

2018-19 Annual Report

# TULSA CHANGEMAKERS

*A Program of Leadership Tulsa*



*Nathan Hale High School Changemakers at Cultural Diversity Night (November 2018)*

*“No matter what, I can accomplish anything I want.”*  
Nathan Hale High School Changemaker

# TULSA CHANGEMAKERS

**Our mission is to empower promising youth leaders to drive positive impact in Tulsa right now and into the future.**



*Kendall Whittier Elementary Changemakers at Pitch Night (May 2019)*

*Our vision is a future where Tulsa is a model city for youth-driven impact. The youth are core catalysts for impact in their communities, and communities are actively engaged in identifying, developing, and empowering youth as leaders. Tulsa is consistently cultivating highly effective community leaders eager to empower successive generations.*

## **Year 2 (2018-19)**

### **Annual Report**

- ⇒ 89 Changemakers
- ⇒ 10 Schools
- ⇒ Grades 4-11
- ⇒ Ellen Ochoa Elementary, Eugene Field Elementary, Kendall Whittier Elementary, Rosa Parks Elementary, Springdale Elementary, Collegiate Hall Charter School, Nathan Hale Junior High, Tulsa School of Arts and Sciences, McLain High School, and Nathan Hale High School

Elementary, middle, and high school Changemakers met twice a week, engaging in a 25-session afterschool youth leadership development and action program that empowered them to make meaningful change in their schools and communities.



*Tulsa School of Arts and Sciences Changemakers at Networking Event (October 2018)*

Changemakers leveraged their unique perspectives and conducted listening campaigns to identify community strengths and challenges, committed to well-researched solutions, and worked collaboratively to drive real and measurable change.



# TULSA CHANGEMAKERS



*Collegiate Hall Charter School Changemakers at Pitch Night (May 2019)*

Changemakers initiated community impact projects on criminal justice reform, homelessness and community isolation, school culture, mental health, racism and discrimination, opportunities and activities for student engagement, school beautification, bullying based on identity, passing period policy and hallway procedures, sexual harassment awareness and prevention, and improving school reputation.



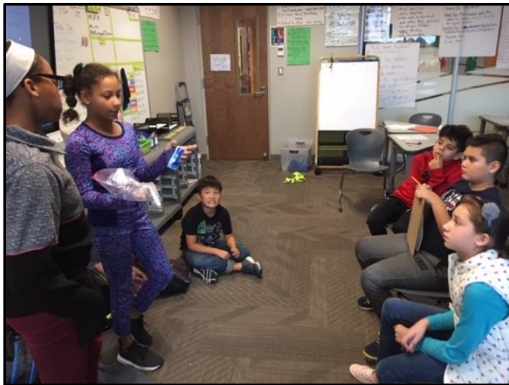
*Networking Event at Ellen Ochoa Elementary (February 2019)*

In the process, youth formed meaningful relationships with influential people and organizations, built skills in leadership and design thinking, and generated momentum for success in school and beyond. Changemakers also developed a high level of civic responsibility, personal agency, and connection to Tulsa.

## Elementary School Fall Spotlight: Ellen Ochoa Elementary

Initiative: Jail/Prison Quality, Treatment, and Resources

Project: Video to Promote Criminal Justice Reform



Choosing their initiative:

- Listened to their own stories as well as those of their families
- Through deliberation and consensus, decided their personal connection to the impact of incarceration on families was their greatest strength

Choosing their project:

- Surveyed 39 adults in their school community
- 69.2% respondents said they were not informed about the conditions and experiences of people in jail
- Interviewed organizations and specialists in the field



Video to promote criminal justice reform:

- Educated themselves on the challenges within the criminal justice system through further interviews and research
- Created a video to spread awareness about the impact of incarceration and advocate for alternative sentencing and social-emotional development



Results:

- Sent video directly to 45 local and state influencers
- 90+ video views in first week
- One viewer responded: "The video did impact me, particularly the family photos and the statistics about the cost of incarceration."

# Elementary School Spring Spotlight: Kendall Whittier Elementary

Initiative: Mental Health

Project: Feel Better with Dogs



Choosing their initiative:

- Through identity activity with cohort, discovered that racism and mental health were big problems
- Listened to counselors, teachers, students, and Changemaker alumni, and did voting and consensus building process

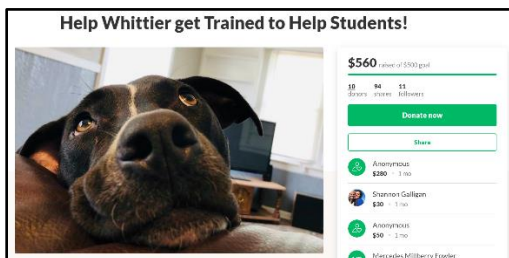
Choosing their project:

- Out of 41 surveys, only 1 in 3 students said they had good mental health



Feel Better with Dogs

- Goal to destress students after state testing and teach people about therapy dogs
- Goal = 75 attendees  
Outcome = 81 attendees
- Focus group reported feeling happy and relaxed
- Observed “oohs” and “awes” from attendees



Pitch Night:

- Raised \$560 to train a therapy dog for their school



## **Middle School Fall Spotlight:** **Tulsa School of Arts and Sciences**

Initiative: Dismantling Discrimination

Project: Discrimination Simulation



Choosing their initiative:

- Interviewed families, friends, teachers, and students
- Found themes of people in their community who had been treated unfairly through their experiences with racism, bullying, and discrimination

Choosing their project:

- On their first student survey, 1/3 of respondents said that they had never experienced discrimination, but many said that they knew someone experiencing it



The Discrimination Simulation:

- Facilitated an empathy exercise where 8<sup>th</sup> grade students participated in a simulated “discrimination” experience

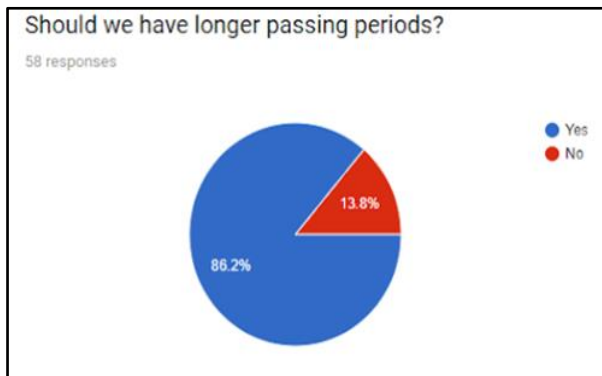
Results:

- 62.8% participants report feeling more empathetic towards people who are being discriminated against

## **Middle School Spring Spotlight:** **Nathan Hale Junior High**

Initiative: Passing Period Policy and Hallway Procedures

### **Project 1: Passing Period Policy (PPP)**



- Listening campaign revealed that the biggest problem in their school was the passing period policy because late students entered a downward spiral of missing class through “hallway sweeps” and detention
- Partnered with Principal to lengthen passing periods from 4 to 5 minutes

### **Project 2: Hallway Procedures**



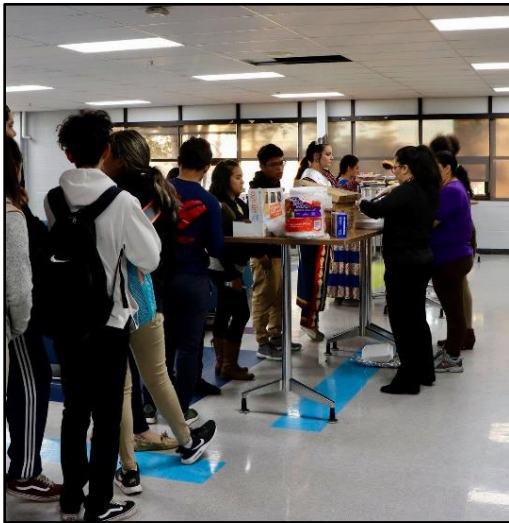
- Observed physical conflicts and tardiness because students walk on the wrong side of the hallway and accidentally bump into each other
- Partnered with Principal to present a new hallway procedures proposal at a faculty meeting, then presented new hallway procedures at a school assembly
- Results: 45.5% students report the new hallway procedures help them get to class on time, 65.5% students report they've noticed a change in the hallways since the assembly two weeks prior, and 20.6% students noticed a change in classrooms since the assembly two weeks prior
- Raised \$275 to make new hallway procedures more permanent



## High School Fall Spotlight: Nathan Hale High School

Initiative: School Safety

Project: Cultural Diversity Night



Choosing their initiative:

- Interviewed members of the community, analyzed community strengths, and discussed what was important to them as a group

Choosing their project:

- Surveys revealed that students wanted to feel more emotionally safe at school

Cultural Diversity Night

- Goal to improve emotional safety by promoting student/family engagement and creating community by celebrating diversity
- Served food, had a cultural performance, and dancing
- Over 100 people in attendance, mostly students

Results:

- Exceeded goal of 75 attendees
- 100% reported that they had fun and tried new food
- Principal suggested making Cultural Diversity Night a school tradition

Continued Impact:

- Raised \$500 at Winter Pitch Night to run Cultural Diversity Night a second time in the Spring, when no longer in the Changemakers afterschool program
- Second event brought together more students with more food and performances



## High School Spring Spotlight: McLain High School

Initiative: McLain's Reputation

Project: #4929pride



Choosing their initiative:

- Interviewed students, teachers, and family members, gathered information on community assets and challenges, and generated ideas and voted for an initiative

Choosing their project:

- Surveyed over 100 students, faculty, and community members, analyzed the data from the surveys, and discovered that most people like McLain or think it has potential

#4929pride

- Used #4929pride among McLain students, staff, and community members to share positive things about McLain and why people are proud to be McLain Titans

Results (as of May 6, 2019):

- Followers: Instagram = 69, Facebook = 63
- #4929pride: Instagram and Facebook = 100
- Likes on Instagram Pictures: Goal = 200, Outcome = 1000+
- Views: 800+

## Changemakers in the Community Fall Semester

In addition to their involvement in the afterschool program, Changemakers also engaged with the Tulsa community in a variety of ways:

- *Networking* at Tulsa Chamber's Legislative Briefing Breakfast (June 2018)
- *Honored* at Association for Fundraising Professionals National Philanthropy Day for award in Outstanding Youth in Philanthropy (November 2018)
- *Presenting* at a School Board meeting about success of Tulsa Public Schools School Safety Action Team (November 2018)
- *Promoting* Pitch Night on Channel 8's Good Day Tulsa (December 2018)
- *Interviewing* with Leadership Tulsa class members at their North Tulsa Day (December 2018)
- *Interviewing* with Tulsa World for article on Winter Pitch Night (December 2019)
- *Interviewing* with Teach For America's national *One Day Magazine* for article on Tulsa Changemakers (December 2019)



*Tulsa Regional Chamber Legislative Briefing Breakfast*



*AFP National Philanthropy Day*



*School Board Meeting*



*Good Day Tulsa*



*One Day Magazine*

*"Hearing from the Changemakers on Leadership Tulsa's North Tulsa Day was a wonderful opportunity...By empowering them to use their voices to share their perspectives and lived experiences, it gives our community the insight we need to work with our students to create change and better understand students' needs."*

Alex Paschal, Director of Community Engagement at Impact Tulsa



# Changemakers in the Community Spring Semester

- *Presenting* at Leadership Tulsa Luncheon (January 2019)
- *Presenting* as Keynote Speaker at U.S. Cellular Premier Locations store leaders regional training (March 2019)
- *Recording* a podcast with education leader Jeff Duncan-Andrade (March 2019)
- *Learning* about banks, careers, and personal finance with C-Level Executives at Spirit Bank (March 2019)
- *Guiding* Tulsa Public Schools' school safety improvements in partnership with district leadership (March 2019)
- *Touring* Channel 2 News Station during a broadcast (April 2019)
- *Presenting* on a panel at Tulsa Public Schools Extended Leadership Meeting (April 2019)
- *Promoting* Pitch Night on Good Day Tulsa (May 2019)
- *Interviewing* with Channel 8 for video coverage of Spring Pitch Night (May 2019)
- *Interviewing* with FOX23 for video coverage of Springdale Changemakers Mural Project Reveal (May 2019)
- *Presented* at John Hope Franklin National Symposium about authentic youth-adult partnership (May 2019)



*Leadership Tulsa Luncheon*



*Keynote Speaker*



*Good Day Tulsa*



*Channel 8*



*FOX23*

## **Tulsa Public Schools Superintendent's Student Cabinet**

*"Our students are – quite literally – at the center of all that we do as a public school district. We exist to serve young people and prepare them for success, and the only way to truly do that well is by creating space for them to be heard and by listening to their voices. The Superintendent's Student Cabinet provides an opportunity for our high school students to bring their unique voices and powerful perspectives to my leadership team, and we are listening and learning from our youth leaders as we continue the urgent work of creating the educational experiences that they need and deserve."*

Dr. Deborah Gist, Superintendent of Tulsa Public Schools



In partnership with Tulsa Public Schools, Tulsa Changemakers designed and delivered the 2018-19 Superintendent's Student Cabinet.

- ❖ 23 eleventh grade students representing 12 high schools in Tulsa Public Schools
- ❖ Monthly meetings Nov. 2018 - Aug. 2019
- ❖ Engaged in a Liberatory Design Thinking process in response to five key district challenges: Teacher/Student Relationships, Diversity and Equity, Relevant Preparation for Work and Life, Student Agency and Personalization, and School and Community Partnerships
- ❖ Dialogued with district leaders about teacher/student relationships, school food, relevant preparation for work and life, and cultivating a sense of belonging in students and families



*"For these two young ladies in particular, being chosen for the Superintendent's Cabinet was life changing. They gained a true sense of pride for their school, an increased sense of self-worth, and motivation to continue creating change within themselves, and their communities. Additionally, they brought their skills learned and inspiration found, to the entire student body of Phoenix Rising. Not only has this created increased interest in applying for the Superintendent's Cabinet, but has also advanced plans to support the students with research, advocacy, and future projects to accomplish impactful change within their educational communities."*

Lindsay Goldfarb, Principal of Phoenix Rising Alternative School

## **Year 2 (2018-19)**

# **Fall/Spring Combined Program Metrics**

*“The most important thing I learned in Tulsa Changemakers is that it takes more than one step to make a change. Making a change can’t just be saying, “Oh, I want to make a change.” No, you have to act on it and MAKE the change happen. Don’t just sit around and wait for it to happen, make it happen.”*

Tulsa Changemakers uses multiple methodologies of measurement to assess the quality of our program and to discover to what extent we are achieving our set goals and objectives.

- Levels of Impact identifies how many Changemakers in our program are achieving the different levels of impact with their community impact initiatives.
- Youth and parent/guardian surveys provide an opportunity for the youth to self-report and parents/guardians to assess on six metrics: 1) Talent Retention, 2) Leadership Mindset, 3) Social Emotional Learning, 4) Contagious Leadership, 5) Social Capital, and 6) Youth Experience.
- The Weikart Center’s SEL YPQA (Social Emotional Learning Youth Program Quality Assessment) focuses on the extent to which our staff practices are achieving a quality youth program that nourishes an environment that facilitates social emotional growth.

## **Levels of Impact**

Level 1: Conduct a Listening Campaign – 1) At least 24 one-on-one interviews, and 2) Conduct community-wide survey that gathers at least 30 responses.

- Intended Outcome: 100% cohorts achieve Level 1 by end of semester.
- Actual Outcome: 100% cohorts achieved Level 1 by end of semester.

Level 2: Complete an Engaged Action – 1) Plan for community impact project, 2) Execute one event, and 3) Measure effectiveness of that event using your own metrics.

- Intended Outcome: 100% cohorts achieve Level 2 by end of semester.
- Actual Outcome: 100% cohorts achieved Level 2 by end of semester.

Level 3: Execute multiple Engaged Actions – Plan for, execute, and measure effectiveness of multiple events for a community impact initiative.

- Intended Outcome: 10% achieve Level 3 by end of semester.
- Actual Outcome: 18% achieved Level 3 by end of semester.



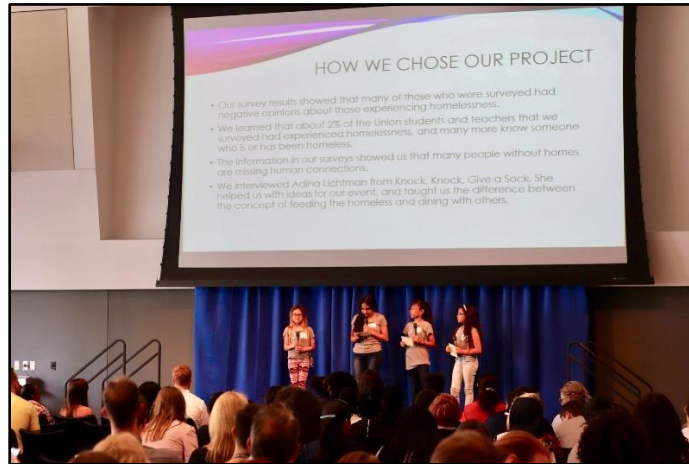
## Youth and Parent/Guardian Surveys

*“Tulsa Changemakers has had a big impact on me. Tulsa Changemakers made me feel proud to make a change in my community and be a leader.”*

- **Talent Retention**
  - 96% Changemakers agree that Tulsa Changemakers will be there to support them in the future.
  - 98% Changemakers agree that as they grow up, they will continue to make positive change in their community.
- **Leadership Mindset**
  - 70% Changemakers currently see themselves as leaders in their school and/or community.
  - 96% Changemakers want to make their school and/or community a better place.
  - 63% Changemakers agree they will find the resource to overcome a challenge if they are making a change and something challenging gets in their way.
  - 100% parents/guardians agree Tulsa Changemakers has helped their Changemaker be more of a leader in their school and/or community.
- **Social Emotional Learning**
  - 80% Changemakers believe they can provide something valuable to their school and/or community.
  - 84% Changemakers feel confident in their ability to lead and influence change in their school and/or community.
  - 100% parents/guardians agree Tulsa Changemakers has helped their Changemaker feel more confident in their ability to lead and influence change in their school and/or community.
- **Contagious Leadership**
  - 87% Changemakers agree it is important to partner with those they are trying to serve.
- **Social Capital**
  - 62% Changemakers feel connected to current leaders of Tulsa.
  - 100% parents/guardians feel their Changemaker is more connected to current leaders of Tulsa than they were before Tulsa Changemakers.
- **Youth Experience**
  - 99% Changemakers had fun at Tulsa Changemakers this year.
  - 92% parents/guardians agree their Changemaker had fun at Tulsa Changemakers this year.
  - 92% parents/guardians agree Tulsa Changemakers had a positive impact on their student's school performance.

## Quotes from Youth Surveys

*"I learned that it is okay to be scared to talk in front of big crowds. But little by little you will learn to be brave."*



Rosa Parks Elementary Changemakers at Spring Pitch Night (May 2019)

*"I learned that you can make change in Tulsa, and it doesn't matter how old you are or how much you know, you can still make a change."*



Eugene Field Elementary Changemakers at Pitch Night (May 2019)

*"Tulsa Changemakers showed me what being a leader in the community is like, helping others out, working as a team, how making one small change in your community can have a huge impact on yourself and others in the community."*

## Quotes from Parent/Guardian Surveys

*"My daughter learned to stand up against racism. Also, she gained confidence in public speaking."*



*Ellen Ochoa Elementary Changemakers at Pitch Night (May 2019)*

*"I believe Tulsa Changemakers is a robust program that enhances the young teens with great opportunities to assist the community as a whole. It promotes leadership, enhances public speaking attributes, and brings out the best of the serving attitude to accommodate the needs of others. The growth seen is remarkable. It's one to remember."*



*Networking Event at Community Food Bank of Eastern Oklahoma (November 2018)*

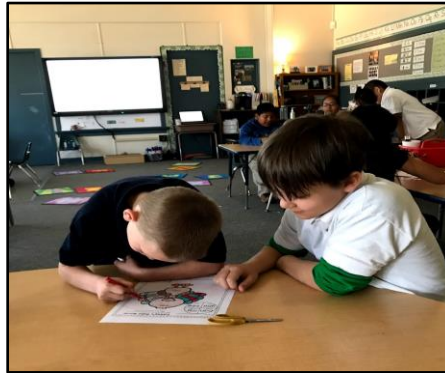
*"It was really great that it was in the 8<sup>th</sup> grade year. Middle school is probably one of the roughest years of one's life. Helping others to get outside of yourself is wonderful."*



## Quotes from Teacher Surveys

*"The students have become leaders among their peers, among my Kindergarten students (to whom they are Big Buddies), and at school. Students and staff alike look to the Changemakers for student input, leadership, and communication, and we know they can be trusted to communicate professionally and represent the student perspective."*

Megan Wing, Teacher at Springdale Elementary



*Big Buddy Little Buddy Program at Springdale Elementary School (November 2018)*

*"[He] has stepped on his leadership skills. He now often is the peacemaker in my classroom as opposed to an instigator. His confidence has grown tremendously."*

Denise Sprigby, Teacher at Kendall Whittier Elementary



*Networking Event at University of Tulsa (April 2019)*

*"I love that Changemakers allows the students to be in charge of their own projects and that they are the decision makers. I think it has helped each of these students to become more empowered to lead, not only themselves, but their communities."*

Kirby Mackenzie, Librarian at Ellen Ochoa Elementary

# TULSA CHANGEMAKERS

## Quotes from Administrator Surveys

*"[After Cultural Diversity Night] The students were more friendly to each other and spoke to each other in the hallways and at social events. Each time Changemakers had a program it got bigger and bigger with attendance...Changemakers helped students to feel happy about their culture and to share interests in other cultures."*

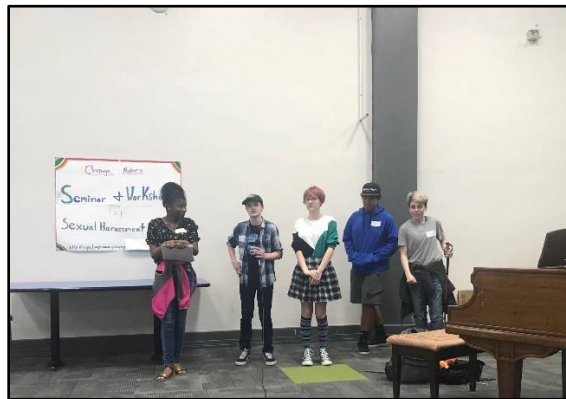
Trinity Price, Dean of Students at Nathan Hale High School



Hale High School Changemakers at Day of Service (April 2019)

*"I have noticed a lot of social/emotional maturity develop as well as an enhanced sense of sociopolitical issues and empathetic consciousness."*

Dan Hahn, Principal at Tulsa School of Arts and Sciences



Tulsa School of Arts and Sciences Changemakers at Workshop & Seminar (April 2019)

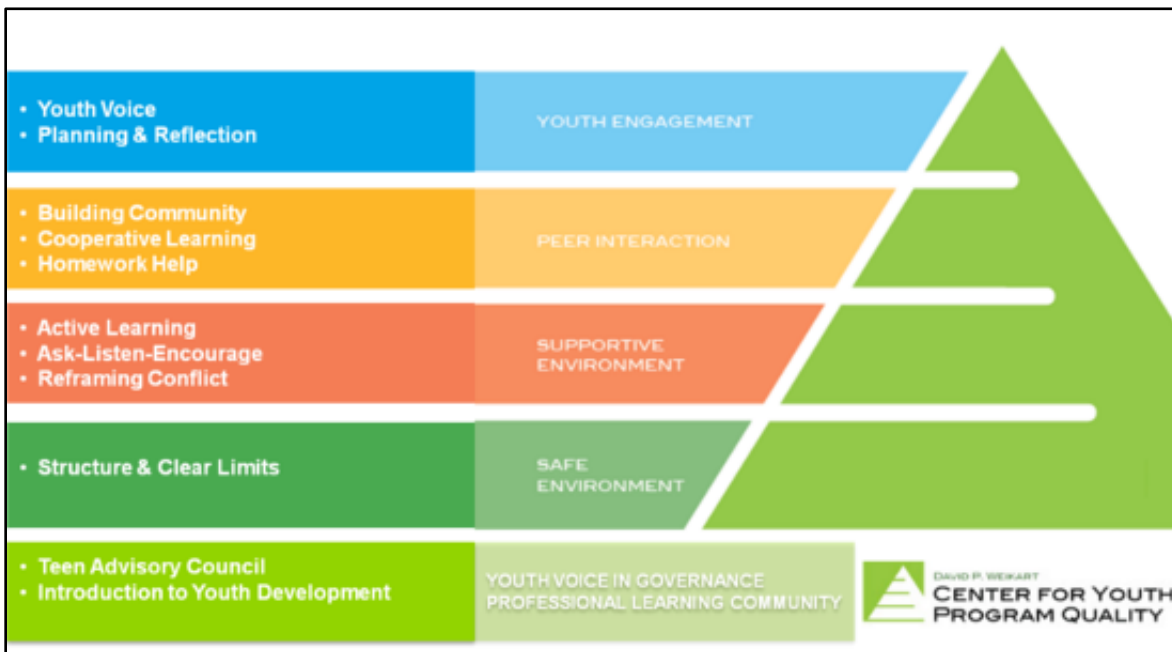
*"Watching our kids grow as they participated in Changemakers was amazing. Some of our quietest kids found their voice in front of hundreds of adults. That is life changing because it gave them the self-confidence that they need to be successful."*

Brandy Wall, Assistant Principal at Kendall Whittier Elementary

## SEL YPQA: Overview

*“I thought it would be after school just with some other kids that I never talk to, but I made friends and I grew closer to the people around me.”*

- In collaboration with The Opportunity Project, Tulsa Changemakers implements the David P. Weikart Center for Youth Program Quality’s Social Emotional Learning Youth Program Quality Assessment (SEL YPQA).
- The SEL YPQA is a Continuous Quality Improvement Process (Assess, Plan, Improve). It empowers us to manage program performance in real-time and enact a support system that helps us develop highly effective program facilitators that create and nourish environments that promote social-emotional learning.
- The SEL YPQA also helps us identify areas of our program that are going well and that need improvement.
- The SEL YPQA Pyramid (below) is the foundation for the assessment tool, measuring for Safe Space, Supportive Environment, Interaction, and Engagement. The SEL YPQA also measures for six domains: Emotion Management, Empathy, Teamwork, Responsibility, Initiative, and Problem Solving.







**Tulsa Changemakers is now the “forever home” of Teens on Board.**

- ⇒ Teens on Board is a Cohort of the Youth Philanthropy Initiative (YPI).
- ⇒ YPI is a three-year program for Tulsa teenagers grades 9-12. Every three years, a group of 25 students (called cohorts) is selected by YPI and provided \$25,000 to use toward an issue facing teens which they feel is under-addressed.
- ⇒ Cohort 10 of the Youth Philanthropy Initiative launched Teens on Board because they want to “diversify nonprofits by giving teens the opportunity to serve in a leadership position as an advisory to the Board of Directors....Youth boards serve the adult board as both a channel for youth perspective and a resource for expediting the non-profit’s progression.”



- ⇒ In 2019-20, Tulsa Changemakers will:
  - Partner with alumni of YPI Cohort 10 to effectively bring Teens on Board under the Tulsa Changemakers umbrella.
  - Improve Teens on Board’s non-profit partnership processes, recruitment strategies, onboarding, and systems for continued support.
  - Continue the development of Youth Boards at the Mental Health Association of Oklahoma and the Oklahoma Center for Community and Justice.
  - Launch three additional Youth Boards at local non-profits.

## Alumni Programming



### 1. Alumni Committee

- ⇒ In June 2019, Tulsa Changemakers hosted its first Alumni Committee meeting.
- ⇒ The Alumni Committee consists of elementary, middle, and high school youth Changemaker alumni from across school sites.
- ⇒ The Committee is responsible for creating, planning, executing, and measuring our alumni programming and providing feedback to Tulsa Changemakers staff.
- ⇒ The Committee is split into four sub-committees:
  - 1) College and Career: Create college and career exploration events.
  - 2) Outreach: Connect Changemaker alumni with opportunities to support current Changemakers.
  - 3) Elementary: Create events specifically for elementary school Changemakers alumni.
  - 4) Communications and Branding: Responsible for all communication with alumni and design merchandise.

### 2. Alumni Workspace

- ⇒ In 2019-20, Tulsa Changemakers will pilot a weekly alumni workspace.
- ⇒ Its purpose is to create a space where alumni can continue building leadership skills *and* receive support on self-directed community impact projects.

## **Changemaker Staff**

Co-Founder, Program Director: Jake Lerner  
Co-Founder, Program Director: Andrew Spector  
Ellen Ochoa Elementary Coach: Derek Frey  
Eugene Field Elementary Coach: Darrico Harris  
Kendall Whittier Elementary Coach: Andrea Brush  
Rosa Parks Elementary Coach: Alli Blankenship  
Springdale Elementary Coach: Austin Fleming  
Collegiate Hall Charter School Coach: Hannah Jarman  
Nathan Hale Junior High Coach: Christian Barrera  
Tulsa School of Arts and Sciences Coach: Rebecca Ortiz  
McLain High School Coach: Bianca Lowe  
Nathan Hale High School Coach: Kasey Hughart

## **Changemaker Advisory Committee**

Board Champion: Karen MacCannell, The McIntosh Group  
Leadership Tulsa Staff Liaison: Marcia Bruno-Todd

Chase Beasley, American Airlines  
Darrion Boaz, High School Changemaker  
Rocky Bright, Tulsa Tech  
Alma Fierro, High School Changemaker  
Jennifer Fierro, Changemaker Family  
Matthew Fleming, High School Changemaker  
Omare Jimmerson, Tulsa Public Schools  
Alonee Jones, High School Changemaker  
DeRikka Vann-Martinez, Changemaker Family  
Valeria Martinez, High School Changemaker  
Cindy McGhee, M&M Consulting Partners PLLC  
Emeka Nnaka, Motivational and Inspirational Speaker  
Parisa Pilehvar, Teach For America  
Nathan Pritchett, Fab Lab Tulsa  
Chyanna Pugh, Changemaker Family  
Mkeyela Pugh, Pilot Program Changemaker  
Denise Reid, Denise Reid Consulting  
Jody Vivion, Flintco  
Angela Wells, ONEOK



# **TULSA** **CHANGEMAKERS**

## **Financial Report: July 1, 2018 to June 30, 2019**

### **Income**

Contracts & Fees	\$35,369
Sponsorships	\$138,162
<b>Total Income</b>	<b>\$173,531</b>

### **Expenses**

General & Administrative	\$25,579
Contracts/Honorariums	\$22,659
Facilities/Rentals/Meals	\$5,340
Materials/Supplies	\$8,268
Payroll Expenses	\$65,902
Printing/Design	\$388
Transportation	\$462
<b>Total Expenses</b>	<b>\$128,598</b>

<b>Year 2 Net Income</b>	<b>\$44,933</b>
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# TULSA CHANGEMAKERS

## 2018-19 Foundation and Corporate Sponsors



CHARLES AND LYNN  
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FAMILY FOUNDATION

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FAMILY FOUNDATION

*A supporting organization of Tulsa Community Foundation*



Pitch Nights presented by:



Hosted By:

