA, that started a food pantry in their high school. Born in a Ugandan refugee camp, she was deeply familiar with food insecurity. She worked with her fellow classmates to develop a food pantry for those in need, and also served her greater community whenever she could. “At the Lowell Civics Day, Rebecca gave a powerful speech that stays with me to this day, about finding her voice and having a place in her community,” Arielle Jennings, GC New England Executive Director recalled. “Her parents attended and were so proud of her. Her spirit was one of the brightest I have ever known.”

Mill Market Food Pantry, which subsequently inspired her school district to implement similar pantries in other schools, was dedicated to Rebecca this autumn in honor of her service and life. We are grateful to have known Rebecca, and we will carry her light with us as we strive to support our communities.





# *Letter from Julie Hudman*

## **GC BOARD CHAIR**



What a year for our country and for Generation Citizen. It has held many challenges but also hopeful beginnings. We continue to face headwinds through the school interruptions of the COVID pandemic, staff working remotely across the country, and resistance to our policy agenda in states that misconstrue our curriculum's purpose and outcomes. But none of that stopped GC teachers, students, staff, and partners from coming together to create positive change in communities across the country. Through it all, GC's team has demonstrated creativity, flexibility, and dedication in this vital work.

2021 also brought our new CEO, Liz Clay Roy, whose steadfast belief in the power of a multiracial, youth-

driven democracy energizes and encourages us. On behalf of the Board of Directors, I want to thank Liz and GC's committed staff. We look forward to all that is to come.

The Board is also thankful to the teachers and students who bring Action Civics to life. We believe that teachers are critical to ensuring Action Civics education is centered in equity and creates inquisitive, active citizens in communities across the county.

None of this would be possible without our supporters. Because of you, GC serves students and their communities in a myriad of ways. Thank you for all that you do to create a stronger, more inclusive democracy.



***Thank you to all who make our work possible. We are grateful to the teachers, students, community members, and board members who help us bring civics to life.***

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***Many thanks to the generous supporters who made significant gifts during Generation Citizen's 2021 Fiscal Year. Your partnership and commitment to our work helps us ensure that all young people are equipped with the knowledge and skills it takes to navigate our democracy. Together, we can activate a movement of young people prepared to lead and transform our democracy.***

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Jonathan & Jennifer Soros  
Mary & Jerome Vascellaro  
New York City Council  
Rockefeller Brothers Fund  
William & Flora Hewlett Foundation

#### **\$50,000 - \$99,999**

The Booth Ferris Foundation  
Meadows Foundation  
Tom & Lydia Moran  
United Way of Rhode Island  
Wellington Management Foundation

#### **\$25,000 - \$49,999**

Bruce Levenson  
Cabot Family Charitable Trust  
Global Impact  
Inasmuch Foundation  
Lovett-Woodsum Family Foundation  
Merle Chambers Fund  
New York Women's Foundation  
PricewaterhouseCoopers LLC  
Ray & Dagmar Dolby Fund  
Rockefeller Philanthropy Advisors  
Search Institute  
Seth Sprague Educational & Charitable Foundation  
The Gray Foundation

#### **\$10,000 - \$24,999**

Applied Materials Foundation  
Brandon & Elliot Kim  
Charles & Lynn Schusterman Family Foundation  
CivXNow  
Eastern Bank Charitable Foundation

F.A.O. Schwarz Family Foundation  
Fidelity Investments  
George Kaiser Family Foundation  
Herb Block Foundation  
Hogan Lovells LLP  
Issroff Family Foundation  
Joseph McGeehin & Lauren Coape-Arnold  
L+M Development  
Long Island Community Foundation  
Mandi White-Ajmani  
Meryl Kessler & Scott Oran  
New York Community Trust  
Otto H. York Foundation  
Rhode Island Council for the Humanities  
Richard Katzman  
Sanofi Genzyme  
Sherri Marton & Robert Anderson  
SVP Boston  
The Lincoln & Therese Filene Foundation  
Uggi Lee  
West Harlem Development Corporation  
Westchester Community Foundation

#### **\$5,000 - \$9,999**

Amy Nelson & Philipp Hacker  
Anonymous Gift (1)  
Brown Rudnick Charitable Foundation  
Cassie Murray & Bill Plapinger  
Fresh Sound Foundation  
Glenn & Randee Warren  
Jack Funk  
June Rockwell Levy Foundation  
Kunal Modi & Anita Gupta  
Leslie & Cliff Hudson  
Matthew Jong  
MFS Investment Management  
Ocean State Charities Trust  
Orville W. Forte Charitable Foundation  
Pamela D. Everhart Charitable Gift Foundation  
Pieter van Noordennen  
Sarah & Mark Najarian  
Sterling Speirn  
Sue & Stephen Mandel  
William Blair

**\$1,000 - \$4,999**

Adam Robitaille  
Adler Pollock & Sheehan  
Adrian Rami  
Aimee Sprung  
Alexander Quinn  
American Tower Foundation  
Amy Curran  
Andra & John Ehrenkranz  
Andrew Swanson  
Anna Ninan  
Becca Kornfeld  
Caitlin Gassert  
City of Providence  
Colin Murphy  
Courtney Caruso  
Dawn Wright  
Deirdre Cohen  
Derick McGee  
Eckert Seamans  
Elizabeth Skavish & Michael Rubenstein  
Elliot Gillerman  
Essex County Community Foundation  
First Republic Bank  
Giddens Foundation  
Hanna Rodriguez-Farrar  
Jessica Brooks  
Jessica Wright  
Jonas Nwuke  
Julie Hudman  
Katherine Kovner  
Katlyn Racz  
Kei Kawashima-Ginsberg  
Kristian Lundberg  
Laura Spivy  
Lawrence Kulig  
Lori Lander  
Maria Cilenti  
Marsha & John Funk  
Matthew Segneri  
MetLife Foundation  
Michael & Linda Ryan  
Michael & Stephanie Hernandez  
Minneapolis Foundation  
Network For Good  
OSTARA Foundation  
Participatory Budgeting Project  
Patti Hixon  
PayPal Giving Fund

Propel Next  
Ryan McNair  
Scott Halpern  
Scott Warren  
Silicon Valley Community Foundation  
Thomas Kearns & Michele Tortorelli  
Thomas Panitz  
Tom Pappas  
Valerie Rockefeller  
William Asher

**\$500 - \$999**

Alana Hill  
Alec Beckett  
Alexander Heil  
Angela Brooks  
Anonymous Gift (1)  
Bill Kirtley  
Brown University  
Cacky Poarch  
Christine Gilchrist  
Eileen Gilchrist  
Friends of Cacky Poarch  
Gillian Pressman  
Harry Shipps  
Jaime Wright  
Jane Lo  
Jim Simko  
Justin Etheredge  
Kaitlin McGovern  
Kaitlin O'Neil  
Lenny Mendonca  
Lillian Kivel  
Louis Gardner  
Marcela Andrés  
Marion Golin  
Mark Smith  
Megan Anders  
Regan Turner  
Richard Schneider  
Tides Foundation  
Wendee Wolfson

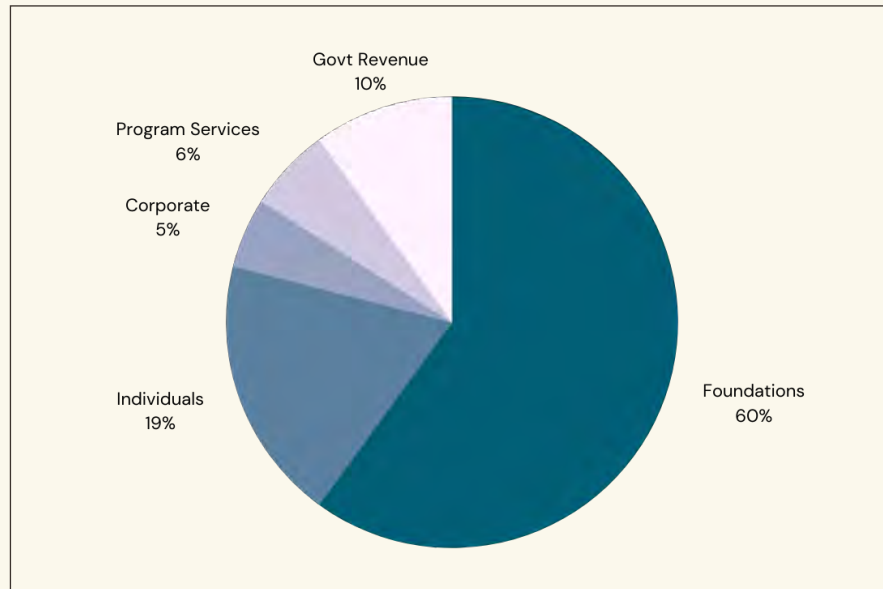
## Financials

In the 2021 fiscal year (July 1-June 30), Generation Citizen raised \$3,979,701 and spent \$3,207,432.

### Revenue:

Foundations 60%  
Individuals 19%  
Corporate 5%  
Program Services 6%  
Govt Revenue 10%

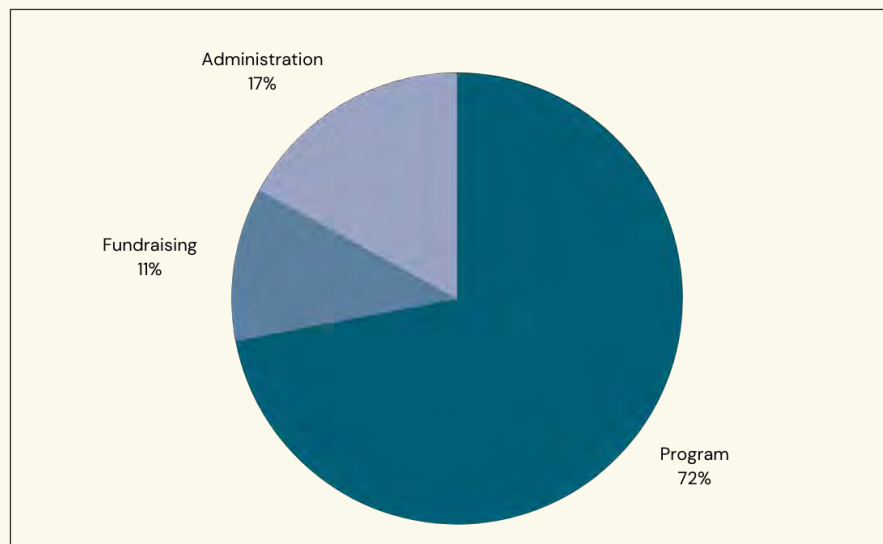
Total \$3,979,701



### Expenses:

Program 72%  
Fundraising 11%  
Administration 17%

Total \$3,207,432



# TAKE ACTION WITH GENERATION CITIZEN

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

***Attend a Civics Day (Virtual or In-person)***

***Host a virtual Generation Citizen gathering***

***Donate***

***Join a Generation Citizen Board***

To learn more about how you get involved with Generation Citizen, please email: [info@generationcitizen.org](mailto:info@generationcitizen.org).



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