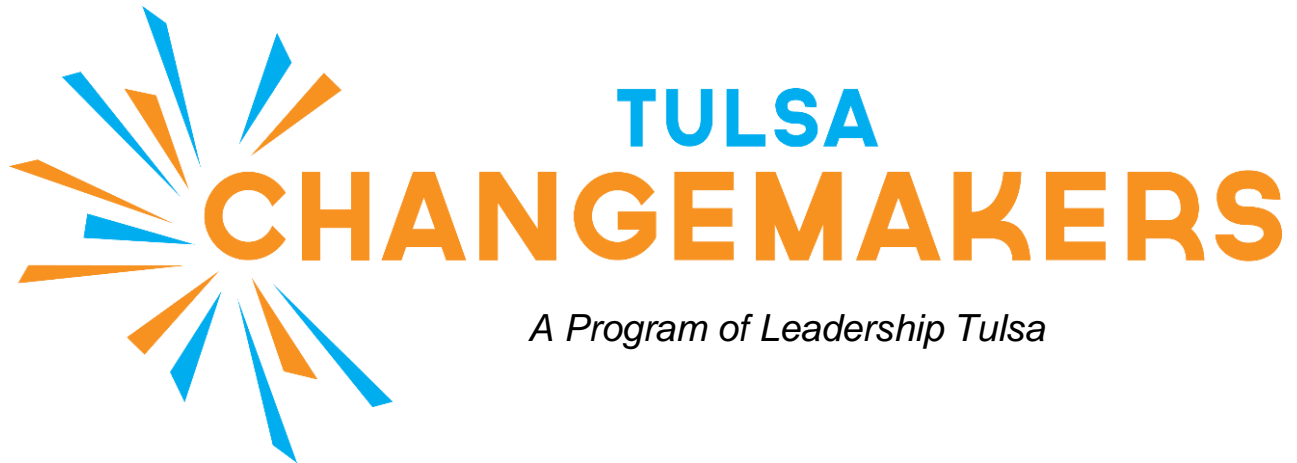


## 2019-20 Annual Report



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

*"I didn't think I can make a change, but then I did."*  
Will Rogers College Junior High Changemaker

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



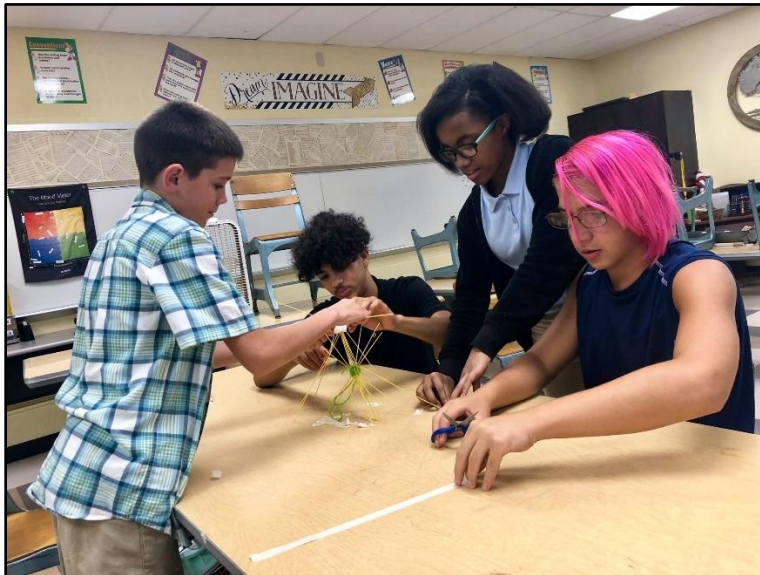
*Collegiate Hall Charter School Changemakers at Pitch Night (December 2019)*

*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.*

## 2019-20 Afterschool Program

- ⇒ 169 Changemakers, grades 3-11
- ⇒ 17 Schools: Boevers Elementary, Ellen Ochoa Elementary, Eugene Field Elementary, Kendall Whittier Elementary, Marshall Elementary, Rosa Parks Elementary, Roy Clark Elementary, Skelly 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, 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.





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

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



*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

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 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

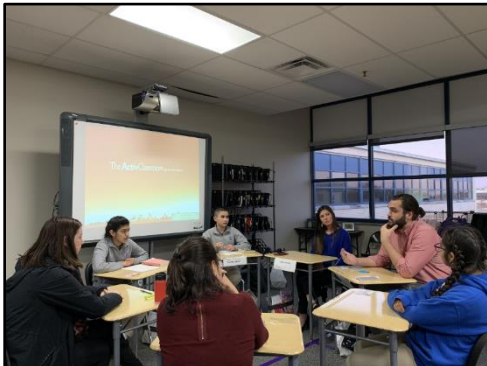


Choosing their topic:

- 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

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

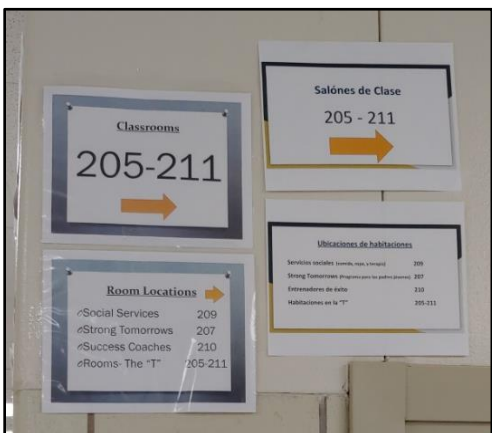
Choosing their project:

- 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)
- Promoted Pitch Nights on Channel 2 (December 2019)
- Promoted Pitch Nights on Good Day Tulsa (December 2019)
- Interviewed for article in Tulsa World (December 2019)
- Spoke at Tulsa Women's March (January 2020)
- Shadowed local attorneys and met Judge Stephanie Seymour (February 2020)
- Interviewed on Focus: Black Oklahoma (April 2020)



Philanthropy Day



Tulsa Kids Magazine



Channel 2



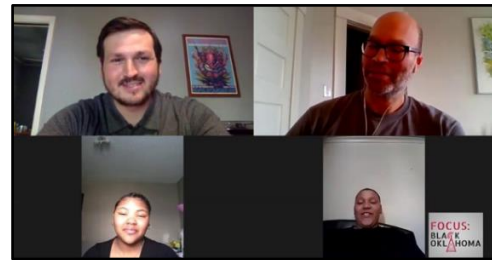
Good Day Tulsa



Tulsa Women's March



Shadowing



Focus: Black Oklahoma

*"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, 5<sup>th</sup> 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 designs and delivers Dr. Deborah Gist's Superintendent's Student Cabinet.

- ⇒ 19 eleventh grade students
- ⇒ Representing Booker T. Washington, Central, East Central, Edison, Hale, McLain, Phoenix Rising, Street School, Tulsa School of Arts and Sciences, Tulsa Learning Academy, and Will Rogers College
- ⇒ Met from October 2019 – June 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
- ⇒ Engaged 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 286.

## Alumni Committee

This was the first year of our Alumni Committee. It included a team of ten elementary, middle and high school Changemakers alumni. Their purpose was 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
- ✓ Engaged in logo rebranding process, sponsored by [Ideaship Studios](#) and [ONE Gas](#)

## Power of Youth

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



*Power of Youth Session 1 (October 2019)*



Teens on Board became a program of Tulsa Changemakers this year. It was a project of the 10<sup>th</sup> 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







# 2019-20 Afterschool Program Metrics

*"I like what you're doing. It gives us kids power."*

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 to 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, we unfortunately made the hard decision to end our spring semester early. This means that 93 Changemakers from 17 school sites abruptly ended their Changemakers experience about halfway through the process, right around when they were about to begin planning and executing their community impact projects. Because their experience does not reflect the full Changemakers program, we did not factor their Levels of Impact into the metrics below or conduct youth, parent/guardian, or teacher surveys in the spring semester. We have, however, collected some qualitative feedback from spring semester youth, parents/guardians, and Coaches.



## 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."*



Boevers Elementary Changemakers at Networking Event (February 2020)

*"[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



## Quotes from Administrator Surveys

*"The students that are involved in the club [Tulsa Changemakers] seem to have come out of their shell more and have become leaders in their grade. They also have become the more positive role models of the grade level."*

Linda Stevenson, Community School Coordinator at Roy Clark



McLain High School Changemakers' Video "4929 Pride" (November 2019)

*"Our Tulsa Changemakers are great leaders at our school. They are really dedicated to their academics and their leadership."*

Nathalia Takabatake, Middle School Director of Collegiate Hall Charter



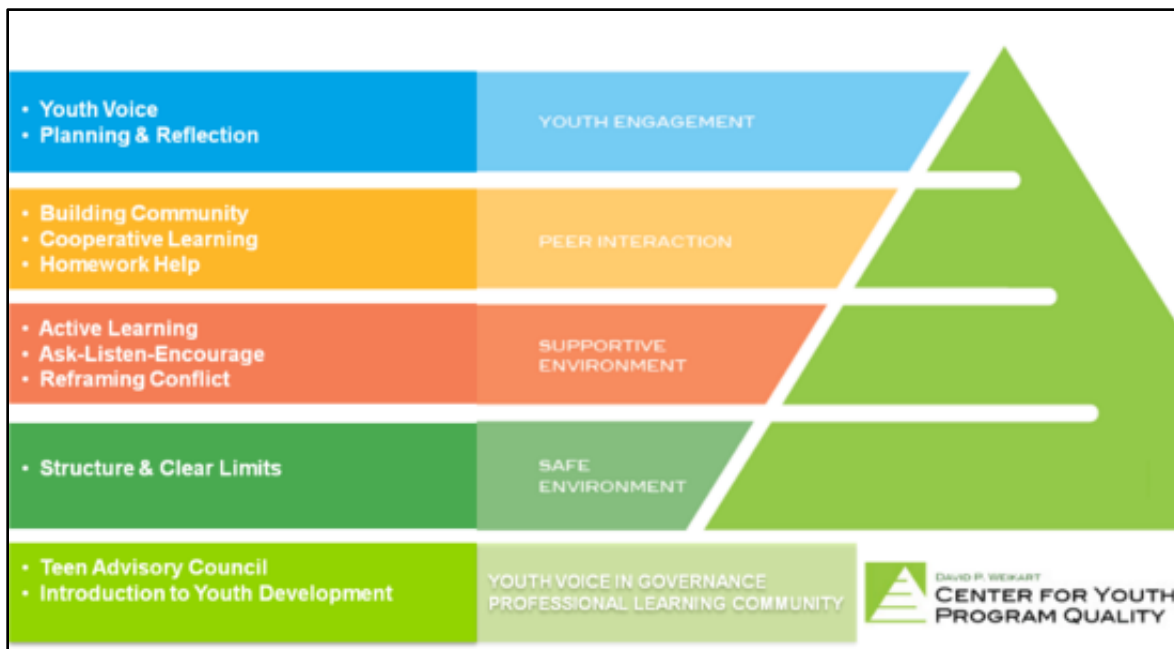
Will Rogers College Junior High Changemakers with all the Food they Collected (November 2019)

*"Students selected were those who were on the cusp of going either direction with life choices. I fully believe that Changemakers gave them the experiences they needed to see the difference that positive relationships can make for a hopeful future...The student body was able to experience and witness the power of student voice."*

Ronda Kesler, Principal at Kendall Whittier

## 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.



## Quotes from Coaches

*"Tulsa Changemakers... [is] an opportunity to tap into the uncommon skills not found in the Common Core - introspection on identity and place in the world, analysis of personal values, engagement with community, questioning causation, access and power structures, justification and articulation of beliefs, and authentic leadership... Then, going out into the community and applying those skills in the real-world created the most valuable form of feedback students can experience, from real people and with real implications. All of this allows students to feel the sense of ownership and influence that is lost when the education system tells them they are a sponge for absorbing information rather than what we know each child is, a purveyor of their own unique truth that has been stripped of a microphone. To me, Tulsa Changemakers challenges us all to re-awaken that truth and give the microphone back to the hands it has been hidden from."*

Derek Frey, Coach at Ellen Ochoa Elementary



Derek with his Changemakers at Pitch Night (May 2019)

*"[As Changemakers Coaches] we get to see students push themselves through the challenge of learning new things, coming to the table ready with their own knowledge and ideas, forming new friendships, networking to collaborate with community partners to create a positive impact together, and most importantly, building up their confidence to reclaim their personal power in the same community where they live."*

Kasey Hughart, Coach at Nathan Hale High School



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



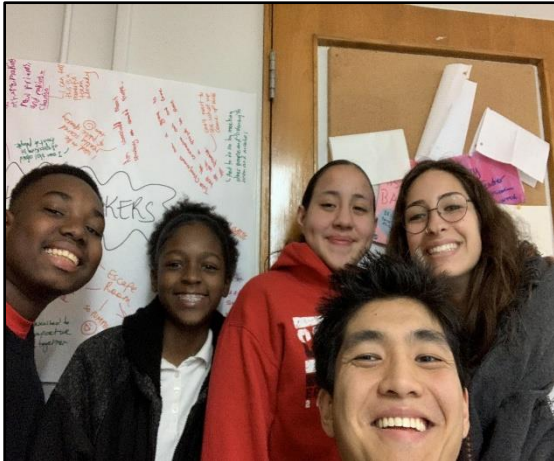
## Impact on Coaches



*Teresa with her Changemakers at Pitch Night*

*"One of my most valuable experiences to date as a teacher has been participating in the Tulsa Changemakers program."*

Teresa Mallowney, Coach at Roy Clark Elementary



*Edward with his Changemakers at a session*

*"Coaching Tulsa Changemakers as a second-year educator transformed my approach to teaching...[It] deepened my belief in the ability for youth to enact change in their communities without the voices of adults dictating their decision making. This newfound belief redefined how I leveraged student voice in the classroom as integral rather than supplementary to their learning."*

Alex Cohen, Coach at Marshall Elementary

*"Being a Coach at Tulsa Changemakers helped me develop confidence, grow my interpersonal skills, and strengthen my planning and organizational skills...The skills I learned extended beyond sessions into my classroom and my daily life."*

Edward Chiu, Coach at East Central Junior High



*Andrea with her Changemakers at Pitch Night*

*"Changemakers has changed my idea of what students are capable of. Changemakers is social justice combining with experiential learning."*

Andrea Brush, Coach at Kendall Whittier Elementary

## Adaptive Leadership During a Pandemic



*Combined Virtual Advisory and Alumni Committee Meeting (April 2020)*

We adapted to the new virtual world in the following ways:

- Designed and delivered virtual programming
  - 3 virtual check-ins with elementary, middle, and high school Changemakers engaging 18 Changemakers
  - 9 virtual issue-based leadership conversations (Environmental Justice with Nancy Moran, Mental Health with Shana Tilman of Youth Services of Tulsa, Homelessness with Hanna Tacha of Youth Services of Tulsa, Racism with Richard Baxter of Racism Stinks, Law Enforcement with Officer Jesse Guardiola of Tulsa Police Department, Healthcare with Lilly Kopita, RN of Hillcrest Medical Center, LGBTQ+ Rights with Morgan Allen of Oklahomans for Equality, Local Business Leadership with Venita Cooper of Silhouette Sneakers & Art, and Immigrant Justice with Jessica Vazquez of Oklahoma Policy Institute) engaging 18 Changemakers
  - 2 combined virtual Advisory and Alumni Committee meetings
- Creating and uploading online learning curriculum and activities
  - 6 [self-guided mini lessons](#)
  - 2 [student-made videos](#)
  - 8 [TC Talks podcasts](#) engaging 19 Changemakers
  - 1 virtual scavenger hunt
  - Launching online At-Home Impact Project Guidebook in June
  - Launching Virtual Summer Camp in July
- Involving Changemakers in curriculum review and training design

## Our First Graduates

When we ran our first workshop in May 2016, it was impossible to know where we would be today and it felt so far off to think of the Changemakers as future high school graduates. This year, we are so excited that 7/7 of our seniors have graduated from high school. Congratulations Val, Darrion, Adriana, Brandy, Jennifer, Glennayae', Nayeli, and Sheila! Spotlights of Val, Darrion, and Adriana are below.



**Valeria Martinez** participated in our first full year of Changemakers during the 2017-18 Program Year. She's now a graduate of Nathan Hale High School and will attend Oklahoma State University next year with the goal of graduating with a degree in music education and coming back to her high school to teach!



**Darrion Boaz** also participated in our first full year of Changemakers during the 2017-18 Program Year. He's now a graduate of Edison High School and will attend University of Oklahoma next year! While in Tulsa Changemakers, Darrion worked on bringing more career readiness opportunities to his high school.



**Adriana Mosqueda** (in the green) participated in Changemakers in fall 2018. She's now a graduate of Nathan Hale High School and will attend Tulsa Community College next year with the plan to be accepted into the dental hygiene program! While in Tulsa Changemakers, Adriana helped launch her school's first Cultural Diversity Night.





## **Changemakers Staff**

Co-Founder, Program Director: Jake Lerner  
Co-Founder, Program Director: Andrew Spector  
Boevers Elementary Coach: Allison Harvey  
Ellen Ochoa Elementary Coaches: Derek Frey, Lydia Alabach  
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  
Skelly Elementary Coach: Calvin Anderson  
Springdale Elementary Coach: Megan Wing  
Collegiate Hall Charter School Coach: Ben Imlay  
East Central Junior High Coaches: Ana Barros, Edward Chiu  
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  
Student Cabinet Program Coordinator: Dominique Kilgore  
Student Cabinet Program Coordinator: Sophie O'Reilly  
Student Cabinet Program Coordinator: Tyla Webb

## **Changemakers 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





## Financial Report: July 1, 2019 to June 30, 2020

### Income

Earned	\$49,845
Contributed	\$129,363
<b>Total Income</b>	<b>\$179,208</b>

### Expenses

General & Administrative	\$19,404
Contracts/Honorariums	\$45,015
Facilities/Rentals/Meals	\$8,189
Materials/Supplies	\$8,617
Payroll Expenses	\$95,071
Printing/Design	\$981
Transportation	\$65
<b>Total Expenses</b>	<b>\$177,342</b>

<b>Year 3 Net Income</b>	<b>\$1,866</b>
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## 2019-20 Foundation and Corporate Sponsors



CHARLES AND LYNN  
SCHUSTERMAN  
FAMILY FOUNDATION



GEORGE KAISER  
FAMILY FOUNDATION  
A supporting organization of Tulsa Community Foundation



Lobeck Taylor  
FAMILY FOUNDATION



Pitch Nights presented by:  ONE Gas

Pitch Nights hosted by:

