

2018-19 Midyear 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.**



*Ellen Ochoa Elementary School Changemakers at 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.*

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

### **Midyear Report**

- ⇒ 35 Changemakers
- ⇒ 7 Schools
- ⇒ Grades 4-11
- ⇒ Ellen Ochoa Elementary, Kendall Whittier Elementary, Springdale Elementary, 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 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.



*Tulsa School of Arts and Sciences Changemakers at Networking Event 1 (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



*McLain High School Changemakers at Career Fair (November 2018)*

Changemakers initiated community impact projects on jail and prison quality, treatment, and resources, homelessness, school culture with a focus on student behavior, mental health, dismantling discrimination, afterschool programs, and school safety.



*Networking Event 1 (October 2018)*

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: Springdale Elementary

Initiative: Improving School Culture

### Project 1: Hallways to Highways



- Observed that student behavior could be improved in 4<sup>th</sup>-6<sup>th</sup> grade hallway
- Converted hallway procedures into highway procedures
  - Tape on floor to organize flow of traffic
  - Allow whispering in hallways
- Results
  - 82 survey responses from students: more than 80% felt it gave students more freedom
  - Teachers said it decreased hallway noise

### Project 2: Big Buddies Little Buddies



- Observed that student behavior could be improved in 6<sup>th</sup> grade
- Goal to incentivize student behavior by access to Big Buddies Little Buddies Program
- Goal to create mentoring relationships between older and younger students
- Matched 30 4<sup>th</sup>-6<sup>th</sup> grade students with Kindergarteners

## **Middle School 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.



## High School 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
- After school from 4:30-6:30pm
- 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
- Their principal suggested making Cultural Diversity Night a school tradition

## 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:

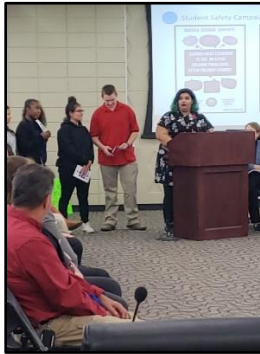
- Networking at Tulsa Chamber's Legislative Briefing Breakfast (June 2018)
- Honored at Association for Fundraising Professionals National Philanthropy Day for award in Outstanding Youth in Philanthropy (November 2018)
- Presenting at a School Board meeting about success of TPS School Safety Action Team (November 2018)
- Promoting Pitch Night on Good Day Tulsa (December 2018)
- Interviewed at Leadership Tulsa's North Tulsa Day (December 2018)
- Interviewed for article in Tulsa World (December 2019)
- Presenting at Leadership Tulsa Luncheon (January 2019)



*Tulsa Regional Chamber Legislative Briefing Breakfast*



*AFP National Philanthropy Day*



*School Board Meeting*



*Good Day Tulsa*



*Leadership Tulsa Luncheon*

*"Hearing from the Changemakers on Leadership Tulsa's North Tulsa Day was a wonderful opportunity. It is critical to provide platforms for our students to share their experiences and ideas. 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. I am excited to be a part of a community that gives our students the power to make change."*

Alex Paschal, Director of Community Engagement at ImpactTulsa



## **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 2018-19 Superintendent's Student Cabinet.

- ⇒ 23 eleventh grade students
- ⇒ Representing Tulsa MET High School, McLain High School, Phoenix Rising, Tulsa School of Arts and Sciences, Nathan Hale High School, East Central High School, Thomas Edison High School, Booker T. Washington High School, Central High School, Memorial High School, Daniel Webster High School, and Will Rogers High School
- ⇒ Meeting monthly from November 2018 – September 2019 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
- ⇒ Focusing their impact projects on five themes: Teacher/Student Relationships, Diversity and Equity, Relevant Preparation for Work and Life, Student Agency and Personalization, and School and Community Partnerships



*Meeting 1 at Wilson Teaching & Learning Academy (November 2018)*

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

# **Midyear Program Metrics**

*"I learned that it doesn't matter how old you are, everyone has the power to speak."*

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: 1/6 achieve Level 3 by end of semester.
- Actual Outcome: 1/7 achieved Level 3 by end of semester. Note: We added a seventh cohort after setting semester goals.

## **Youth and Parent/Guardian Surveys**

- **Talent Retention**
  - 96% Changemakers agree that Tulsa Changemakers will be there to support them in the future.
  - 100% Changemakers agree that as they grow up, they will continue to make positive change in their community.
- **Leadership Mindset**
  - 67% Changemakers currently see themselves as leaders in their school and/or community.
  - 100% Changemakers want to make their school and/or community a better place.
  - 50% 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**
  - 77% Changemakers believe they can provide something valuable to their school and/or community.
  - 85% 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**
  - 85% Changemakers agree it is important to partner with those they are trying to serve.
- **Social Capital**
  - 63% 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**
  - 100% Changemakers had fun at Tulsa Changemakers this year.
  - 100% parents/guardians agree their Changemaker had fun at Tulsa Changemakers this year.
  - 100% parents/guardians agree Tulsa Changemakers had a positive impact on their student's school performance.



## Quotes from Youth Surveys

*"It got me to talk out of my comfort zone and to speak to others."*



*Networking Event 2 at Community Food Bank of Eastern Oklahoma (November 2018)*

*"The most important thing I learned in Changemakers is how to make a survey and create e-mails to send information to teachers and students."*



*McLain High School Changemakers at Pitch Night (December 2018)*

*"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."*

## Quotes from Parent/Guardian Surveys

*"She became more outgoing and not afraid to provide input on whatever the topic was."*



*Networking Event 1 at Central Community Center at Central Park (October 2018)*

*"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."*



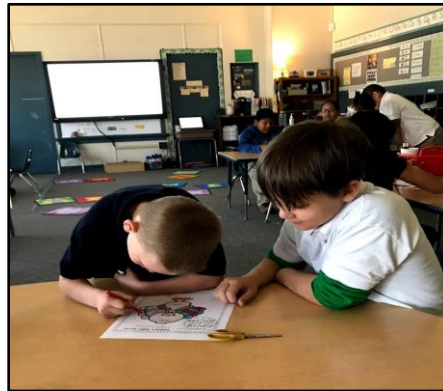
*Networking Event 2 at Community Food Bank of Eastern Oklahoma (November 2018)*

*"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, Kindergarten Teacher at Springdale Elementary



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

*"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



*Networking Event 2 at Community Food Bank of Eastern Oklahoma (November 2018)*

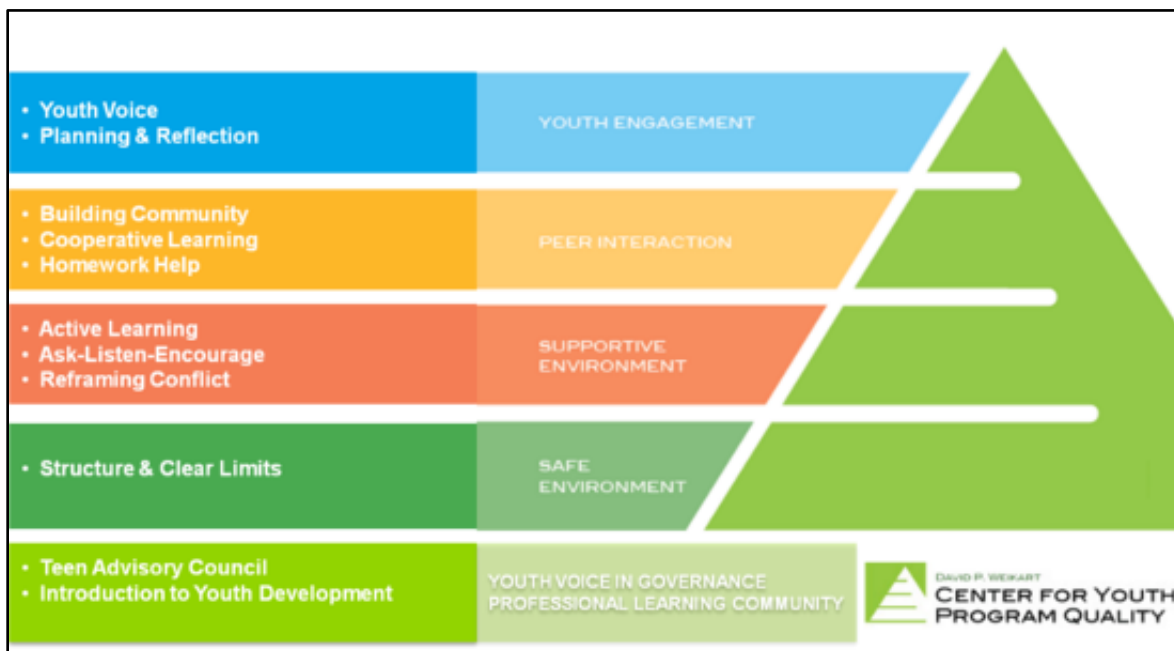
*"I love that Changemakers allows the students to be in charge of their own projects and that they are the decision makers. I think it has helped each of these students to become more empowered to lead, not only themselves, but their communities."*

Kirby Mackenzie, Librarian at Ellen Ochoa Elementary



## 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  
Ellen Ochoa Elementary Coach: Derek Frey  
Kendall Whittier Elementary Coach: Andrea Brush  
Springdale Elementary Coach: Austin Fleming  
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, Strong Tomorrows  
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

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Fall 2018 Pitch Night presented by:

