

# ANNUAL REPORT 2021-22

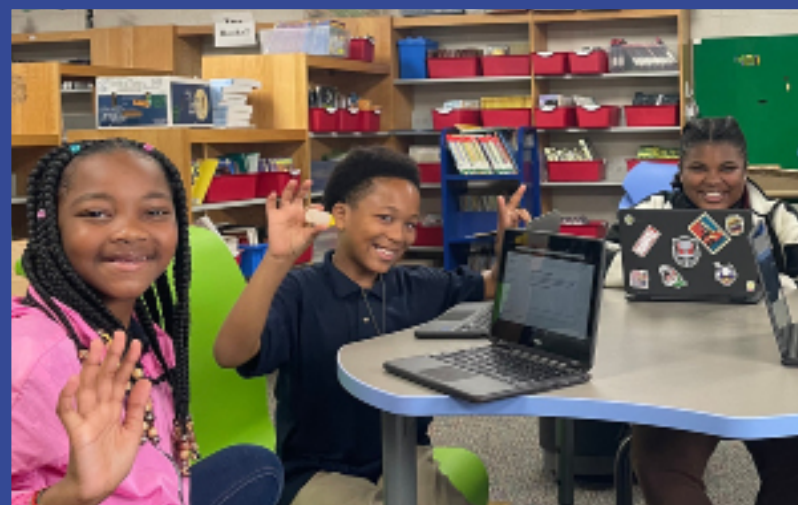
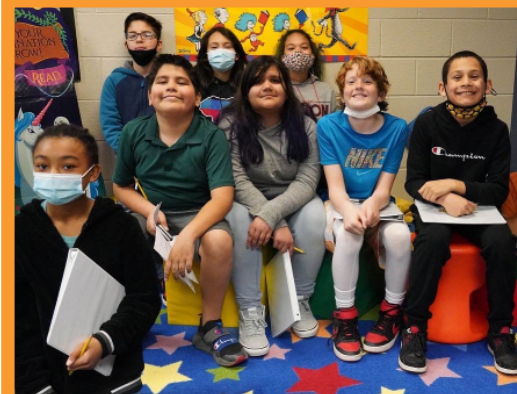


TULSA  
CHANGEMAKERS

*A program of Leadership Tulsa*



**"I learned that I can make a difference. I don't have to imagine making something better just because I'm young. I have more power than I thought."**



# MISSION & VISION

Tulsa Changemakers builds capacity in youth, adults, and systems to support youth in driving positive impact in Tulsa right now and into the future.



*Celia Clinton Changemakers present their impact project, an anti-bullying campaign, at Spring Pitch Nights.  
(May 10, 2022)*

*Our vision is a future where Tulsa is a model city for youth-driven impact. 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.*

**"I've been a shy  
person for quite a  
while. Changemakers  
has helped me to be  
more confident in  
myself."**

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# AFTERSCHOOL PROGRAM

## FALL 2021 AND SPRING 2022 SCHOOLS:

Boevers Elementary, Celia Clinton Elementary, Cooper Elementary, Dolores Huerta Elementary, Ellen Ochoa Elementary, Eliot Elementary, Emerson Elementary, Eugene Field Elementary, Grove Elementary, Henry Zarrow International School, Jarman Elementary, Kendall-Whittier Elementary, Marshall Elementary, McAuliffe Elementary, Moore Elementary, Peary Elementary, Sequoyah Elementary, Springdale Elementary, Wayman Tisdale Fine Arts Academy, Central Middle School, Collegiate Hall Charter School, East Central Junior High, Tulsa Honor Academy Middle School, Tulsa Honor Academy Middle School - Flores, Will Rogers College Junior High, KIPP High School, McLain High School, Phoenix Rising Alternative School, Tulsa Honor Academy High School, Union Alt Ed, Union Freshman Academy, Union High School, Will Rogers College Senior High

**360**

Total Changemakers



**34**

Schools in Tulsa Public  
Schools and Union Public  
Schools

**61**

Impact Projects



**5,307**

People Listened to  
from 1-on-1 Interviews  
& Survey Responses

**16,159**

Estimated Quantity  
Impacted from Impact  
Projects

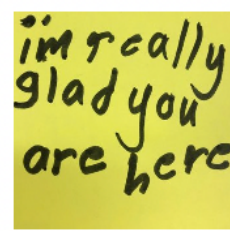
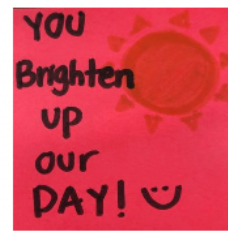
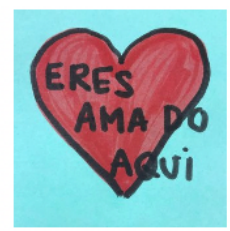
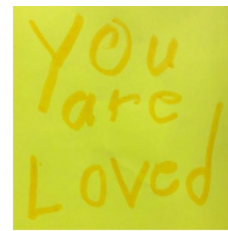
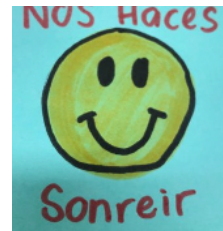
**2,135**

Contagious Leadership  
(Youth & Adults outside  
Changemakers involved  
in executing project)

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

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.





Collegiate Hall Changemakers created a window display with notes of encouraging and uplifting comments. (Fall 2021)

Changemakers initiated community impact projects on inclusion, safe places, homelessness, youth drug use prevention, foster care, racism, school policies and culture, anti-bullying, healthy boundaries, environment and recycling, mental health awareness, gender-based violence, family separation, self identity, body shaming, I.C.E., abuse, and women's safety.



McAuliffe Elementary Changemakers raised over \$1,000 towards Tulsa Day Center for their project of combatting homelessness. (Spring 2022)

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 SPOTLIGHT

## COOPER ELEMENTARY

**TOPIC:** Body Shaming  
**PROJECT:** Educational Assembly

### CHOOSING THEIR TOPIC:

- Received feedback from community members on their thoughts and feelings about body shaming
- Surveyed friends, teachers, and community members
- Learned that people have been body shamed for their hair, skin, clothes, size, and weight

### CHOOSING THEIR PROJECT:

- 60+ survey responses
- Identified that people do not know what body shaming is, that it is not limited to weight, and that there are many harmful effects of body shaming

### EDUCATIONAL ASSEMBLY:

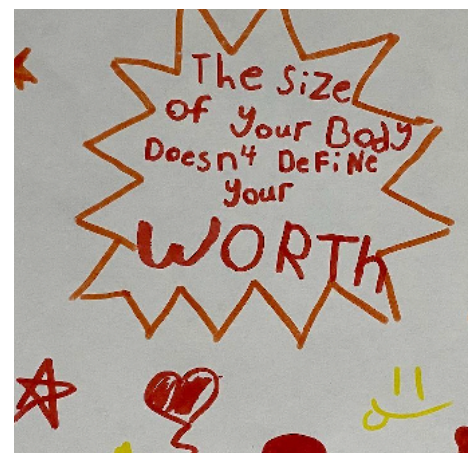
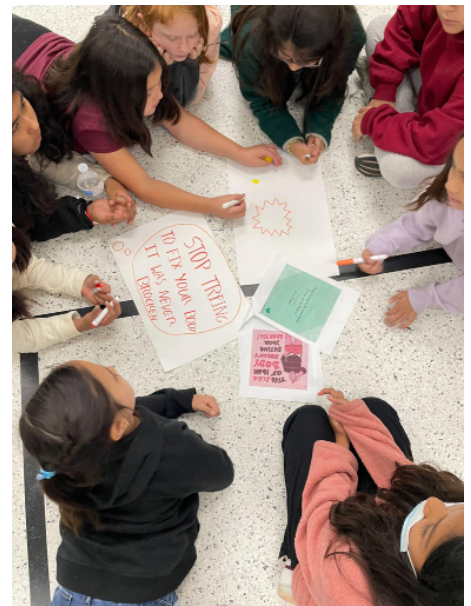
- Led an assembly to over 220 4th, 5th, and 6th grade students
- Taught peers about body shaming, including definition, examples, and effects of body shaming
- Drew posters with body positive messages and pictures to hang around the school

### RESULTS:

- Focus group revealed that the assembly was successful, students left the assembly feeling empowered in their own bodies, and students were able to accurately describe what body shaming is afterwards
- 100% thought the assembly was fun and the presentation was not confusing
- 1 student said they learned that body shaming "can cause self harm"
- 1 student said they learned "to not make fun of people"

### NEXT STEPS:

- Continue spreading positivity and educating others about body shaming





# MIDDLE SCHOOL SPOTLIGHT

## CENTRAL MIDDLE SCHOOL

**TOPIC:** Homelessness & Hunger

**PROJECT:** New Beginnings

### CHOOSING THEIR TOPIC:

- Interviewed peers, teachers, and neighbors of all ages and backgrounds
- A Central Middle School Changemaker has personal experience with homelessness

### CHOOSING THEIR PROJECT:

- 87 survey responses
- 70% of students have seen unhoused people who do not have supplies
- Identified that homelessness is a common issue in their community

### NEW BEGINNINGS:

- Initiated a clothing and supplies drive at their school through a grade competition (6th vs 7th vs 8th) with pizza reward
- Created a GoFundMe to collect financial donations to purchase clothes and donate to Tulsa Day Center

### RESULTS:

- Reached their goal of raising \$275 to purchase undergarments and collected 463 donations of clothing items. Donated all items to Tulsa Day Center

### NEXT STEPS:

- Continue project with Fall 2022 Changemakers





# HIGH SCHOOL SPOTLIGHT

## UNION ALT ED

**TOPIC:** Helping Teens in Foster Care

**PROJECT:** The Bag of Hope

### CHOOSING THEIR TOPIC:

- Discussed community-wide problems
- Used voting and consensus methods to identify youth in the foster care as topic

### CHOOSING THEIR PROJECT:

- Interviewed CREEKS (Creek, Okmulgee, Okfuskee) counselors, foster parents, and ex-DHS (Department of Human Services) Union Reach counselor
- Identified that not all foster teens are aware of the resources that are available to them, and typically move from one home to the next with a garbage bag to carry belongings

### THE BAG OF HOPE:

- Held school-wide bag drive from November 8 - December 1 to provide quality bags to carry foster youth's belongings as they move from home to home
- Raised funds to provide printed resources, hygiene items, and messages of hope

### RESULTS:

- Collected over 100 bags that were assembled with support items, and delivered to The Family Initiative



# AFTERSCHOOL PROGRAM METRICS

**"It takes a lot of work, but it's worth it when you realize you created something you're passionate about, and it has helped other people."**

**Our three primary objectives and modes of measurement are:**

**1. Develop the leadership, social emotional, and professional skills of promising youth leaders.**

*We measure this through surveys (youth, parent/guardian, teacher, and administrator), the Weikart Center's Social Emotional Learning Youth Program Quality Assessment tool, Coach observations and conversations, demographic data from Impact Tulsa, and Changemaker attendance. The youth survey measures for youth experience and social emotional learning, leadership identity and confidence, leadership mindsets, skills, and social capital and talent retention. It also includes The Children's Hope Scale.*

**2. Empower promising youth leaders to drive real and measurable impact in their schools and communities.**

*We measure this through Levels of Impact, Contagious Leadership, and Breadth of Impact.*

**3. Develop the competency of adult educators in facilitating our Listen, Listen, Act process such that they gain the transferable skills of elevating student voice and leadership, and social emotional, project-based, and experiential pedagogy.**

*We measure this through Coach observations and conversations, Coach surveys, the results of objectives 1 and 2, and an administrator survey.*

# AFTERSCHOOL PROGRAM METRICS

## LEVELS OF IMPACT

**Level 1: Conduct a Listening Campaign – 1) At least 3 one-on-one interviews per student, and 2) Conduct community-wide survey that gathers at least 30 responses.**

- **Intended Outcome:** 100% cohorts achieve Level 1 by end of semesters.
- **Actual Outcome:** 78% cohorts achieved Level 1 by end of semesters.

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

- **Intended Outcome:** 100% cohorts achieve Level 2 by end of semesters.
- **Actual Outcome:** 97% cohorts achieved Level 2 by end of semesters.

## SURVEY RESPONSES

### Youth Experience & Social Emotional Learning

- 98% Changemakers report they like coming to Tulsa Changemakers.
- 98% report they have fun at Tulsa Changemakers.
- 92% do not feel bored when they're at Tulsa Changemakers.
- 97% learn new things at Tulsa Changemakers.
- 91% feel challenged in a good way at Tulsa Changemakers.
- 91% get to do things they have never done before at Tulsa Changemakers.
- 82% get the chance to lead an activity at Tulsa Changemakers.
- 97% get to do things that help people in their community at Tulsa Changemakers.
- 93% report Tulsa Changemakers helped them feel good about themselves.
- 82% Tulsa Changemakers helped them find out what they're good at doing.
- 90% Tulsa Changemakers helped them make new connections with youth and adults.
- 96% would recommend Tulsa Changemakers to a friend.
- 100% parents/guardians agree their Changemaker had fun at Tulsa Changemakers this year.
- 100% parents/guardians would recommend Tulsa Changemakers to a friend.



# AFTERSCHOOL PROGRAM METRICS

## SURVEY RESPONSES

### Leadership Identity & Confidence

- 85% Changemakers report Tulsa Changemakers helped them see themselves as a leader in their school and/or community.
- 94% report Tulsa Changemakers helped them feel more confident in their ability to lead and influence change in their school and/or community.
- 91% Tulsa Changemakers helped them recognize that their voice matters.
- 87% are more committed to impacting their community than they were before.
- 97% are proud of the work they did with Tulsa Changemakers.
- 97% parents/guardians agree Tulsa Changemakers helped their Changemaker be more of a leader in their school and/or community.

### Leadership Mindsets

- 96% Changemakers report they believe it's important to partner with those you're trying to serve.
- 96% believe it's important to listen before taking action.
- 95% believe that when working to improve your community, it's important to set goals and metrics, and evaluate if you were successful afterwards.

### Skills

- 79% Changemakers report Tulsa Changemakers has helped them improve their leadership skills.
- 81% report Tulsa Changemakers helped them improve their public speaking skills.
- 33% Tulsa Changemakers helped them improve their e-mailing skills.
- 51% Tulsa Changemakers helped them improve their networking skills.
- 84% Tulsa Changemakers helped them improve their teamwork skills.
- 97% parents/guardians agree that Tulsa Changemakers had a positive impact on their student's school performance.
- 97% parents/guardians agree that Tulsa Changemakers had a positive impact on their student's social skills.

### Social Capital & Talent Retention

- 87% Changemakers report Tulsa Changemakers helped them feel more connected to the current leaders of Tulsa.
- 80% report Tulsa Changemakers helped them feel more connected to students from other schools and parts of the city.
- 90% parents/guardians agree their Changemaker is more connected to current leaders of Tulsa than they were before Tulsa Changemakers.

# AFTERSCHOOL PROGRAM METRICS

## QUOTES FROM YOUTH SURVEYS

**"For me personally  
before Changemakers,  
I didn't speak up a lot.**

**But I learned  
everyone's voice  
matters."**



Henry Zarrow International School Changemakers teach younger peers how to recycle correctly in their school. (Spring 2022)



Will Rogers College Junior and Senior High Changemakers take a picture at Fall Pitch Nights. (December 16, 2021)

**"It's an experience of a  
lifetime.**

**You genuinely learn new  
skills and develop new  
understandings & make  
new friends and  
experiences.**

**It's something a member  
will never forget."**

**"Changemakers takes a lot of  
work, but it's worth it when you  
realize you created something  
you're passionate about, and it  
has helped other people."**

# AFTERSCHOOL PROGRAM METRICS

## QUOTES FROM PARENT/GUARDIAN SURVEYS

**"This program has given my child a new voice. She is beyond eager to find ways to make not only our community better but the world."**

*Grove Elementary Changemakers interview their Super Connector, City Councilor Lori Decter Wright, about their environmental sustainability project. (Spring 2022)*



**"I love that my Changemaker became more confident in himself and learned to be brave when it comes to being a leader, pitching ideas, and speaking in front of others."**



*Kendall-Whittier Elementary Changemakers and Union Freshman Academy Changemakers share ideas at Networking Event. (December 4, 2021)*

**"The learning experience and the connections they made can be utilized in the community, which are very valuable learning tools for their futures."**



# AFTERSCHOOL PROGRAM METRICS

## QUOTES FROM COACH SURVEYS



Marshall Elementary Changemakers arrange food donations into care packages for Tulsa Day Center. (Fall 2021)

"I really loved the chance to help my kiddos **evaluate what was important to them and their community**, and then do something to combat that, no matter how small it may be.

They are always observing/watching and we rarely talk about it during classtime, so **it opened up the chance to talk about what they see/experience in the world."**

"I was able to **increase my own leadership skills** while I was teaching my students about their own leadership. I grew my communication skills and was able to reach out for help more often. I also **gained a better understanding of how important it is to work as a community to reach goals."**

"Coaching gave me an opportunity to learn more about how to **switch from teacher centered voice in the class to student centered."**

# AFTERSCHOOL PROGRAM METRICS

## QUOTES FROM TEACHER SURVEYS

**"I believe it has given them more confidence and a stronger sense of responsibility."**

**- Elementary Teacher**

**"They are making pivotal changes in their communities and it shows!"**

**- Middle School Teacher**



McLain High School Changemakers present their impact project, Wellness Week, at Fall Pitch Nights. (December 14, 2021)



Eliot Elementary Changemakers interview a Super Connector, Tulsa Police Department Chief Franklin, about their project on racism. (Spring 2022)

**"[She] was very quiet at the beginning of the year, and was a bit behind on her work.**

**As we have progressed, she has come out of her shell so much more and has made friends with her peers. She works hard, manages her time very well, and is not afraid to speak up and help others."**

**- Middle School Teacher**

# AFTERSCHOOL PROGRAM METRICS

## QUOTES FROM SCHOOL ADMINISTRATION SURVEYS

**"Students really developed their leadership skills and became more aware of the issues around them."**

**Students who were passive bystanders now stand up for others when they are being treated unjustly. They have learned how to talk to adults who are in positions of authority and probe for answers to big questions like racism."**

**- Elementary School Principal**



*Union Freshman Academy Changemakers stand with their informational video made to share awareness with peers about the Virtual Calming Room and mental health resource for Union students. (Spring 2022)*

**"I have watched each Changemaker student grow in maturity and empathy toward others, as well as refine their presenting and interviewing skills."**

**- Elementary School Principal**

**"It has been rewarding to see students become more interested in topics that they may not have prior to participating in Changemakers. It was also neat to see them understand that they too, even though they are young, can bring about change in their community."**

**- Middle School Principal**



# AFTERSCHOOL PROGRAM METRICS

## 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

### 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

All Fall 2021 and Spring 2022 Changemakers took a retrospective survey that asked them to answer how they felt before and after participating in the afterschool program. The below scores are the average for all Changemakers who took the survey.

	Description	Average Score for BEFORE Changemakers	Average Score for AFTER Changemakers	Change
1	I think I am doing pretty well.	4.0	4.8	+0.8
2	I can think of many ways to get the things in life that are most important to me.	4.0	4.7	+0.7
3	I am doing just as well as other kids my age.	4.3	4.7	+0.4
4	When I have a problem, I can come up with lots of ways to solve it.	3.8	4.5	+0.7
5	I think the things I have done in the past will help me in the future.	3.9	4.7	+0.8
6	Even when others want to quit, I know that I can find ways to solve the problem.	3.9	4.7	+0.8
		TOTAL = 23.9	TOTAL = 28.1	TOTAL = + 4.2

On average, Changemakers who took the survey report being **“moderately hopeful”** before the program and **“highly hopeful”** after the program.

# POWER OF YOUTH

Power of Youth is a program for students in 6th-12th grade who want to make a positive change in our community. Youth learn critical skills in community advocacy and impact, and then apply those skills for a cause of their choice. Our Fall, Spring, and Summer cohorts were made up of several students of varying ages and schools in Tulsa.

**"I knew people could make change, but it seemed far away... now that I have the tools, I can apply them whenever I want."**

**FALL 2021, SPRING 2022,  
SUMMER 2022**

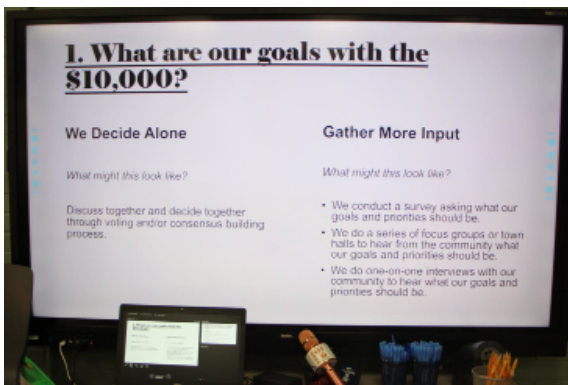
- 28 students across 16 schools in the Tulsa metro area.
- Engaged in our Community Advocacy Challenge, a point system that encourages civic advocacy actions, including emails sent to social impact organizations and local and state representatives, speaking at school rallies and School Board meetings, and attending City Council meetings.
- 88% said they learned skills during the POY program that can help them make positive change in the future.
- 81% said after completing the POY program they are more committed to making positive community or civic change in the future.

**"I would have never been able to speak out as much as I did if it wasn't for you guys. I have made so many friendships and good memories."**



# MONROE PHILANTHROPISTS

In partnership with the Ed Darby Foundation, we piloted Monroe Philanthropists, a youth-led philanthropy program at Monroe Middle School where a team of 12 8th grade students designed and executed a philanthropic process with \$10,000.



**"[It] showed me I can actually leave an impact on Monroe."**

The Monroe Philanthropists convened over two full-day launch workshops and eight work sessions between October 2021 – January 2022. Through the process they identified six areas of focus for their philanthropy: basic needs, menstrual products, classroom supplies / building upgrades, youth voice, school food, and mental health.



- For some focus areas they made direct monetary contributions, for some they focused on advocacy, and others were a combination.
- Highlights include: Launching a pantry and basic needs drive at Monroe, purchasing quality feminine-hygiene products, providing each core teacher with an Amazon card for classroom supplies and décor, and advocating for the creation of a Student Council and providing it with a starting budget.
- 100% students report that Monroe Philanthropists helped them feel more confident in their ability to lead and influence change in their schools and/or community.
- 100% students report that Monroe Philanthropists helped them recognize that their voice matters.
- On average, students who took The Children's Hope Scale survey reported being 19 (the low end of moderately hopeful) before the program and 24 (the high end of moderately hopeful) after the program.



In partnership with Growing Together, in consultation with Standpipe Hill Strategies, and powered by the Lobeck Taylor Family Foundation, we piloted Fuerza Kendall-Whittier, a place-based and intergenerational community organizing program. The purpose of Fuerza KW was to build power within the Kendall-Whittier community by educating youth and adults on the fundamentals of organizing.

Through 24 hours of training over 8 sessions on the history, methodology, tactics, and tools of effective organizing, along with mentoring and support from accomplished community and organization building professionals and volunteers, the 18 youth and adult participants of Fuerza KW:

- Conducted 8 house meetings
- Listened to 65 people
- Identified inadequate streetlights as one of the most important challenges affecting their community, particularly because a lack of streetlights and dim streetlights can be a threat to public safety.
- Identified key geographic areas for streetlights improvement
- Launched the Make Kendall-Whittier Lit Campaign through an event bringing together more than 80 community members and multiple Tulsa City Councilors.

### Youth & Adult Survey Results

- 100% liked coming to Fuerza KW.
- 100% felt their voice was heard at Fuerza KW.
- 92% report that Fuerza KW helped them see themselves as a leader in their community.
- 92% report that Fuerza KW helped them feel more confident in their ability to lead and influence change in their community.
- 100% report that Fuerza KW has made it more likely that they will advocate for changes in the future.



*Fuerza KW cohort at Orientation.  
(September 2021)*



*'Make Kendall-Whittier Lit' Campaign  
Launch at St. Francis Xavier Church.  
(December 2021)*



*Community members identify areas  
where streetlights are an issue in  
Kendall-Whittier.*

**"For there to be a change, that starts with me discovering that I can be a part of the change."**



# TRAINING & CONSULTING

Our training and consulting supports people and organizations in building the skills and structures for activating youth power.

## Youth Power

Our Youth Action Teams Training and Consulting is an outgrowth of Teens on Board, a project of the 10th Cohort of Youth Philanthropy Initiative Tulsa, which sought to increase the number of young people engaging with Tulsa nonprofit boards. It's developed into our Youth Action Teams Training and Consulting, which supports nonprofits in evaluating and bolstering their systems for youth voice and participatory action. This typically looks like supporting with the launch of Youth Action Teams (i.e., Youth Advisory Boards). This Training and Consulting is supported by a partnership with The Opportunity Project.



In 2022-23, we will work to expand these efforts by initiating conversations with partners in higher education, City government, and at the School Board. In order to build a future where Tulsa is a model city for youth-driven impact, it's imperative that we think critically about establishing structures for youth voice, choice, leadership, and power in the key areas of our city that serve young people.

## LISTEN, LISTEN, ACT

Our Listen, Listen, Act Training supports educators and youth programming professionals outside our focus area of Title I schools in Tulsa Public and Union Public Schools in adapting our Listen, Listen, Act curriculum to their unique contexts.

## LISTEN, LISTEN, ACT

We are currently developing a self-paced virtual version of our Listen, Listen, Act Training. In 2022-23, we will pilot the virtual training with 3+ educators. We are excited about this virtual training as a low-lift way to better support our current Coaches, expand the reach of our curriculum, and generate earned revenue.

# NEWS & SOCIAL MEDIA

## In the News

- Co-Founder Andrew Spector interviewed on Good Day Tulsa promoting \$9.18 Campaign (August 2021)
- Changemaker Helia interviewed for Tulsa Kids blog (December 2021)
- Changemakers Kenya and Sergio interviewed on Channel 8's Good Day Tulsa promoting Fall Pitch Nights (December 2021)
- Changemaker William and Program Manager Lydia Jeong interviewed by Channel 6 at Pitch Night (December 2021)
- Changemaker Alejandra and Program Coordinator Hannah Jarman interviewed for Tulsa World article on Pitch Nights (December 2021)
- Co-Founders Andrew Spector and Jake Lerner published Op-Ed 'Show Value Placed in Stakeholders by Including them in Budgets' in Tulsa World (March 2022)
- Co-Founder Andrew Spector, Coach and Coach Mentor Andrea Brush, and Kendall-Whittier Changemakers Milly, Rosa, and Lola interviewed in Teach for America's One Day podcast, Episode 4 (April 2022)
- Co-Founder Jake Lerner interviewed and story written by Program Manager Lydia Jeong for Focus: Black Oklahoma's Episode 16 'Philbrook's All Youth Exhibit: Importance of Youth Adult Partnerships' (April 2022)
- Changemakers Nyasia and Alex interviewed on Channel 8's Good Day Tulsa promoting Spring Pitch Nights (May 2022)
- Changemaker Alum and 2021-22 Advisory Committee Member Christian featured in Tulsa World article 'McLain Students Get a Kick out of their Art Project' (May 2022)
- Changemaker and Power of Youth Alum Jaden featured and interviewed on News Channel 8 to demand better Tulsa Public Schools education for future students.

## Social Media Reach

- Attracted 2,481 unique viewers and in-person attendees for Fall 2021 and Spring 2022 Pitch Nights.
- Grew to 3,151 followers across Facebook, Instagram, Twitter, and TikTok.

Follow us on social media!  
**@tulsachangemakers**



For more information,  
visit [www.tulsachangemakers.org](http://www.tulsachangemakers.org)



*Changemakers & Power of Youth Alum Jaden is featured on News Channel 8.*



*Changemakers Nyasia and Alex are interviewed on Channel 8's Good Day Tulsa.*

Tulsa Changemakers Hosting 'Youth Pitch Nights' For Students Hoping To Improve Communities

Monday, December 13th 2021, 9:00 pm  
By: News On 6

[Join the conversation!](#)



*William, Changemaker from Grove Elementary is interviewed by Channel 6 News.*

# VOLUNTEER EVENTS



After receiving feedback from Changemakers alumni that they would like more opportunities to volunteer in the community, we coordinated our first volunteer events in the 2021-22 academic year. We see these as opportunities to positively impact our community, build relationships with local organizations, and stay connected with alumni.



**We hosted 72 Changemakers volunteers in the 2021-22 academic year. Thank you!**

## **November 2021 - Up With Trees**

- 25 volunteers planted 15 trees on 150 square feet of North Star Academy's campus.

## **January 2022 - Tulsa Changemakers Spring 2022 Materials**

- 8 volunteers made and organized 200+ Marshmallow Challenge bags and 200+ binders with dividers.

## **January 2022 - Community Food Bank of Eastern Oklahoma**

- 19 volunteers put together 1,200+ meals for the Backpack Program that Tulsa Public Schools students will receive.

## **April 2022 - Kendall-Whittier Main Street Community Day**

- 20 Changemakers volunteers and more in the Tulsa community supported various projects for Sequoyah Elementary, San Miguel School, and local businesses, including beautifying and planting flowers, painting, cleaning, building, and writing messages of encouragement.



**Keep updated with our newsletters and social media to become involved with an event!**

QR Code above will lead to Linktree, which includes Newsletter Signups and Social Media accounts to follow.

Here's a link, as well:

<https://linktr.ee/tulsachangemakers>



# GROWING OUR TEAM

We are growing our organization, programs, and Team! Welcome Hannah Jarman and Abbey Doyle.

## HANNAH JARMAN

*Program Manager*

Hannah Jarman is a Program Manager with Tulsa Changemakers. She moved from the south suburbs of Chicago to Tulsa, Oklahoma in 2017 with Teach for America to teach 6th and 7th grade social studies. Utilizing her degree in Global Studies (Conflict Resolution) and Communication from the University of Illinois at Urbana Champaign, Hannah became passionate about bringing current events and relevant history into her classroom for discussion. She quickly realized the impact student voice can have on building power in communities. Her motivation derives from the hope and passion she sees in students everyday to change the world as they (and we) know it. Throughout her five years in the classroom, Hannah has coached debate, Changemakers, and other teachers. She is excited for the next big adventure.



## ABBEY DOYLE

*Program Manager & 2022-23 Tulsa Service Year Fellow*

Abbey Doyle is a Program Manager through the 2022-23 Tulsa Service Year Fellowship. She is a recent graduate of the University of Kansas with a degree in Elementary Education and a French minor, as well as a certificate in Service Learning. As an undergraduate, Abbey received the Senior Leadership Award and Undergraduate Research Award for involvement and research within the School of Education and Human Sciences. In the summer of 2021, Abbey completed an internship with CAP Tulsa, through the George Kaiser Family Foundation's Summer Impact program. Most recently, Abbey has completed her student teaching with 5th graders at Pinckney Elementary in Lawrence, Kansas. She has served as a court-appointed advocate for children in Lawrence, Kansas through the CASA organization. Abbey enjoys reading, traveling, and visiting friends in Lawrence. She looks forward to advocating for Tulsa's youth and working alongside the rest of the Changemakers team!





# TEAM & ADVISORY COMMITTEE

## Changemakers Team:

**Co-Founders, Program Directors:** Andrew Spector, Jake Lerner

**Program Manager & 2021-22 Tulsa Service Year Fellow:** Lydia Jeong

**Program Coordinator, Power of Youth:** Hannah Jarman

**Coach Mentors:** Alex Cohen, Andrea Brush, Ben Imlay, Callie Kirk, Derek Frey, Hannah Jarman, Kasey Hughart, Megan Wing, Meredith Cooper, Tim Crisp

**Summer 2021 Intern:** Perla Mauricio

## Coaches:

Allison Harvey, Boevers Elementary  
Heather Erdmann, Celia Clinton Elementary  
Lexi Goodnough, Cooper Elementary  
Collin Alexander, Dolores Huerta Elementary  
Maggie Dombrowski, Ellen Ochoa Elementary  
Julie Macy, Eliot Elementary  
Victoria Gaber, Emerson Elementary  
Darrico Harris, Eugene Field Elementary  
Grace Randolph, Grove Elementary  
Nuria Primo Perez, Henry Zarrow International School  
Jonnie Williams, Jarman Elementary  
Andrea Brush, Kendall-Whittier Elementary  
Richard Mactough, Kendall-Whittier Elementary  
Brittany Quigley, Marshall Elementary  
Carly O'Dell, McAuliffe Elementary  
Sabrina Wilber, McAuliffe Elementary  
Grady Rosser, Moore Elementary  
Leila Reines, Peary Elementary  
Kandi Kimble, Sequoyah Elementary  
Aimar Diaz, Springdale Elementary  
Michael Hendricks, Wayman Tisdale Fine Arts Academy  
Xiomara Pacheco, Central Middle School  
Taylor Lombard, Collegiate Hall Charter School  
Suzanne Harris, East Central Junior High  
Bobby Lee & Madeline Meister, Tulsa Honor Academy Middle School  
Charity Jeffords, Tulsa Honor Academy Middle School - Flores  
Michelle Pineda, Will Rogers College Junior High  
Whitney Brimat, KIPP High School  
Mikalalah Hall, McLain High School  
Keith Hall, Phoenix Rising  
Sydney Boudreaux, Phoenix Rising  
Jake Lerner, Tulsa Honor Academy High School  
Courtney McCartney, Union Alt Ed  
Cynthia O'Donnell, Union Freshman Academy  
Linda Felstein, Union High School  
Tim Crisp, Will Rogers College Senior High

## Changemakers Advisory Committee:

**Board Champion:** Karen MacCannell, The McIntosh Group

Christian, Youth Changemaker  
Denise Reid, DR Consulting  
Derly, Youth Changemaker  
Donald, Youth Changemaker  
Kaylie, Youth Changemaker  
Mariana, Youth Changemaker  
Mayra Carranza, Tulsa Public Schools  
Nathalia, Youth Changemaker  
Nathalie, Youth Changemaker  
Obum Ukabam, Phoenix Rising Alternative School Foundation & OK Catalyst  
Omare Jimmerson, City of Tulsa  
Parisa Pilehvar, Teach For America Greater Tulsa  
Perla, Youth Changemaker  
Sophia, Youth Changemaker  
Tamia, Youth Changemaker

# 2021-22 FINANCIAL REPORT

*From July 1, 2021 to June 30, 2022*

## INCOME

Earned	\$8,525
Contributed	\$352,549
<b>Total Income</b>	<b>\$361,074</b>

## EXPENSES

General & Administrative	\$35,115
Conference/Travel	\$187
Contracts/Honorariums	\$98,607
Facilities/Rentals/Meals	\$13,042
Materials/Supplies	\$16,924
Payroll Expenses	\$173,431
Printing/Design	\$1,635
<b>Total Expenses</b>	<b>\$338,941</b>

## NET INCOME

**\$22,133**

# 2021-22 FOUNDATION AND CORPORATE SPONSORS



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**GEORGE KAISER  
FAMILY FOUNDATION**  
A supporting organization of Tulsa Community Foundation



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**LORI FRANK  
FROM  
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**SUSANNAH AND JIM  
ADELSON  
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**JAMES AND SHARON  
CASH  
FAMILY FOUNDATION**



# 2021-22 INDIVIDUAL DONORS

*Giving reflects the period between July 1, 2021 and June 30, 2022.*

## \$1000+

Anonymous  
Lisa Braverman

## \$200-999

Amy Smith  
Joseph McDonald  
Joshua Thomas  
Peter & Jill Wenger  
Robin F Ballenger  
Sofia Noshay

## \$100-199

Aida Nozick  
Amber Masters  
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Connor Clerkin  
Daniel Wilkerson  
Garland McWatters  
Gijun Seo  
Grady Rosser  
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Rachel Vamvakis  
Robert Kann  
Seow Lee  
Souhail Salty

Suzanne Schreiber  
Teresa Burkett  
Tyler Caron

## \$50-99

2021 3v3 Soccer Tournament  
Abdulaziz Almahfoudh  
Adam Fogel  
Alex Rosier  
Alvin Okonkwo  
Amy Effron  
Andrea Maduro  
Andrew Mandel  
Anne Dickinson Meltz  
Ben Waldron-Feinstein  
Blake Engelhard  
Cindy, Steven, and Juneau Spector  
Daniel Ross  
Denise Reid  
Dillon Hargrave  
Ellen Ralph  
Eric Hunker  
Evan Shor  
Hannibal Johnson  
Heather Palacios  
Jeremy Gilfor  
Jill Conway  
Jillian Kaltman  
Jonathan Stahl  
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Kathleen Lewis  
Laura Law  
Michael DuPont  
Michael Ganz  
Matt Levitt  
Mindy & Stephen Galoob  
Mitch Binder  
Mimi Tarrasch  
Morgan Allen-White  
Nate Golubiewski  
Oliver Hart  
Paige Kennedy

Parisa Pilehvar  
Quraysh Ali Lansana  
Rebecca Eisenman  
Vanessa Dinh-Nguyen  
Zachary Krowitz

## \$1-49

Aaron Nessel  
Abigail Langenberg  
Ahmed Hamed  
Aimar Diaz  
Akash Bhojwani  
Alana Miller  
Alec Sheaffer  
Alex Koenig  
Alexander Klochenok  
Alexis Delulio  
Allie Goldberg  
Allison Alsop  
Amanda Blair  
Amanda Gruenberg  
Amira Al-Jiboori  
Amy Harris  
Amy Hass  
Ana Barros  
Andrea Brush  
Andrea Castaneda  
Andrea Culberson  
Andrea Pemberton  
Andrew Kirschner  
Andrew Porter  
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Angela Wells  
Anna-Maria Lane  
Anthony Johnson  
April Gore  
Arianna Derr  
Aurora Cossairt  
Austin Fleming  
Avery Bennett  
Bailee McCurdy  
Barbara Lerner  
Becca Diamond  
Ben Dougherty



Ben Gutwetter  
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Ben Sands  
Benjamin Gardner  
Benjamin Weinreb  
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Giang Do  
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Gregory Diskin  
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Hannah Bland  
Hannah Dow  
Hannah Goldberg  
Hannah Willage  
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