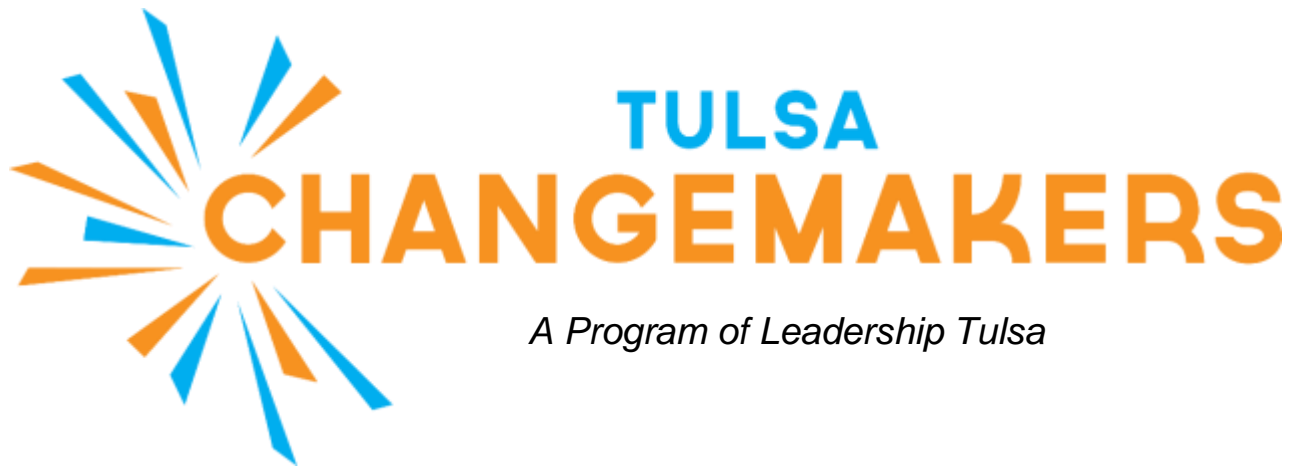


2020-21 Midyear Report

TULSA
CHANGEMAKERS
A Program of Leadership Tulsa

Collegiate Hall Changemakers interview Tulsa Health Department Executive Director (December 2020)

"It is really fun and the hard work was worth it."
Grove Elementary Changemaker

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



Nathan Hale Junior High Changemakers at Fall 2018 Pitch Night (December 2018)

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.

Fall 2020 (Virtual) Afterschool Program

- ⇒ 69 Changemakers
- ⇒ 19 Schools: Boevers Elementary, Celia Clinton Elementary, Ellen Ochoa Elementary, Eugene Field Elementary, Grove Elementary, John Hope Franklin Elementary, Kendall Whittier Elementary, McKinley Elementary, Skelly Elementary, Springdale Elementary, Collegiate Hall Charter School, East Central Junior High, Nathan Hale Junior High, Tulsa Honor Academy Middle School, Will Rogers College Junior High, McLain High School, Tulsa Honor Academy High School

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



Kendall Whittier Elementary Changemakers Alumni interviewed on TC Talks Podcast (May 2020)

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.



Ellen Ochoa Elementary Changemaker with items they collected for their clothing drive (January 2020)

Changemakers initiated community impact projects on career and college pathways, homelessness, COVID-19, school/community safety, gender equality, skate park accessories, animal welfare, police brutality, assisting single parents, student hunger, human trafficking, mental health, and more.



Fall 2019 Springdale Elementary Changemakers' water bottle filling station installed (September 2020)

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 Spotlight: Grove

Topic: Homelessness

Project: Donate for a Donut



Choosing their topic:

- Interviewed friends, family, and teachers and discovered the majority of them thought homelessness was a major issue in their community

Choosing their project:

- Surveyed 44 people in their community
- 60% said “being cold” or “harsh weather elements” were major issues
- Learned from Super Connectors that clothes were a major need in the homeless community



Donate for a Donut:

- Winter clothes drive for hats, gloves, jackets, and winter shoes
- Competition between classes at school – the class that collects the most items wins a donut party!



Results:

- Goal = 100 items
- Outcome = 1,500 items
- All donations went to Youth Services of Tulsa and The Caring Center

Next Steps:

- Continue raising awareness
- Organize another event

Middle School Spotlight: Will Rogers College

Topic: Skate Park Accessories

Project: Obtaining Skate Park Accessories at the Gathering Place



Choosing their topic:

- Listened to themselves and their peers
- Interviewed Mr. Rojas from the Gathering Place as a Super Connector



Choosing their project:

- Partnered with Mr. Rojas to collect 28 survey responses at the Gathering Place
- Learned from their survey which accessories kids at the Gathering Place would most like to have there
- Learned from their survey how frequently youth go to the skate park
- Researched other skate parks and the accessories they have



Obtaining Skatepark Accessories at the Gathering Place:

- Goal of obtaining a skateboard fixing station and bike fixing station
- Expected outcome of keeping kids safe and enabling kids to take care of their bike/skateboard/scooter
- Presented idea to Gathering Place staff

Next Steps:

- Continue to collaborate with Gathering Place staff to achieve the idea

High School Spotlight: Tulsa Honor Academy

Topic: Mental Health

Project: Colorful Mind Connector



Choosing their topic:

- Listened to themselves and their community

Choosing their project:

- Interviewed people about mental health
- Researched mental health
- Surveyed 93 people about mental health

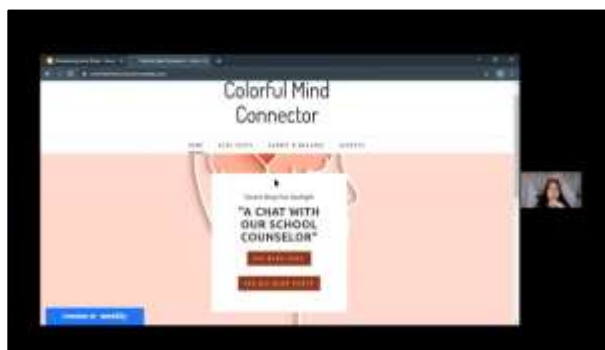


Colorful Mind Connector:

- Created website to support students with their mental health
- www.colorfulmindconnector.weebly.com

Results:

- 200+ unique visits to webpage
- Tulsa Honor Academy High School community supported by website



Next Steps:

- Keep adding content, at least once/week
- Create a club
- Stay connected as a team
- Find therapists or experienced mental health professionals to be a resource for the website

Changemakers in the Community

Awards:

- Finalist for the national 2020 Arthur & Toni Rembe Rock Teach For America Social Innovation Award (May 2020)
- Changemakers alumna and 6th grader at Carver Middle School, Kaylie Carranza, was one of ten women honored at the League of Women Voters of Tulsa Madam President (August 2020)



Media:

- Our fiscal sponsor, Leadership Tulsa, covered in Tulsa People for their innovative new Leadership Center in Gunboat Park (June 2020)
- Interviewed by Garland McWatters on the INPowered2Lead Podcast (July 2020)
- Co-wrote Op-Ed in Tulsa World with Changemakers alumna and 8th grader at Tulsa Honor Academy, Mariana Aguirre, “Why Wait For Tomorrow? Young people are leading the world today as they have for centuries” (October 2020)
- Attracted 4,000+ unique views of Fall 2020 Virtual Pitch Nights (December 2020)
- Grew to 1,500+ followers across Facebook, Instagram, & TikTok (January 2020)



Fundraising:

- First Tulsa Changemakers \$9.18 Campaign, an individual donors campaign, raised \$11,233.37 from 289 donors within 48 days (August – September 2020)



Alumni Programming

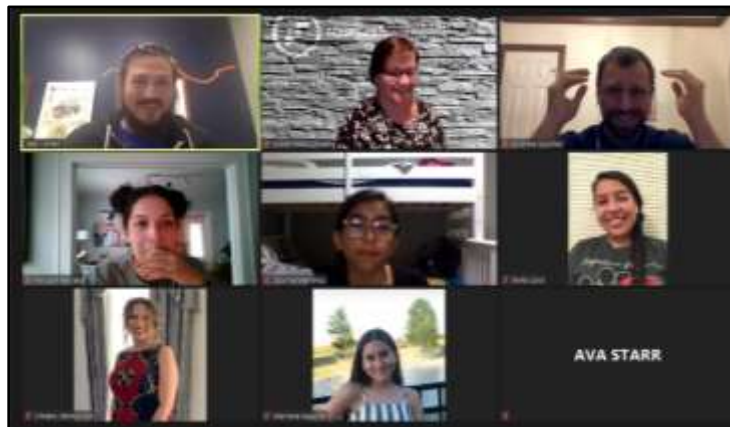
At the beginning of the school year, we had 286 alumni. We now have 355.

Advisory Committee

This year, we merged our Alumni Committee into our Advisory Committee. The Advisory Committee consists of alumni, parents/guardians, former Coaches, and community leaders. Their purpose is to provide strategic direction to the Tulsa Changemakers organization and plan, execute, and measure a host of alumni programs through four subcommittees: Career and College, Elementary, Communications and Branding, and Fundraising.

Highlights:

- ✓ Revamped Instagram (@tulsachangemakers)
- ✓ Launched TikTok (@tulsachangemakers)
- ✓ Piloting elementary alumni opportunities information session
- ✓ Conducting survey of alumni about career and college interests



Tulsa Changemakers Advisory Committee meeting on Zoom (October 2020)

Power of Youth

This is the second year of Power Youth, a “Tulsa Changemakers 2.0” that provides an opportunity for alumni to further develop leadership skills and collaborate with others on community impact initiatives. A small group of Changemakers are meeting twice a month throughout the school year and working on topics such as homelessness, student petition for a statewide mask mandate, and food deserts in north Tulsa.

Trainings, Consulting, and Partnerships

Trainings

1. Launched *Listen, Listen, Act Training* to support educators and youth programming professionals across the state and country in adapting our *Listen, Listen, Act* curriculum to their unique contexts.
2. Continuing with *Teens on Board Training* to support nonprofits in launching and sustaining Youth Action Teams (i.e., Youth Advisory Boards).
3. Continuing to offer workshops in asset-based community development, authentic youth-adult partnership, and liberatory design thinking.

LISTEN LISTEN ACT



Consulting

- Designing and delivering a working group for the Tulsa Police Department in spring 2021 that reviews their policies, practices, programs, and trainings that relate to young people. Creating a space of authentic youth-adult partnership. Intentionally recruiting critical mass of young people who have direct experience with law enforcement or been justice-involved.

Partnerships

- In partnership with Ed Darby Foundation, launching innovative youth-led philanthropy program at Monroe Middle School in spring 2021. A small team of students will be responsible for designing and executing a philanthropic process to use \$10,000 to better the Monroe community.





Fall 2020 Afterschool Program Metrics

"I learned that a place where student voice matters actually exists."

We have three primary objectives of our afterschool program:

1. Develop the leadership, social emotional, executive functioning, and professional skills of promising youth leaders.
2. Empower promising youth leaders to drive real, long-term, sustainable, and measurable impact in their schools and communities.
3. Support adult facilitators to confidently and competently deliver a version of our *Listen, Listen, Act* curriculum that is best for their context.

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

1. Levels of Impact identifies how many Changemakers in our program are achieving the different levels of impact with their community impact initiatives.
2. Youth and parent/guardian surveys provide an opportunity for the youth to self-report and parents/guardians to assess on six metrics: 1) Youth Experience and Social Emotional Learning, 2) Leadership Identity and Confidence, 3) Hope and Resilience, 4) Leadership Mindsets, 5) Skills, and 6) Social Capital and Talent Retention.
3. 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.
4. In addition to Levels of Impact, youth and parent/guardian surveys, and the SEL YPQA, administrator surveys and Coach observations, check-ins, Professional Learning Community meetings, and comprehensive middle and end of year debriefs reveal the effectiveness of individual Coaches and the developmental impact on Coaches.

A Note on COVID-19

Due to the COVID-19 pandemic, every Changemakers cohort met virtually throughout the semester. This presented unique challenges for recruitment, program delivery, and impact project execution. Some cohorts were able to complete an entire semester of Changemakers, others got part of the way through, and others were just getting started as the semester ended. Despite these challenges, youth still developed meaningfully through the program, had a highly positive experience, and made an impact. We are so inspired by the resilience of the Changemakers and their Coaches as well as their steadfast commitment to community betterment.



Levels of Impact

Due to the truncated semester caused by COVID-19, a few schools did not finish the afterschool program. The data from those schools therefore are not included in the Levels of Impact below. Also, we've accounted for the truncated semester by reducing our standards of listening from 4 one-on-one interviews per student to 2 and 30 survey responses per cohort to 25.

Level 1: Conduct a Listening Campaign – 1) At least 2 one-on-one interviews per student, and 2) Conduct community-wide survey that gathers at least 25 responses.

- Intended Outcome: 100% cohorts achieve Level 1 by end of semester.
- Actual Outcome: 71% 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: 94% 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: 0% achieved Level 3 by end of semester.

Youth and Parent/Guardian Surveys

Youth Experience and Social Emotional Learning

- 100% Changemakers report they like coming to Tulsa Changemakers.
- 100% report they have fun at Tulsa Changemakers.
- 97.7% do not feel bored when they're at Tulsa Changemakers.
- 97.7% learn new things at Tulsa Changemakers.
- 90.7% feel challenged in a good way at Tulsa Changemakers.
- 93% get to do things they have never done before at Tulsa Changemakers.
- 86.1% get the chance to lead an activity at Tulsa Changemakers.
- 100% get to do things that help people in their community at Tulsa Changemakers.
- 97.7% report Tulsa Changemakers helped them feel good about themselves.
- 88.4% Tulsa Changemakers helped them find out what they're good at doing.
- 79.1% Tulsa Changemakers helped them make new friends.
- 83.3% Tulsa Changemakers helped them get along better with friends.
- 90.7% would recommend Tulsa Changemakers to a friend.
- 95% parents/guardians agree their Changemaker had fun at Tulsa Changemakers this year.
- 95% parents/guardians would recommend Tulsa Changemakers to a friend.

Leadership Identity and Confidence

- 90.4% Changemakers report Tulsa Changemakers helped them see themselves as a leader in their school and/or community.
- 90.5% report Tulsa Changemakers helped them feel more confident in their ability to lead and influence change in their school and/or community.
- 97.6% Tulsa Changemakers helped them recognize that their voice matters.
- 95.2% are more committed to impacting their community than they were before.
- 97.6% are proud of the work they did with Tulsa Changemakers this semester.
- 97.6% feel like they were successful in their work with Tulsa Changemakers.
- 90% parents/guardians agree Tulsa Changemakers helped their Changemaker be more of a leader in their school and/or community.

Leadership Mindsets

- 97.6% Changemakers report they believe it's important to partner with those you're trying to serve.
- 100% believe it's important to listen before taking action.
- 97.6% believe that when working to improve your community, it's important to set goals and metrics, and evaluate if you were successful afterwards.

Skills

- 95.8% Changemakers report Tulsa Changemakers has helped them improve their leadership skills.
- 90.4% report Tulsa Changemakers helped them improve their public speaking skills.
- 71.5% Tulsa Changemakers helped them improve their e-mailing skills.
- 88.1% Tulsa Changemakers helped them improve their networking skills.
- 95.2% Tulsa Changemakers helped them improve their teamwork skills.
- 75% parents/guardians agree that Tulsa Changemakers had a positive impact on their student's school performance.
- 95% parents/guardians agree that Tulsa Changemakers had a positive impact on their student's social skills.

Social Capital and Talent Retention

- 90.2% Changemakers report Tulsa Changemakers helped them feel more connected to the current leaders of Tulsa.
- 83% report Tulsa Changemakers helped them feel more connected to students from other schools and parts of the city.
- 92.7% believe Tulsa Changemakers will be there to support them in the future.
- 80% parents/guardians agree their Changemaker is more connected to current leaders of Tulsa than they were before Tulsa Changemakers.
- 95% parents/guardians agree Tulsa Changemakers will be there to support their Changemaker in the future.

The Children’s Hope Scale

The Children’s Hope Scale, published in 1997 by Rick Snyder, can be used to help measure hope in children. Research has linked hope with overall physical, psychological, and social well-being. Children who can identify a means to carry out goals (pathways) and the ability to initiate and sustain action towards goals (agency) are considered more hopeful.

Key 1 – Scores:

- All of the time = 6
- Most of the time = 5
- A lot of the time = 4
- Some of the time = 3
- A little of the time = 2
- None of the time = 1

The below scores are the average for all Changemakers who took the survey.

	Description	Average Score
1	I think I am doing pretty well.	4.93
2	I can think of many ways to get the things in life that are most important to me.	4.69
3	I am doing just as well as other kids my age.	4.56
4	When I have a problem, I can come up with lots of ways to solve it.	4.79
5	I think the things I have done in the past will help me in the future.	4.69
6	Even when others want to quit, I know that I can find ways to solve the problem.	4.52
		TOTAL = 28.18

Key 2 – Assessing Total Scores:

- 6-12 = Very low hope
- 13-18 = Slightly hopeful
- 19-24 = Moderately hopeful
- **25-30 = Highly hopeful**
- 30-36 = Very high hope

On average, Changemakers who took the survey were “highly hopeful.”

Quotes from Youth Surveys

"I learned that no matter where you come from or who you are you can make a change in the community."



KIPP High School Changemaker Jermaine presents at Fall 2020 Virtual Pitch Nights (December 2020)

"I bonded with some of the people I thought I would never be friends with."



East Central Junior High Changemakers present at Fall 2020 Virtual Pitch Nights (December 2020)

"If I never did Changemakers I might not have the confidence to make change."

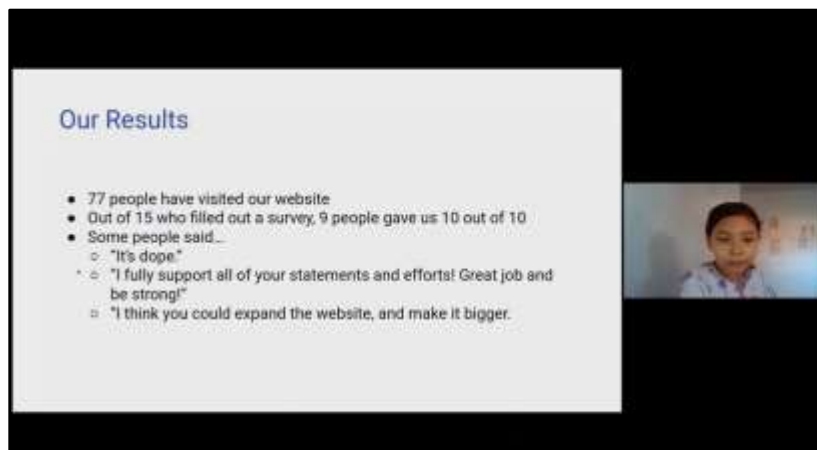
Quotes from Parent/Guardian Surveys

“The most valuable thing that my daughter learned is to be more confident with herself and to speak in public.”



Changemakers Alumnus Derly hosts Fall 2020 Virtual Pitch Night 2 (December 2020)

“My son improved his speech and communication with other people as well as his parents. This program has made my son an excellent son and brother...this program is the best.”



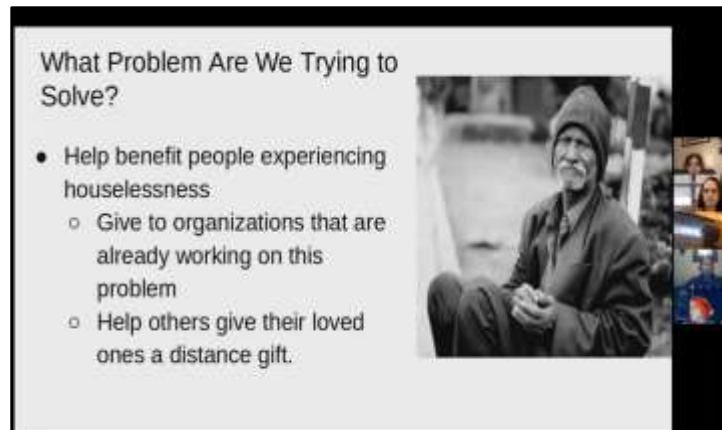
Skelly Elementary Changemakers present at Fall 2020 Virtual Pitch Nights (December 2020)

“It pulled her out of her box to some degree and challenged her perspective. I believe she became more aware of her own voice and ability to use it to change her environment.”

Quotes from Teacher Surveys

[She] is more reflective and thinks at a high level. She is also able to empathize and think about different points of view when participating in class discussions.”

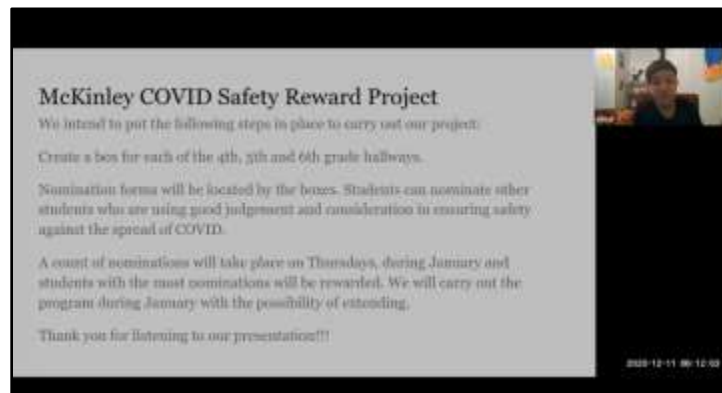
Andi Gourd, Teacher at Skelly Elementary



Nathan Hale Junior High Changemakers present at Fall 2020 Virtual Pitch Nights (December 2020)

“Participating in Changemakers has contributed to the students’ development by helping them become more confident, capable communicators who understand how to lead other student towards success.”

Karen Hafter, Teacher at Nathan Hale Junior High



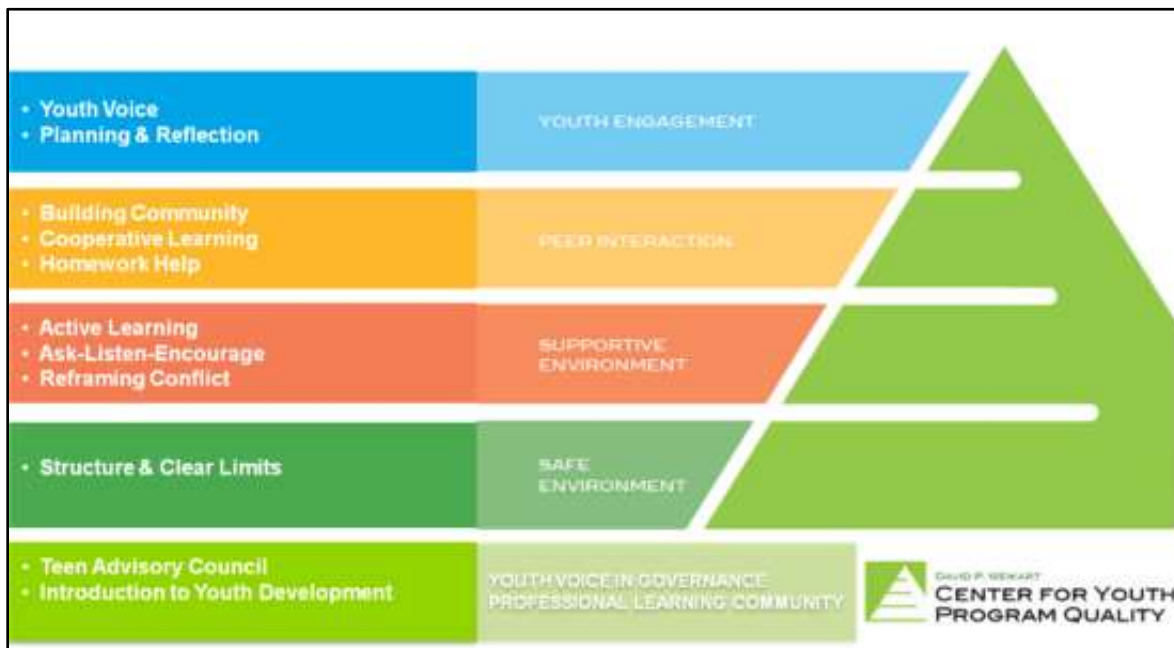
McKinley Elementary Changemakers present at Fall 2020 Virtual Pitch Nights (December 2020)

“Changemakers was an excellent leadership opportunity for our scholars this semester. They seemed to connect really well to taking tangible steps to making a difference in their community.”

Alex Webb, Principal at Tulsa Honor Academy High School

SEL YPQA: Overview

- 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.





Changemakers Team

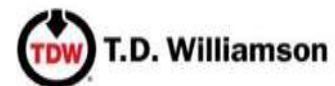
Co-Founder, Program Director: Jake Lerner
Co-Founder, Program Director: Andrew Spector
Coach Mentor: Alli Blankenship
Coach Mentor: Derek Frey
Coach Mentor: Megan Wing
Intern: Emily Lara
Program Coordinator, Power of Youth: Hannah Jarman
Boevers Elementary Coach: Allison Harvey
Celia Clinton Elementary Coach: Heather Erdmann
Ellen Ochoa Elementary Coach: Marco Herrera
Eugene Field Elementary Coach: Darrico Harris
Grove Elementary Coach: Ali Chorley
John Hope Franklin Elementary Coach: Kaitlyn Lee
Kendall Whittier Elementary Coach and Coach Mentor: Andrea Brush
McKinley Elementary Coach: Donna Bishop
Skelly Elementary Coach: Calvin Anderson
Springdale Elementary Coach: Isis Cuevas
Collegiate Hall Charter School Coach: Ben Imlay
East Central Junior High Coach and Coach Mentor: Edward Chiu
KIPP Middle School Coach: Juhon Irons
Nathan Hale Junior High Coach: Sam Larsen
Tulsa Honor Academy Middle School Coach: Meredith Cooper
Will Rogers College Junior High: Tim Crisp
KIPP High School Coach: Whitney Brimat
McLain High School Coach: Jonathan Zabala
Phoenix Rising Coach: Keith Hall
Tulsa Honor Academy High School Coach: Callie Kirk

Changemakers Advisory Committee

Board Champion: Karen MacCannell, The McIntosh Group
Aleena P., Youth Changemaker
Alonee J., Youth Changemaker
Ana P., Parent/Guardian Changemaker
Ashlee D.C., Youth Changemaker
Ava S., Youth Changemaker
Christian S., Youth Changemaker
Denise Reid, Key Personnel
Derly R., Youth Changemaker
Elizabeth M., Parent/Guardian Changemaker
Kaylie C., Youth Changemaker
Kim Ellis, Former Changemakers Coach
Mariana A., Youth Changemaker
Mayra C., Parent/Guardian Changemaker
Omare Jimmerson, City of Tulsa
Parisa Pilehvar, Teach For America
Robert B., Youth Changemaker
Sophia M., Youth Changemaker



2020-21 Foundation and Corporate Sponsors





2020-21 Individual Donors

Giving reflects the period between July 1, 2020 and February 1, 2021.

\$1,000+

Deric and Emily Williams
Marty and Julie Klaper
Tom and Deb Feo

\$200 - \$999

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Cathy Smythe
Daniel Wilkerson
Joseph Cusick
Joshua Thomas
Karen MacCannell
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Wells Family
Wendy Low
Will Payne
William Cottrell
William Kopperl
William Ferris
William Parker
William Goldhirsch
Wilson White
Xuan Huynh
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Yobana Ruiz
Yonatan Schmidt
Yusef Houamed
Zachary Glasser
Zak Malamed

