

2019-20 Midyear Report

TULSA CHANGEMAKERS

A Program of Leadership Tulsa



Changemaker Alumni Kaylie and Sophie lead the 2020 Women's March in Tulsa (January 2020)

"I like what you're doing. It gives us kids power."
Collegiate Hall Charter School Changemaker

TULSA CHANGEMAKERS

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



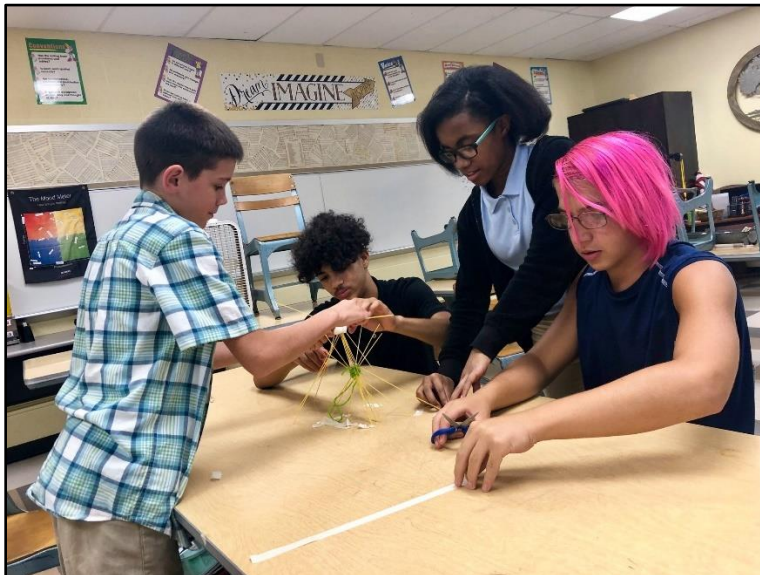
Collegiate Hall Charter School Changemakers at Pitch Night (December 2019)

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.

Fall 2019 Afterschool Program

- ⇒ 76 Changemakers
- ⇒ 16 Schools
- ⇒ Grades 4-11
- ⇒ Boevers Elementary, Ellen Ochoa Elementary, Eugene Field Elementary, Kendall Whittier Elementary, Marshall Elementary, Rosa Parks Elementary, Roy Clark Elementary, Springdale Elementary, Collegiate Hall Charter School, East Central Junior High, Monroe Middle School, Tulsa Honor Academy, Will Rogers College Junior High, McLain High School, Nathan Hale High School, Phoenix Rising

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



Will Rogers College Junior High Changemakers doing the Marshmallow Challenge (September 2019)

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



Roy Clark Elementary Changemaker picking up trash at their Environmental Club (November 2019)

Changemakers initiated community impact projects on substance abuse, kids' safety, racism, environmental justice, child abuse, local park improvement, education, homelessness, hunger, school reputation, bilingual support, bullying, overuse of power, and awareness of resources.



Marshall Elementary Changemakers talking with Krystal Reyes at Networking Event (October 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 Spotlight: Ellen Ochoa Elementary

Topic: Child Abuse

Project: Big Homies and Little Homies



Choosing their topic:

- Listened to themselves
- Interviewed leaders in their community and heard them share emotional stories of how they had seen abuse impact the community or their own lives

Choosing their project:

- Determined from root cause analysis of child abuse that they had more potential to restore self-esteem from child abuse than to prevent child abuse
- Surveyed 36 adults in their school



Big Homies and Little Homies:

- Pair up 12 big homies with 12 little homies for weekly mentoring, focused on self-esteem, a sense of belonging, and a consistent and positive person to be there for them
- Executed kickoff day
- Partnered with Show Up, Inc. to train big homies in best mentoring practices



Results:

- 100% little homies said they look forward to meeting with their big homie
- 100% said big homie helps them feel more comfortable at school
- 92% said big homie helps them feel more cared about at school
- 100% said their big homie helps them feel happier at school
- Raised \$721.55 for games, snacks, crafts, and furniture for mentoring space

Middle School Spotlight: Tulsa Honor Academy

Topic: Gender Inequality

Project: Informational Event on Gender Inequality



Choosing their topic:

- Idea of combining Equality and Rape Culture
- School's Executive Director said she was the only woman at meetings
- School's program for office aides only gave applications to girls

Choosing their project:

- Collected 169 survey responses
- Learned from survey data that not many of their community members were informed about gender inequality
- Decided the best way to inform was an event with speakers



Informational Event on Gender Inequality:

- Martin Regional Library, November 16
- Speakers from school and community, including Betances and Dykota Williamson
- Food and entertainment



Results:

- Pre-Survey: 33% guests self-reported they weren't informed about gender inequality
- Post-Survey: 100% guests self-reported they were informed about gender inequality

Next Steps:

- Create lesson on gender inequality for classroom
- Create a school club about gender inequality

High School Spotlight: Nathan Hale High School

Topic: Bilingual Support

Project: Schoolwide Integration of Bilingual Support for ELL/Newcomer Students



Choosing their topic:

- Group discussions about challenges and issues at their school
- Interviewed people from their community
- Used voting and consensus building

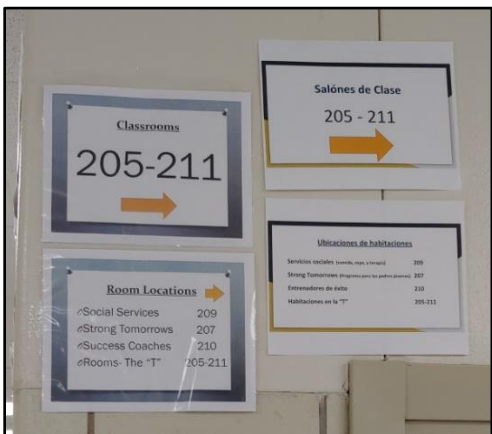
Choosing their project:

- Surveyed 50 students and school staff
- 94% agreed that bilingual support has an impact on students
- 44% felt that ELL/Newcomer students do not have enough bilingual support for academic success
- Consensus building resulted in all four projects being equally important, so they decided to do all four of them



Bilingual Support:

1. Bilingual school announcements
2. School and community resource list provided to ELL/Newcomer students in Spanish
3. Hallway sign translation
4. Mental health support group offered once a month by a bilingual therapist



Results:

- School staff shared that they welcome as much bilingual support as possible and that it is long overdue for their school
- Since starting bilingual school announcements, teachers have reported noticing more students paying attention to the intercom

Changemakers in the Community

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

- Honored at Association for Fundraising Professionals National Philanthropy Day for award in Outstanding Youth in Philanthropy (November 2019)
- Interviewed for article in Tulsa Kids Magazine (November 2019)
- Promoting Pitch Nights on Channel 2 (December 2019)
- Promoting Pitch Nights on Good Day Tulsa (December 2019)
- Interviewed for article in Tulsa World (December 2019)
- Speaking at Tulsa Women's March (January 2020)



AFP Philanthropy Day



Tulsa Kids Magazine



Channel 2



Good Day Tulsa



Tulsa Women's March

"I think my voice matters. And so does yours. Whether you're afraid to say something or you just aren't sure about it, your voice matters. There's someone out there who would love to hear from you and your ideas. Don't be afraid to share it because what someone has told you. Your dream can come true how big or small it may be. A few years ago, I would never have imagined myself right here speaking to you all of you right now.

Anything is possible. The sky's the limit."

Kaylie Carranza, 5th grade Tulsa Changemakers Alumna at Tulsa Women's March 2020

Tulsa Public Schools Superintendent's Student Cabinet

In partnership with Tulsa Public Schools, Tulsa Changemakers is responsible for designing and delivering Dr. Deborah Gist's Superintendent's Student Cabinet.

- ⇒ 21 eleventh grade students
- ⇒ Representing Booker T. Washington, Central, East Central, Edison, Hale, McLain, Memorial, Phoenix Rising, Street School, Tulsa School of Arts and Sciences, Tulsa Learning Academy, Will Rogers College
- ⇒ Meeting monthly from October 2019 – May 2020 to connect with each other, engage in a high-level developmental experience, and collaborate with the Superintendent to make an impact on Tulsa Public Schools
- ⇒ Engage in six focus areas: District Budget Redesign, School Safety, Youth Empowerment, Diversity, Equity, and Inclusion, School and Community Partnership, Student Engagement



Meeting 1 at Education Service Center (October 2019)

Alumni Programming

At the beginning of the school year, we had 123 alumni. We now have 199. By the end of the year, we expect to have around 280.

Alumni Committee

This is the first year of our Alumni Committee. It includes a team of ten elementary, middle and high school Changemakers alumni. Their purpose is to provide strategic direction to the Tulsa Changemakers organization and plan, execute, and measure a host of alumni programs through their four subcommittees: Career and College, Outreach, Elementary, and Communications and Branding.

Highlights:

- ✓ Conducted survey of alumni about career and college interests
- ✓ Planned and executed two welcome events for new elementary school Changemakers
- ✓ Engaging in logo rebranding process, sponsored by ONE Gas

Power of Youth

This is the first year of our Power of Youth weekly alumni workspace. It meets for two hours every Saturday at City Year's offices downtown. The first hour includes skill-building workshops and the second hour is a youth coworking space with trained adults. Think 36 Degrees North for youth.



Power of Youth Session 1 (October 2019)

TULSA CHANGEMAKERS



Teens on Board became a program of Tulsa Changemakers this year. It was a project of the 10th Cohort of Youth Philanthropy Initiative, a Tulsa-based leadership development program for teenagers grades 9-12. The purpose of Teens on Board is to support non-profits in launching and sustaining effective youth advisory boards.

Highlights:

- ✓ Supporting with continuation of Youth Advisory Boards at Mental Health Association of Oklahoma and Oklahoma Center for Community and Justice



- ✓ Supporting with launch of Youth Advisory Boards at Sustainable Tulsa, Gathering Place, Teach For America Greater Tulsa, and Tulsa Regional STEM Alliance



- ✓ Partnering with The Opportunity Project to design and deliver training on effective Youth Advisory Boards



Midyear Program Metrics

"I didn't think I can make a change, but then I did."

We have two 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.

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

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 semester.
- Actual Outcome: 75% 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: 88% 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: 19% 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.
- 96.4% report they have fun at Tulsa Changemakers.
- 89.1% do not feel bored when they're at Tulsa Changemakers.
- 100% learn new things at Tulsa Changemakers.
- 96.4% feel challenged in a good way at Tulsa Changemakers.
- 94.5% get to do things they have never done before at Tulsa Changemakers.
- 94.5% get the chance to lead an activity at Tulsa Changemakers.
- 98.2% get to do things that help people in their community at Tulsa Changemakers.
- 89.1% report Tulsa Changemakers helped them feel good about themselves.
- 89.1% Tulsa Changemakers helped them find out what they're good at doing.
- 81.8% Tulsa Changemakers helped them make new friends.
- 94.5% Tulsa Changemakers helped them get along better with friends.
- 94.5% would recommend Tulsa Changemakers to a friend.
- 88% parents/guardians agree their Changemaker had fun at Tulsa Changemakers this year.
- 100% parents/guardians would recommend Tulsa Changemakers to a friend.

Leadership Identity and Confidence

- 92.7% Changemakers report Tulsa Changemakers helped them see themselves as a leader in their school and/or community.
- 94.5% report Tulsa Changemakers helped them feel more confident in their ability to lead and influence change in their school and/or community.
- 96.4% Tulsa Changemakers helped them recognize that their voice matters.
- 96.4% are more committed to impacting their community than they were before.
- 98.2% are proud of the work they did with Tulsa Changemakers this semester.
- 98.2% feel like they were successful in their work with Tulsa Changemakers.
- 94% parents/guardians agree Tulsa Changemakers helped their Changemaker be more of a leader in their school and/or community.

Hope and Resilience

- 94.5% Changemakers report they believe that if they're making a change and something challenging gets in the way, they can overcome the challenge.

Leadership Mindsets

- 100% 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.
- 96.4% believe that when working to improve your community, it's important to set goals and metrics, and evaluate if you were successful afterwards.

Skills

- 96.4% Changemakers report Tulsa Changemakers has helped them improve their leadership skills.
- 92.7% report Tulsa Changemakers helped them improve their public speaking skills.
- 83.6% Tulsa Changemakers helped them improve their e-mailing skills.
- 90.9% Tulsa Changemakers helped them improve their networking skills.
- 100% Tulsa Changemakers helped them improve their teamwork skills.
- 100% parents/guardians agree that Tulsa Changemakers had a positive impact on their student's school performance.
- 100% parents/guardians agree that Tulsa Changemakers had a positive impact on their student's social skills.

Social Capital and Talent Retention

- 90.9% Changemakers report Tulsa Changemakers helped them feel more connected to the current leaders of Tulsa.
- 92.7% report Tulsa Changemakers helped them feel more connected to students from other schools and parts of the city.
- 98.2% believe Tulsa Changemakers will be there to support them in the future.
- 80% want to be involved with Tulsa Changemakers as an alumnus.
- 100% parents/guardians agree their Changemaker is more connected to current leaders of Tulsa than they were before Tulsa Changemakers.
- 100% parents/guardians agree Tulsa Changemakers will be there to support their Changemaker in the future.
- 88% parents/guardians want their Changemaker to be involved with Tulsa Changemakers as an alumnus.

Quotes from Youth Surveys

"I think it changed me as a person. I didn't used to care about school but now I realize there are important things in my life that I should work towards."



East Central Junior High Changemakers at Pitch Night (December 2019)

"I experienced panic, happiness, love (friend love), and hardships, and I was great by myself, but I was INVINCIBLE with my teammates, my friends."



Roy Clark Elementary Changemakers at Pitch Night (December 2019)

"[I learned] that I have a voice that no one can take away from me and that I can make a CHANGE in this world."

Quotes from Parent/Guardian Surveys

"He was very shy and had a hard time expressing himself and now can express his ideas."



Ellen Ochoa Elementary Changemakers at Pitch Night (December 2019)

"The most valuable thing learned in the program in my opinion was to be able to notice a problem and develop a solution to fix the problem. Problem solving skills are crucial in life, and being able to develop these skills will help them go out and develop more plans for the community."



Kendall Whittier Changemakers exchanging business cards at Networking Event (October 2019)

"He learned that he is capable of addressing social issues and that he can make an impact if he is involved in his community."

Quotes from Teacher Surveys

[She] is significantly more confident when working on teams. At the beginning of the semester she was shy and reluctant to speak up when working in a group. Recently we did a presentation on the Islamic Classical Age. [She] was a facilitator in her group, synthesizing ideas, involving her classmates, and serving as a leader in the group presentation."

Alex Cohen, Teacher at Marshall Elementary



Springdale Elementary Changemakers at The Escape Tulsa (September 2019)

"I have seen a significant amount of growth in [him]. [He] struggled in my class at the beginning of the semester. He was often not in class due to behavior. He has grown so much since the start of the semester. Just recently, he wrote a campaign speech for my class that highlighted issues that were important to him and specifically how he wanted to address them."

Allison Matthews, Teacher at Collegiate Hall Charter School



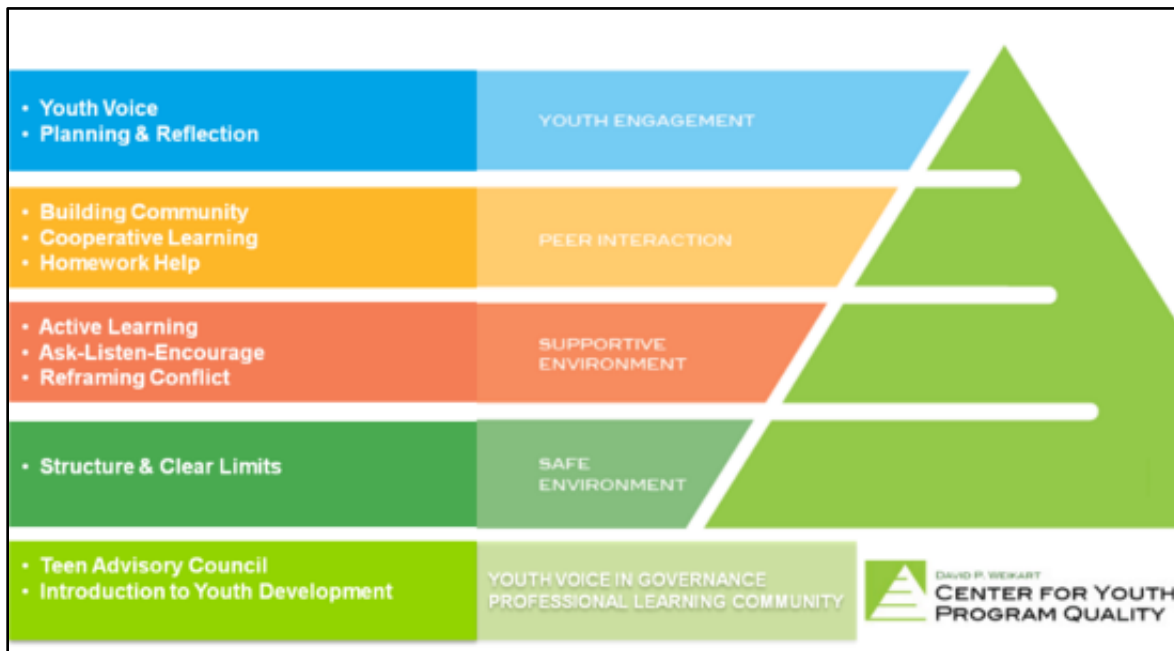
Back to Back Challenge at Networking Event (November 2019)

"[T]he networking with the community has made them feel more connected to their school community and the people who are making changes in Tulsa. They are confident in their own leadership ability and are using it to make a difference."

AT Ryan, Teacher at Tulsa Honor Academy

SEL YPQA: Overview

- In collaboration with The Opportunity Project, Tulsa Changemakers is implementing 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.



Changemaker Staff

Co-Founder, Program Director: Jake Lerner
Co-Founder, Program Director: Andrew Spector
Boevers Elementary Coach: Allison Harvey
Ellen Ochoa Elementary Coach: Derek Frey
Eugene Field Elementary Coach: Darrico Harris
Kendall Whittier Elementary Coach: Andrea Brush
Marshall Elementary Coach: Alex Cohen
Rosa Parks Elementary Coach: Alli Blankenship
Roy Clark Elementary Coach: Teresa Mullowney
Springdale Elementary Coach: Megan Wing
Collegiate Hall Charter School Coach: Ben Imlay
East Central Junior High Coach: Ana Barros
Monroe Middle School Coach: Briana Harrison
Tulsa Honor Academy Coach: Meredith Cooper
Will Rogers College Junior High: Tim Crisp
McLain High School Coach: Diane D'Costa
Nathan Hale High School Coach: Kasey Hughart
Phoenix Rising Coach: Kim Ellis

Changemaker Advisory Committee

Board Champion: Karen MacCannell, The McIntosh Group

Kaylie C., Youth Changemaker
Mayra C., Parent/Guardian Changemaker
Vania C., Parent/Guardian Changemaker
Ashlee D.C., Youth Changemaker
Tarell E., Parent/Guardian Changemaker
Yana E., Youth Changemaker
Alma F., Youth Changemaker
Jessica F., Parent/Guardian Changemaker
Omare Jimmerson, City of Tulsa
Herman M., Youth Changemaker
Herman M., Parent/Guardian Changemaker
Hiram M., Youth Changemaker
Valeria M., Youth Changemaker
Parisa Pilehvar, Teach For America
Nathan Pritchett, Fab Lab Tulsa
Derly R., Youth Changemaker
Denise Reid, Key Personnel
Deric Williams, McGraw Realtors

TULSA CHANGEMAKERS

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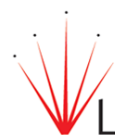
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