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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; Yousra 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.
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.

DEAR FRIENDS AND SUPPORTERS,

SCOTT WARREN
CEO & Co-Founder
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.*

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“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:

- **24%** Public Safety
- **21%** Education & Student Voice
- **20%** Health
- **17%** Justice & Equality
- **9%** Economy & Jobs
- **7%** Environment

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

IN THE CLASSROOM

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.
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.
DEMOCRATIZING CLASSROOMS

170 Schools partnered with GC

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

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

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

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

MOBILIZING YOUTH
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.

VOTE16USA

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.

31%

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

17%

REACH BY ACADEMIC YEAR

*2019-20 PROJECTED

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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.

"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

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.
"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

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| STUDENTS
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.

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.

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

36% addressed issues of public safety such as gun violence, gang violence, and police brutality.

20% addressed issues of justice and equality such as racial profiling, school to prison pipeline, and poverty.

REACH BY ACADEMIC YEAR

*2019-20 PROJECTED

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<tr>
<td>COMMUNITY CHANGE FELLOWS</td>
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“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.
"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

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<tr>
<th>Year</th>
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<th>2019-20</th>
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CLASSES

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STUDENTS

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TEACHERS

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<tbody>
<tr>
<td>Teachers</td>
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DEMOCRACY COACHES

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<tr>
<th>Year</th>
<th>2018-19</th>
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<tr>
<td>Coaches</td>
<td>57</td>
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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.”

"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.

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.
"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.

REACH BY ACADEMIC YEAR *2019-20 PROJECTED

<table>
<thead>
<tr>
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<th>SCHOOLS</th>
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<th>STUDENTS</th>
<th>TEACHERS</th>
<th>DEMOCRACY COACHES</th>
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<td>1,275</td>
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<td>2019-20</td>
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<td>2,778</td>
<td>32</td>
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32% addressed issue projects involving safety such as domestic violence, child abuse, gang violence, and sexual assault.

24% addressed issues involving mental and emotional health, including bullying, suicide, and substance abuse.

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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."
"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.

37%

36%

REACH BY ACADEMIC YEAR

*2019-20 PROJECTED

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<tr>
<td><strong>DEMOCRACY COACHES</strong></td>
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‘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.’

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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.

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.

"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

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.
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.

**THE YEAR AHEAD & BEYOND**

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
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
Kunal Modi | McKinsey & Company | Chair
Jackie Cureton | Bright Insights Global LLC
David Flink | Eye to Eye
Lizzette Gonzalez-Reynolds | Excellence in Education
Priscila Guíllen | Student at University of Central Oklahoma
Julie Hudman | Julie Hudman Group
Kei Kawashima-Ginsberg | CIRCLE at Tufts University
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.
LOCAL ADVISORY BOARDS

California
Mark Baumli | Co-Chair
Adrian Rami | Co-Chair
Debbie Chang
Deirdre Cohen
Michael Gallagher
Cynthia Johanson
Derick McGee
Lauren Miller

Texas
Patti Hixon | Chair
Ben Bade
Lynn Osgood
Derek Puerta
Amy Stansbury
Dev Sheth

Oklahoma
Amy Janes | Chair
Bonnie Blumert
Sandford Coats
Marsha Funk
Dalton Funkhouser
AJ Griffin
Ky Humble
Emma Land
Lillian Kivel
Keili McEwen
Madison Melon-McLawhorn
Andy Moore
Ashley Quinn

Massachusetts
Aimee Sprung | Chair
Jessica Brooks
Courtney Caruso
Elliot Gillerman
Meryl Kessler

New York
Sarah Najarian | Chair ’20
Tracy Lehman | Chair ’19
Nicole Arrindell
Corey Fowler
Jack Funk
Erin Garry
Matthew Jong
Richard Katzman
Jason Litwak
Jody Rosen Knower
Cassie Murray

ASSOCIATE BOARD

California
Grace Fowler | Chair
Julia Reiger

Massachusetts
Natalie Grant
Kavita Shah
Quinn Schwab
Aanchal Dhar

New York
Mary McCarty | Co-Chair
Jessica Wright | Co-Chair
Kyle Athayde
Emi Briggs
Aarati Cohly
Marietou Diouf
Christine Gilchrist
Elliot Kim
Elizabeth Kocienda
Catherine McAnney
Annie Roome
Rachel Roseneck
Beth Silvestrini
April Snape
Mikayla Terrell

STUDENT LEADERSHIP BOARD

Mandy Situ | CA
Sylvie Richards | CA
Ezequiel Nunez | MA
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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!

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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).
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Solutions are only possible when we work together. Join us to prepare the next generation to be the leaders for tomorrow.

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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