Generation Citizen teaches teenagers direct political action. In our innovative in-class curriculum, students work with local leaders to fix local problems. Through this real-world experience, our teens are revitalizing our democracy and recognizing their responsibility to stay engaged for the long-term.

“AT CIVICS DAY, YOU ACTUALLY SEE IN PEOPLE’S EYES THAT YOU CHANGE THEIR MIND. YOU ARE INSPIRING THEM TO CARE ABOUT WHAT YOU ARE TALKING ABOUT.”

— GC 12th GRADE STUDENT
Our mission
Generation Citizen strengthens our nation's democracy by empowering young people to become engaged and effective citizens, starting now.

Our vision
A democracy in which every citizen participates

Our core program
We partner college students with classroom teachers to teach a rigorous action civics course in which teens solve problems they are facing in their own communities by using the democratic process.

- GC pairs trained college volunteers (Democracy Coaches or “DCs”) with secondary school teachers to teach a semester-long “action civics” curriculum
- Students choose an issue they care about to focus on
- Students learn about the political process by taking real action
- Students and teachers present their issue to local decision makers at Civics Day
DEAR FRIENDS,

It would be a little bit trite to say that Generation Citizen is in the midst of finishing an incredibly busy year. Over the course of the 2013 calendar year, we worked with over 7,000 students, trained over 200 college Democracy Coaches, and saw our classes use effective advocacy to act on issues including introducing and testifying for public safety legislation in Rhode Island, taking action and meeting with legislators on stop and frisk policing tactics in New York City, and working on teen jobs legislation in Boston. We also opened a new site in the San Francisco Bay Area, doubled our budget, refined our curriculum, concentrated on testing and honing our impact through extensive evaluation efforts, and operationalized many of our systems.

But what excited me most about our year is not all of that. We are proud of our accomplishments and feel that they do give us necessary energy and momentum in our road ahead. But more than that, I’m energized by the fact that slowly but surely, we are building a demand for action civics education. Our schools recognize that our program is helping to both engage their students, and to create a more engaged community. Our Democracy Coaches are using their experiences with GC to do great things after they graduate, ranging from teaching to creating a civics education organization in Pakistan. And our supporters are engaging with us in substantive conversations on the importance of an engaged youth citizenry in our larger democracy.

All of this is in the context of a deeply troubled American politically system, and a deeply flawed education system. The two are inextricably tied- if our education system is failing to educate the next generation of citizens, our democracy is in great peril.

We cannot solve these joint crises on our own. But each year, I become more convinced that GC is a completely necessary component to helping to educate young people to become individuals capable and motivated to come together to make a collective difference. I hear students who have a fundamentally different view of their own role in our society after realizing that our society cares what they think. I hear from politicians who have implemented ideas that our students gave them. I hear from supporters who are motivated after visiting one of our classrooms.

There’s a lot of work to be done, and we’ve only just started to break ground. But I think we’re on the right track.

Scott Warren, Executive Director

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### NATIONAL BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>NAME</th>
<th>AFFILIATION</th>
<th>LOCATION</th>
<th>YEAR JOINED</th>
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<tr>
<td>SCOTT WARREN</td>
<td>Executive Director, Generation Citizen</td>
<td>New York, NY</td>
<td>2009</td>
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<tr>
<td>MARY VASCELLARO</td>
<td>(Chairperson) Community Volunteer in Arts and Education</td>
<td>San Francisco, CA</td>
<td>2010</td>
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<tr>
<td>EDWIN COHEN</td>
<td>President, Carlin Ventures</td>
<td>New York, NY</td>
<td>2009</td>
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<tr>
<td>ROBERT G. FLANDERS</td>
<td>Hinckley, Allen and Snyder</td>
<td>Providence, RI</td>
<td>2012</td>
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<td>TOM FRY</td>
<td>Draper Richards Kaplan Foundation</td>
<td>Boston, MA</td>
<td>2012</td>
</tr>
<tr>
<td>LISA ISSROFF</td>
<td>Issroff Charitable Foundation</td>
<td>New York, NY</td>
<td>2013</td>
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<tr>
<td>LOUISE LANGHEIER</td>
<td>Executive Director, Peer Health Exchange</td>
<td>San Francisco, CA</td>
<td>2009</td>
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<tr>
<td>ANDREW S. OFFIT</td>
<td>Special Adviser to the Mayor of Somerville</td>
<td>Newton, MA</td>
<td>2012</td>
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<tr>
<td>KATIE PAKENHAM</td>
<td>Director, Network Management, New Profit</td>
<td>Boston, MA</td>
<td>2010</td>
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<td>THOMAS PANITZ</td>
<td>Managing Director, DebitX</td>
<td>New York, NY</td>
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<td>MATTHEW SEGNERI</td>
<td>Bennet Midland</td>
<td>New York, NY</td>
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<tr>
<td>YANEV SUISSA</td>
<td>NEA Venture Capital</td>
<td>Washington, DC</td>
<td>2013</td>
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OUR DEMOCRACY IS AT RISK

OUR DEMOCRACY IS BROKEN. BUT OUR YOUNG PEOPLE CAN FIX IT.

A vicious cycle has emerged in our country: citizens are tuned out of politics, and therefore, politicians are dis-incentivized to address the needs of a diverse citizenry.

Young people should be learning to take charge of our democracy both at home and in their schools, but civics education is failing them.

CIVICS HAS BEEN PUSHED OUT OF OUR SCHOOLS ENTIRELY

In the midst of growing accountability, schools do not have the resources or training to focus on educating their young people to be active citizens in our democracy.

OR

TRADITIONAL CIVICS IS INEFFECTIVE

Civics is viewed as one of the most boring classes in school. Students learn the three branches of government, how a bill becomes a law, and simply take tests.
AMERICAN SOCIETY

- Only 1/3 can name all branches of government; 1/3 can’t name any.
- On average, approximately 1/2 of eligible voters don’t vote.
- Social trust and community participation are falling.

YOUNG PEOPLE

- Students receive only 1 semester of civics (formerly 6).
- Only 28% of 12th graders scored proficient/advanced on a civics exam.
- In 2012, of 18-24 aged US citizens, only 49.4% were registered and only 38% voted in the election.
- According to a study by CIRCLE at Tufts, 60.2% of young people who recalled high-quality civic education experiences in school turned out to vote in 2012. Only 43% of those who recalled no civic education course voted.

THE PROBLEM IS ESPECIALLY ACUTE AMONGST LOW-INCOME AND MINORITY YOUTH

- In the 2008 presidential election, young people with college experience were almost twice as likely to vote as those without college experience.
- In the 2012 presidential election, Hispanics and Asians were 1/3 less likely to vote than whites.
- In 2004, people living on $15,000 or less annually were half as likely to vote as those living on over $75,000.
- The poorest quintile of citizens have little-to-no effect on their senators’ votes.

OF 172 RECOGNIZED DEMOCRACIES, THE UNITED STATES IS RANKED 139 OF 172 IN VOTER PARTICIPATION.
OUR SOLUTION

Generation Citizen teaches teenagers direct political action. Through an innovative in-class curriculum, students work with local leaders to fix local problems. Our students learn about the democratic process by taking action on issues they care about. Through a state and district standards-aligned, academically rigorous curriculum, we are giving the next generation of citizens a voice. Trained college volunteers motivate our students to take action through our innovative coaching program.

OUR ADVOCACY HOURGLASS

1. EMPHASIS ON ACTION We provide structured opportunities for students to make their voices heard and action-oriented approaches which increase learning and motivation.

2. PEER-TO-NEAR-PEER COLLEGE VOLUNTEERS High school students can relate to college role models and emulate their civic leadership, while college volunteers learn from the experience as well.

3. IN-SCHOOL, ACHIEVEMENT-ORIENTED CLASSES By operating within school hours as a regular class, Generation Citizen ensures that all students learn about their pivotal role in the political process.

4. COMMITMENT TO LOW-INCOME & MINORITY STUDENTS We work to promote civic education broadly, but emphasize work with underserved populations first.
OUR REACH

IN THE 2013-14 SCHOOL YEAR, WE WILL WORK WITH 120 SCHOOLS, 380 CLASSES, 9500 STUDENTS, 500 DEMOCRACY COACHES AND 23 COLLEGES.

BOSTON
- Boston University
- Boston College
- Harvard University
- Northeastern
- Tufts University
- UMass Boston
- Bunker Hill Community College
- Emerson College

PROVIDENCE
- Brown University
- Bryant University
- Providence College
- Rhode Island College

NEW YORK CITY
- Columbia University
- Fordham University
- Hunter College
- New York University
- Pace University
- Wagner College
- Queens College

BAY AREA
- University of California, Berkeley
- University of San Francisco
- San Francisco State University

STUDENTS SERVED

DEMOCRACY COACHES TRAINED

CLASSROOMS IMPACTED

TEACHERS TRAINED
OUR INTENDED IMPACT

CIVIC KNOWLEDGE A student’s ability to grasp basics civic knowledge, which is taught throughout the course.

CIVIC SKILLS A student’s ability to use acquired skills to effectively participate in the political process.

CIVIC MOTIVATION A student’s desire to actively participate in the political process and take action on issues they care about.

ALL OF THESE COMBINE TO CULTIVATE ENGAGED, INFORMED CITIZENS, CAPABLE OF UTILIZING PERSUASIVE COMMUNICATION, CRITICAL THINKING, AND GROUP COLLABORATION TO MAKE CHANGE IN THEIR COMMUNITIES.

EVIDENCE OF IMPACT

HOPE HIGH SCHOOL, RHODE ISLAND

Soon after beginning work with Generation Citizen, Hope High students in Providence, Rhode Island began passionate discussions about the hunger affecting a surprisingly-high number of peers at school. Instead of a one-time food drive, the class chose to focus on expanding the reach of existing institutions that work to reduce hunger in Rhode Island. The class learned from its guest speakers, Senator Harold Metts and RI Community Food Bank coordinator Farris Maxwell, that between 2008 and 2011, requests for food from the RI Community Food Bank spiked dramatically. From this, they concluded that along with the spike in need, a main cause for the food supply shortage was a lack of convenience in making charitable contributions.

The students thus aimed to add a check box to the Rhode Island personal income tax form that would allow people to easily donate to the RI food banks with their tax refunds. Specifically, they sought to change a state law called “Reciprocity Agreements — Setoff of Personal Income Tax” so that the Rhode Island Food Bank was included on the tax form as an option for donations. They targeted State Representatives, and by generating media buzz through Facebook, the Hope High School newspaper, the Providence Journal, and the RI Statehouse, the students were able to get attention from Representative Edith Ajello. Not only did Rep. Ajello cosign the bill, but she recruited Reps Donna Walsh, Joy Hearn, Eileen Naughton, and Maria Cimini to cosign it as well.

The bill was proposed to the House Finance Committee in 2011, featuring student testimony – and although it was not accepted at that time, it the students got firsthand experience in diagnosing a local issue, designing a bill, and working with legislators. This process will surely serve as an invaluable experience for these young citizens, as they engaged in this civic action.
MOTT HALL SCHOOL, NEW YORK CITY

When probed by their Democracy Coach about issues in their community, the students of Mott Hall Middle School in Harlem were quick to respond in unison: trouble getting home from school safely. The students narrowed in to identify “safety at the city bus stop across the street from school” as the specific problem, and concluded that a lack of police attention to student concerns was at the heart of this issue.

They set a specific goal to “improve school-police relations through regular communication and monthly meetings,” and identified key decision makers and influencers as the local NYPD Precinct Captain, the Mott Hall Middle School administration, and the student body—each targets of their action plan who could help establish a liaison system. The students conducted a survey of the student body in order to prove the demand for this liaison system to the school and the precinct respectively. They also got in touch with the local precinct and were able to get an officer to visit class to field their concerns and questions directly.

Ultimately, the class succeeded in their mission—they established a liaison within the student body to regularly communicate with a member of the local precinct so the police could better respond to students’ needs. In addition, the officer could help communicate police priorities and programs to the students through the student liaison. Ever since the liaison system began, the relationship between the local police force and the students has improved and the bus stop has become safer. Now, more students are coming and going to school without fear. And the solution provides a two-fold benefit. These Mott Hall Middle School students not only become agents of change, but they were became advocacy experts. Not only is the bus stop safer for students, but also when the next community issue arises, students are equipped with the ability to fix it.

» IMPACT ON CIVIC SKILLS: In Spring 2013, an independent research firm, Glass Frog Solutions, designed an assessment to measure development in Generation Citizen students’ civic skills (including persuasive communication and critical analysis). All students in the New York City program participated in a pre-post assessment and scores were found to have risen 1.9 points (equivalent to a .8 standard deviation), while the civic skills of students in a comparison group remained constant.

» IMPACT ON STUDENT EFFICACY: Another Glass Frog study from Spring 2013 found that participation in Generation Citizen helped students develop an increased and clearer sense of efficacy (confidence that they could impact the political process and that leaders would listen to what they have to say). This was especially true for students that participated in Civics Day. Many students who had attended the event were excited that adults from the “real world” had responded positively to their ideas, which validated their efforts and bolstered their confidence. Students were also motivated by observing their peers in action.

» IMPACT ON COLLEGE VOLUNTEERS: 87% of 99 surveyed Democracy Coaches from the Fall 2011 and Spring 2012 semester reported that participation in Generation Citizen altered the way they approached community service, community engagement, and civic responsibility. We are eager to continue evaluating the impact of participation in Generation Citizen on our college volunteers.
MEET GENERATION CITIZEN’S DEMOCRACY COACHES

YVONNE TAYLOR       WAGNER COLLEGE, NY
I am a refugee from Liberia, a country on the west coast of Africa that has experienced a horrible civil war and much political turmoil in the last few decades. I believe what compels me so strongly to be involved in Generation Citizen is witnessing the breakdown of democratic government and seeing first hand how it takes the active work of every single citizen to truly rebuild it. I find it extremely sad that in the USA, a country that would be considered by most to have a “functional” democracy, that there is such a lack of politically engagement. However, I find it even more inspiring that Generation Citizen has made it their main initiative to change this. As Liberians, school-aged children learn about the political climate out of necessity because many times it was a life or death situation. I hope that as we rebuild Liberia we can begin to approach civic education the way that Generation Citizen does, out of choice and passion. Because whether we are in America, Liberia, or anywhere in between, individuals’ role in government affects the entire community.

ELLIOIT JOHNS       NORTHEASTERN UNIVERSITY, MA
I’ve learned that the lens through which I view the world is totally different from the lens of most high school students, especially those from minority or low-income backgrounds. In simple terms, I’ve learned to understand that many students do not feel that they are part of “the system” or feel that they matter to the government, whereas I have always felt connected to the government and my community because of my upbringing and activities such as Boy Scouts and student government.

One learning moment for me was when a student in GC did not know how to navigate a newspaper because he had never held one before. This helped me understand that my students’ backgrounds were completely different from mine. Suddenly the fact that many of my students did not feel civically engaged or empowered made more sense. By better understanding where students are coming from, I will be better able to help them on the path to civic engagement.

SUMMER KENNEDY       BROWN UNIVERSITY, RI
I am a Democracy Coach because I truly believe in the core values of Generation Citizen. What separates Generation Citizen from other programs is its belief that everyone (regardless of age, gender, socioeconomic status, etc.) can make a real, long-lasting change in their community. I want to be part of a program where I can help construct that kind of change by motivating and leading others to not only generate ideas, but also take meaningful action to implement those ideas. I love teaching and working with students, but I fully believe that teaching has much more of an impact if you’re working towards a significant end goal. To me, Democracy Coaches are special because they not only teach and brainstorm ideas, but they help to put those ideas into action and drive real change.

Generation Citizen also appeals to me because of its emphasis on teamwork and collaboration to improve the greater community outside the classroom. GC not only creates change in the community, but also in the individuals who participate in the class. I know the organization helps young people gain confidence, grow as leaders and as students, and understand that anyone can make a positive difference. I became a Democracy Coach so I can make a substantial difference in my life, in the lives of young people in Rhode Island, and in the community around me. Generation Citizen is the program I’ve been looking for where I can help effect change.

NOELLE GARZA       UNIVERSITY OF SAN FRANCISCO, CA
What excites me most about being a Democracy Coach is the ability to instill civic pride in the youth of San Francisco. When I was 18 years old, I did not register to vote. I was not apathetic about politics, but I was very disillusioned about my ability to make a difference. Further, I was pessimistic about the state of political affairs in my hometown of San Francisco and in the nation at large. I thought, “This is a broken system and I don’t want to play with it.” My intention as a Democracy Coach is to help youth understand what is at stake with their civic involvement, something that took me two years to muscle out. Now I understand that being an engaged citizen extends far beyond the polling booth and into our communities. The political system may be broken, but one thing that is certain is that no one makes any difference by being disengaged. As a Democracy Coach, these are ideas I am working to plant in the brains of young people in San Francisco – our city.
DEMOCRACY COACH ALUMNI

Sameea Butt (below, 3rd from left in blue) was a Democracy Coach in 2011-12 and Columbia University Chapter Director in 2012-13. She is originally from Islamabad, Pakistan, and currently works for Global Children’s Network Pakistan. Here, she describes her experience implementing a program in Pakistan to empower young people to become active citizens.

“It’s like introducing sushi to Bahawalpur.” I was having lunch at my friend’s house when her dad and I started talking about politics and the civics program I’m working to introduce to Pakistani schools. A mere three months in development were enough to explain his wariness of implementing a foreign idea here in Pakistan. “You have to be careful. Many programs don’t consider the context, and often end up doing the equivalent of introducing sushi to places like Bahawalpur where people want chicken, and they then wonder why it doesn’t catch on.”

My friend’s dad wasn’t suggesting that democracy was as foreign to Pakistani youth as sushi would be to a small city in Pakistan. It isn’t foreign to us at all. We had witnessed our first-ever successful transition of democratic power earlier this year. And not too long before that, the 18th Amendment passed and devolved the power from federal to provincial levels to legislate on 47 policy areas, including education. Politics permeates our discussions in dining rooms and Facebook profiles, newspapers, and talk shows. Perhaps most tellingly, voter turnout in general elections this year was at a historical high of 55%. These are signs of a country seeking an alternative to military rule to relieve them of the poverty, unemployment, inflation, corruption, planned electricity cuts, and so on, that have plagued it for decades.

As I learned teaching a group of high school students in Islamabad last summer, it’s not easy to apply an action civics model, even one as effective as Generation Citizen’s, to an evolving political system that makes official routes to affecting change less clear-cut than in the U.S. For example, local elections, which aim to provide representation to citizens at grassroots levels, aren’t due to begin until the end of this year. Even after the elections are held, a lot of information about who to contact with concerns and ideas won’t be easily accessible.

Even so, it’s hard to be discouraged. While there’s a lot that doesn’t translate easily, the idea of taking action to solve a problem is empowering for students wherever they are. Similar to my experience with Generation Citizen students in the Bronx, the learning process here in Islamabad resulted in important civic skills and dispositions which I have no doubt my students will carry forward: learning about and engaging with their community, identifying root causes of problems, debating the best approach to solving the problem and engaging decision makers – and perhaps most importantly realising that they can and should engage those decision makers. They tend to emerge from the experience feeling empowered and motivated, ready to continue to act as democratic citizens despite the setbacks that are inevitable to the process.

As my friend’s dad suggested, this program will have to look a little different from Generation Citizen’s model to address the local context, but the core idea remains the same: to empower students to become engaged and effective citizens.

TESTIMONIALS

“The curriculum fits in so seamlessly with our 8th grade civics program. It’s perfect. I expected it to inspire the students to know that they can make change. To let them know exactly what they can be doing at this age. In my class, we’re talking about what it means to be a citizen...it’s really relevant right now. The Democracy Coaches] are so knowledgeable and have really delivered.”

- Sarah Willis, Teacher at Josiah Quincy Upper School, MA

“Before Generation Citizen, I might have considered using Facebook to raise awareness and drive change on a community issue, but I never would have thought about hosting a forum or using a PSA.”

- GC Student, Brooklyn Technical High School, NYC

“Students believing in their own potential. Students becoming active citizens. Students being change makers.

This is Generation Citizen’s legacy and why I became a Junior Board member. I continue my support for GC because I have witnessed these things time and time again in GC classrooms and at Civics Day. The GC model makes sense, and it works. As a bonus, GC provides me with meaningful connections with my community, broadens my horizons on what it means to be a citizen and I know my resources are being put to good use - just look at the students’ projects! I am a proud supporter of GC as it stirs the active citizen in all of us and makes change possible”

- Nick Way, Generation Citizen Junior Board.
Senior Associate, PricewaterhouseCoopers
REVENUE & FINANCIAL OVERVIEW

FY13: July 1, 2012-June 30, 2013

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<th>SUPPORT AND REVENUE</th>
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“I believe that we are just beginning to understand the power of Generation Citizen’s model to invigorate our democracy while empowering young and often underserved voices. The work in the classroom with Democracy Coaches and teachers to help young people understand their role as citizens in a democracy and come to appreciate the power that they have to shape change in their communities is inspiring to me as a board member and donor. I am often astounded by the issues chosen by the students for their action civics projects, and by the learning that happens when students are totally engaged.”

- Mary Vascellaro, Generation Citizen Board Chair

OUR LONG-TERM VISION

BY 2016, GENERATION CITIZEN WILL HAVE EMPOWERED
OVER 60,000 STUDENTS IN 6 DIVERSE SITES, OVER 500 TEACHERS, AND OVER 3,000 COLLEGE DEMOCRACY COACHES

WILL YOU JOIN US?
THANK YOU TO OUR SUPPORTERS

$10,000+
- The Catalog for Giving of New York City
- Draper Richards Kaplan Foundation
- Echoing Green
- Fidelity Investments
- The John S. and James L. Knight Foundation
- Andrew Offit
- Open Society Foundations
- The Rita Allen Foundation
- Mary & Jerome Vascellaro
- WLS Spencer Foundation

$10,000 - $29,999
- S.D. Bechtel, Jr. Foundation
- John & Letitia Carter
- Edwin Cohen
- Fred Cohen
- Co n Edison
- Steven & Roberta Denning
- Fidelity Investments
- Hassenfeld Foundation
- Herb Block Foundation
- Laura & John Fisher
- Robert Flanders
- Issroff Family Foundation
- Thomas Panitz
- The Rhode Island Foundation
- Rockefeller Brothers Fund
- Technology Underwriting the

$5,000 - $9,999
- The Boston Foundation
- Dexter Donation, Providence Mayor’s Office
- Libby Heimark
- Nicholas Josefowitz
- Richard Katzman
- Bill Plapinger & Cassie Murray
- Brandi Shipp
- Yanev Suissa

$1,000 - $4,999
- Bain Capital
- Richard Barker
- Bernard & Jan von Bothmer Foundation
- Tim Bowers
- Echoing Green Foundation
- Colgate Palmolive
- Jona Donaldson
- Elliot Epstein
- Robert Flanders
- The First Presbyterian Church
- Jason Fish
- Zach Fuchs
- Srinivasan Gayathri
- Suzanne Goss
- Hary Jagannathan
- Luciana Jabur and David Scharf
- Nicholas Lobenthal & Alexendra von Ferstel
- Shelly London
- Lovett Woodsum Foundation
- Cara Macksoud
- Edward & Kathleen McKinley
- Stephanie Morimoto and Matthew King
- James O’Keefe
- Parthenon Group
- Katie Pakenham
- Thomas Panitz
- Cobey Rappaport
- Rhode Island Council for the Humanities
- Cristine Russell
- Elaine Sager
- Matt Segneri
- Desmond Smith
- Gwenn and Mark Snider
- Matthew Tolliver
- Towerbrook Foundation
- Pamela & Eric Tucker
- Nicholas Way
- Wilderness Point Foundation
- John Wilson

$500 - $999
- Brett Alessi
- Barclays Capital
- Bernard and Jan Bothmer Foundation
- Brad Cohen
- Sudeep Doshi
- Wayne Davis
- Angie D’Sa
- Alison and Larry Eichler
- Dwayne Fisher
- Todd Garland
- Alan Harlam
- Corey Maillette
- Lisa Neary
- Edward and Lisa Ricchiuto
- Boaz & Kim Vaadia
- Melissa Vail
- Jackie & Robert Young

Up to $499
- Lorraine Allen
- Brian & Barbara Andes
- John Bagwell
- Richard Barth
- The Baruch Fund
- Marco Battistotti
- Vanessa Burgess
- Alafair Burke
- Tom Byrne
- A&E Networks

WITH YOUR SUPPORT, WE ARE EMPOWERING THE NEXT GENERATION OF LEADERS

$500 - $999
- Francine & Peter Bloch
- Priscilla Carroll
- Stephan Cornelis
- Andrea Doremus Cuatara
- Clotilde Dedecker
- Patrick Egan
- Alexandra Estes
- David Fay
- David Flink
- Alexandra Frangos
- Demetrios Frangos
- Chris Freda
- Jack Funk
- Amy Gallo
- Steven & Marylee Palmer
- Liz & Madison Pappas
- Julie Park
- Dominic Pepper
- Roslind Pressman
- Matthew Reeder
- Catherine Reynolds
- Kennon Rothchild
- Robert Senville
- Suzanne Schaaff
- Chelsea Schuster
- Ami Schulman
- Toni Schulman
- Pembroke Strickland
- Students for Education Reform
- Swim Strong Foundation
- Edward Tucker
- Fred Turner
- United Federation of Teachers
- Michael & Bernadette Walsh
- Sarah Wolkowitz
- Zeynep Zuhal Yildirim
CLOSING THE CIVIC ENGAGEMENT GAP AND BUILDING STRONGER COMMUNITIES ONE STUDENT AT A TIME.

GenerationCitizen.org. Find us on Twitter & Facebook

Photo credits to Liza Yeager and Michael Pressman.