ImpactTulsa uses data as a flashlight, not a hammer.

TABLE OF CONTENTS

1 LETTER FROM LEADERSHIP
2 ABOUT IMPACTTULSA
3 TULSA AREA BY THE NUMBERS
5 COUNTDOWN TO KINDERGARTEN
7 READY TO READ
9 MIDDLE SCHOOL MATHEMATICS
11 GRADUATE918
15 CALL TO ACTION
16 CITATIONS
Ensuring our kids develop the academic skills and intellectual curiosity they need to be successful adults is not solely the obligation of schools. It is the biggest and most important responsibility of the entire community. Students and educators need support from families, businesses, organizations, civic entities, and faith groups. Learning is a continuous process that spans a pipeline from early childhood to postsecondary education. Working together to nurture success at every milestone gives our kids the skills they need for the future and provides our community the foundation it needs to thrive.

Three years ago, the concept that “it takes a village” to educate our youth was the driving force behind ImpactTulsa, and it still is today. Utilizing data to identify what works in the complex web of learning resources and employing collective impact to help align partners on shared outcomes is at the heart of what we do. Along the way, we have discovered an incredible spirit of collaboration among partners and a genuine desire to create an education system that embraces diversity, equity, innovation, and continuous improvement.

This community impact report highlights some advancements being made in the Tulsa region and serves as a reminder of the work still ahead. We know it will take a long-term commitment from all of us to move the needle on critical academic outcomes. It is more important than ever that we dedicate ourselves to working together. Our changing world requires it. The global marketplace demands rapid skill and knowledge development. Our kids require it too. Changes in family composition, race, ethnicity, income, language, and culture make it necessary to develop new approaches to learning as well as social and emotional development.

This report is a time for ImpactTulsa to reaffirm its commitment to ensuring all students have the opportunity to thrive. We ask that you individually and organizationally make the commitment as well. As an individual, you can raise awareness about important education issues, support teachers in your neighborhood, or mentor a student. Businesses and organizations can create community-school partnerships, raise funds, or provide time for employees to volunteer in schools.

Join us as we work TOGETHER WITH PURPOSE!

Kathy Taylor
Chair, ImpactTulsa Leadership Council

Kathy Seibold
Executive Director, ImpactTulsa
VISION
All students are guaranteed a high-quality education.

MISSION
ImpactTulsa aligns the community to provide a pathway for all students to thrive.

GOAL
Be a model of excellence by dramatically improving student achievement outcomes.

OUTCOME AREAS OF FOCUS

- KINDERGARTEN READINESS
- THIRD-GRADE READING PROFICIENCY
- MIDDLE SCHOOL MATHEMATICS PROFICIENCY
- HIGH SCHOOL COMPLETION COLLEGE & CAREER READY
- POSTSECONDARY ENROLLMENT
- POSTSECONDARY COMPLETION

When ImpactTulsa strives to:

Measure what matters to inform action,

Identify effective practices to expand what works, and

Align resources to drive change in policy and practice...

...then we will be a model of excellence that improves student achievement outcomes.

ImpactTulsa would like to extend our sincere thanks to ECONorthwest for their data analytics support and for providing a national context for this report. We are also grateful to NotionBox for their dynamic visuals of the data and to the many people who serve on our Data, Communications, Graduate918 and Ready to Read Councils.
TULSA AREA BY THE NUMBERS

COUNTY PROFILE

- 61% Home Ownership Rate
- 37% People of Color
- 51% of Children Under 5 are People of Color
- 8% Foreign Born
- 11% Single Parent Households with Children Under 18
- 16% Individuals Live Below the Poverty Level
- 23% of Children Under 18 Live Below the Poverty Level
- 89% Earned a High School Diploma or Higher
- 39% Earned an Associate’s Degree or Higher
- 30% Earned a Bachelor’s Degree or Higher

Median Household Income ($46,879 Oklahoma State)

60,309 Current Companies Established

Education Attainment for Adults Over 24

- 89% Earned a High School Diploma or Higher
- 39% Earned an Associate’s Degree or Higher
- 30% Earned a Bachelor’s Degree or Higher
**STUDENT PROFILE**

- **40,000 Students Enrolled in Local Postsecondary Institutions**
- **86%** Children Age 3-17 are Enrolled in Public School
- **127,000** Public School K-12 Students Across 15 Partner Districts
- **61%** Economically Disadvantaged Students
- **15%** Special Education Students
- **13%** Gifted and Talented Students
- **5%** English Language Learners
- **11%** High School Dropouts in 2015
- **4%** Decrease in High School Dropouts from 2013 to 2015
- **7%** Mobility Rate of Incoming Students
- **70%** White
- **16%** African American
- **10%** Native American
- **4%** Asian
- **19%** Hispanic Ethnicity of Any Race
- **40,000 Students Enrolled in Local Postsecondary Institutions**
KINDERGARTEN READING READINESS

WHAT THE DATA SAYS

In the Tulsa region, over half of kindergarten students demonstrate age-appropriate literacy skills and arrive on-track ready to learn to read during the first few months of school. As in our last report, data continue to show achievement gaps by income and race/ethnicity. Less than half of students of color and students from low-income households entering kindergarten have on-grade literacy skills.

A bright spot in the data shows students who enroll in pre-K outperform those who do not. Forty-six percent of low-income kindergarteners who completed pre-K were reading-ready compared with 41% of those who did not. Similarly, non-economically disadvantaged students who attended pre-K outperformed peers who did not attend (73 to 70%).

PERCENTAGE OF STUDENTS ENTERING KINDERGARTEN READY TO LEARN TO READ, FALL 2015

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>67%</td>
</tr>
<tr>
<td>Native American</td>
<td>63%</td>
</tr>
<tr>
<td>Asian</td>
<td>59%</td>
</tr>
<tr>
<td>All Students</td>
<td>57%</td>
</tr>
<tr>
<td>African American</td>
<td>41%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch Eligibility</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>45%</td>
</tr>
<tr>
<td>Not Low Income</td>
<td>74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>59%</td>
</tr>
<tr>
<td>Male</td>
<td>54%</td>
</tr>
</tbody>
</table>

Did you know?
Tulsa area students who attend pre-K have better attendance rates in kindergarten than those who did not. i
WHY IT MATTERS

Studies show that 90% of brain development occurs by age 5. Both academic and formative experiences influence and shape brain development in the early years. Understanding how entering kindergarten students perform in literacy skill development is important for identifying appropriate interventions. A typical low-income child recognizes nine alphabet letters by age 5 compared to 22 letters by a middle-class child. Addressing achievement gaps in these formative years facilitates success throughout the academic pipeline.

HOW TO DRIVE CHANGE

National research shows that students who attend pre-K are more reading ready than peers who do not. This report shows similar findings. Tulsa is a nationally recognized leader in high-quality early childhood education. Enrolling students in research-based 3- and 4-year old programs is an important lever for increasing kindergarten readiness.

A challenge ImpactTulsa discovered when gathering data on kindergarten readiness is the lack of assessment uniformity. There is no single inventory used within the region to assess academic, socioemotional, developmental, and physical domains for incoming students. Collecting universal reliable data is critical.

PERCENTAGE OF STUDENTS ENTERING KINDERGARTEN READY TO LEARN TO READ, FALL 2015

Based on prior pre-K enrollment

- Low Income
  - Prior Pre-K: 46%
  - No Prior Pre-K: 41%

- Not Low Income
  - Prior Pre-K: 73%
  - No Prior Pre-K: 70%

ImpactTulsa and partners launched both a regional and targeted marketing campaign in Spring 2016 which produced a 4% increase in enrolled pre-K students within a targeted geographic area.

6,000 postcards sent to all four-year olds in Tulsa County

150 homes with low-income four-year-olds had in-person visits to discuss the importance of pre-K and enrollment details

PARTNERS

CAP, Metropolitan Baptist Church, School Districts, Stand for Children – Oklahoma, Tulsa City-County Health Department, Tulsa Educare, Tulsa Housing Authority
THIRD-GRADE READING PROFICIENCY

WHAT THE DATA SAYS

The third-grade reading proficiency rates shown in this report use the Lexile reading framework. The Lexile framework assesses the difficulty of reading materials and provides a way to match readers with appropriate text. Guided by ImpactTulsa partner superintendents and data council, Lexile framework was selected because it is based on a rigorous continuous scale that measures students’ ability to read and comprehend more complex text as they are promoted to each grade level. A 600 Lexile or higher is considered third-grade reading proficient.

Multi-year trends show little movement in third-grade reading proficiency in the Tulsa region from 2014 to 2016. At 554L, the Tulsa area median is similar to that of US students nationally. However, there are bright spots that show progress for student subgroups. While a reading achievement gap remains by income, it has slightly decreased by 9L points from 2014 to 2016. Hispanic student Lexile scores increased by 37L points from 2015 to 2016. The median Hispanic student is reading about one-quarter of a school year ahead of last year.

African American students have not seen similar improvement. Their median Lexile scores have remained between 390L and 400L across the three years, meaning an African American third grader is more than a year behind their white peers in reading.

WHY IT MATTERS

Reading proficiently by the end of third grade is an important milestone and early predictor of future education attainment and employment prospects. The Oklahoma Reading Sufficiency Act (RSA) mandates that the end of year third-grade reading test be used as a measure to retain students who are not proficient. In 2016, over 6,300 students statewide were eligible to repeat third grade based on RSA criteria. That is 12% of the third-grade student population based on state standards at the time.

MEDIAN READING LEXILES FOR THIRD-GRADE STUDENTS, 2014 -2016

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td>637</td>
<td>637</td>
<td>637</td>
</tr>
<tr>
<td>ASIAN</td>
<td>605</td>
<td>605</td>
<td>605</td>
</tr>
<tr>
<td>NATIVE AMERICAN</td>
<td>556</td>
<td>556</td>
<td>556</td>
</tr>
<tr>
<td>ALL STUDENTS</td>
<td>554</td>
<td>554</td>
<td>554</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>479</td>
<td>479</td>
<td>479</td>
</tr>
<tr>
<td>AFRICAN AMERICAN</td>
<td>390</td>
<td>390</td>
<td>390</td>
</tr>
</tbody>
</table>

33,624 children registered for the 2016 Tulsa City-County Library Summer Reading program, and 48% completed the program by reading or listening to at least eight books.
**HOW TO DRIVE CHANGE**

ImpactTulsa partners with The Campaign for Grade-Level Reading, a national organization focusing on increasing third-grade reading proficiency by addressing chronic absenteeism, summer learning loss, and school readiness. “Starting early” is the focal point of their work. They encourage more investment in early learning programs and interventions to reduce the need for remediation in later years.

To find out what is working in the Tulsa area, ImpactTulsa partnered with local schools, educators, administrators and graduate teaching programs to investigate “bright spots” in third-grade reading. ImpactTulsa identified high-performing schools whose reading proficiency rates were outperforming schools with similar demographics. They interviewed principals, teachers and reading coaches about literacy instruction at their schools. Five distinct characteristics on par with national research were published in a Literacy Lessons Learned Guide:

- Positive School Culture
- Data-Driven Professional Learning Communities
- Fidelity to School-Wide Comprehensive Literacy Program
- Early Intervention Through Differentiated Instruction
- Dedicated, Highly Trained Specialists

To read the full report, visit impacttulsa.org

---

**MEDIAN READING LEXILES FOR THIRD-GRADE STUDENTS BY INCOME, 2014 - 2016**

<table>
<thead>
<tr>
<th>Year</th>
<th>LOW INCOME</th>
<th>NOT LOW INCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>476</td>
<td>678</td>
</tr>
<tr>
<td>2015</td>
<td>483</td>
<td>679</td>
</tr>
<tr>
<td>2016</td>
<td>486</td>
<td>679</td>
</tr>
</tbody>
</table>

---

**IMPACT TULSA LITERACY CAMPAIGN**

Utilizing DonorsChoose.org, ImpactTulsa mobilized four foundations and 998 community donors to provide literacy materials directly to local pre-K through third-grade classrooms. Over 25,000 students have been impacted across 138 classrooms by 546 projects and $240,658 in classroom supplies and materials.
MATHEMATICS PROFICIENCY

WHAT THE DATA SAYS

Oklahoma is adopting new math standards and aligning state assessments in the 2017-2018 school year. Until then, this report includes the state’s seventh-grade math scores for the Oklahoma Core Curriculum Test (OCCT) taken by all students except those in higher math courses. When a new state math assessment is adopted for all eighth-grade students, a new baseline will be set and studied over time in comparison to performance on the more rigorous National Assessment of Educational Progress (NAEP) xii.

Based on the current OCCT assessment, the share of Tulsa area seventh-grade students deemed proficient or advanced in math was virtually unchanged between the two years—62% in 2015 and 61% in 2016. That is lower than the 66% proficiency rate measured statewide xii. Gaps are wider for students who are Hispanic, African American and low-income. Fewer than half of these students met the proficiency standard—49%, 36%, and 48% respectively.

WHY IT MATTERS

Two key factors for selecting a new assessment in middle school math are rigor and college and career readiness. The level of mathematics studied later in high school is strongly correlated with college completion. A student successfully completing a course beyond Algebra II more than doubles his or her likelihood of completing a degree xiii.

DISTRIBUTION OF SEVENTH-GRADE MATH STATE TEST SCORES, SPRING 2016

Students with a 700 scale score or better are proficient or above.
PERCENTAGE OF SEVENTH-GRADE STUDENTS SCORING BELOW PROFICIENT ON STATE MATH TEST, SPRING 2016

- 39% of All Students
- 28% of White Students
- 48% of Non-White Students
- 52% of Low-Income Students

Proper assessment and equitable math pathways to STEM careers are important levers in graduating students who are college and career ready. The Tulsa Regional Chamber published a report showing in the year 2013, Tulsa had:
- 56,234 jobs in the Healthcare industry and is forecasted to grow 14.5% by 2018
- 37,420 jobs in Advanced Manufacturing and is forecasted to grow 4.5% by 2018
- 12,799 jobs in Aviation and Aerospace and is forecasted to grow 8.1% by 2018.

Increasing the number of students proficient in math is imperative to meeting these industry demands.

HOW TO DRIVE CHANGE

The hands-on nature of STEM opens possibilities for strong community partnerships. Though ImpactTulsa has not yet formed a working group for middle school math, area school districts are working with businesses, postsecondary institutions, and nonprofits to increase STEM opportunities. Programs include direct instruction, mentorships, teacher professional development, internships, and much more.

STEM is a curriculum based on four disciplines:

- SCIENCE
- TECHNOLOGY
- ENGINEERING
- MATHEMATICS

Oklahoma is home to many STEM related industries including aerospace, energy, manufacturing, information technology and agriculture.

Did you know?

- Tulsa area female students outperform male peers in seventh-grade math proficiency (62 to 60%).
- Women in national STEM related careers earn 33% more than those in non-STEM jobs. 
HIGH SCHOOL COMPLETION

WHAT THE DATA SAYS

Graduation rates for the Tulsa region increased by 2% between 2014 and 2015—from 81% to 83%. That is in line with Oklahoma and the nation’s 2015 graduation rates at 83% \(^{xvi}\). These numbers are encouraging, but gaps among subgroups still exist. Only 73% of low-income students in the Tulsa area graduated on-time compared with 90% of higher-income peers. There is a 9% difference in the graduation rates between students of color at 78% and their white peers at 87%.

It is necessary to look at both graduation rates and college and career readiness as important indicators of success beyond high school. The ACT is widely taken in Oklahoma to determine college readiness in English, math, reading, and science \(^{xvi}\). In a pilot during Spring 2016, all Oklahoma juniors took the ACT during the school day at no cost to them. Only 17% of Tulsa area juniors met ACT’s college readiness benchmarks. The average score for Oklahoma juniors was 20.4. In comparison, the average score for Tulsa area juniors was 19. Local four-year research universities require a 24 for entry. This presents a barrier for students who do not have the minimum score to attend these types of institutions.
YOUTH PHILANTHROPY INITIATIVE

Youth Philanthropy Initiative (YPI) is a youth-led program, supported by the Charles and Lynn Schusterman Family Foundation. A diverse group of 25 Tulsa teens from eight high schools experience what it means to be a grant maker, change-agent, and leader to create a sustainable philanthropic organization. YPI Cohort Nine youth will spend 250 hours a month over three years planning and executing their BRINK initiative to increase college-going awareness and completion of FAFSA among their peers.

WHY IT MATTERS

Labor market prospects are bleak for individuals with less than a high school diploma. The unemployment rate for adults who did not graduate was 7.9% in December 2016 compared to 5.1% for high school graduates and 3.8% for adults with some college or an associate’s degree. At the current rate, more than 14,000 Tulsa area students will drop out over the course of a decade. The average high school dropout will earn $10,400 less than a high school graduate.

HOW TO DRIVE CHANGE

The increases in the number of students graduating from high school in the Tulsa region should be celebrated, but there is still much work to be done. Local graduation rates across individual schools show great variation, from 46% to 100%. Levers related to high school completion include attendance, behavior, and course completion. Early Warning Indicator Systems such as those created by Johns Hopkins University’s Diplomas Now initiative and used in some local schools provide the ability to track these levers in real time and implement timely interventions that can help shrink the gap in graduation rates and college and career readiness.

Did you know?

Tulsa is graduating 83% of our high school students each year, yet only 17% meet ACT college readiness benchmarks. The regional average ACT score is 19.
POSTSECONDARY ENROLLMENT

WHAT THE DATA SAYS

The high school graduation rates reported here are for the class of 2014 and follow postsecondary enrollment and persistence through the fall of 2016. The rates are made possible through a partnership with the National Student Clearinghouse (NSC)—a national non-profit that tracks postsecondary enrollment and completion across the United States. More than 3,600 colleges and universities, enrolling 98% of all postsecondary students, participate in NSC. Numbers include Tulsa area students who leave the region or the state to attend postsecondary institutions. Some technical schools do not participate in NSC.

The findings are encouraging. They show 67% of high school graduates from ImpactTulsa partner districts enrolled at some point during the two years after graduation. This “ever-enrolled” rate is up 4% from the class of 2013. Students of color show major gains—65% ever-enrolled for the 2014 cohort compared to 56% for 2013 graduates. Low-income students show a gain as well—57% for 2014 graduates compared to 55% for 2013 peers.

Persistent enrollment at the two-year mark shows small improvement. Enrollment in associate’s degree-granting institutions is up 2%—from 14% in 2013 to 16% for 2014. Students of color and low-income students both experienced 2% gains. The results are mixed for bachelor’s degree-granting institutions. Overall persistence rates at the two-year point are unchanged at 28%, but enrollment rates are up for students of color.

WHY IT MATTERS

By 2025, 77% of jobs in Oklahoma will require a credential or degree beyond a high school diploma. In Tulsa County, 39% of adults hold an associate’s degree or higher. To strengthen our economy and ability to attract and retain businesses, we must increase postsecondary credentials.
HOW TO DRIVE CHANGE

Increasing a student’s ability to pay for postsecondary education is an important lever in advancing credentials in Tulsa County. Tulsa is uniquely positioned through scholarships like Tulsa Community College’s Tulsa Achieves and Tulsa Technology Center’s Accelerating Independence. These scholarships allow any Tulsa area student to obtain a two-year degree or certificate at no cost.

The Free Application for Federal Student Aid (FAFSA) is a student’s passport to these and other postsecondary opportunities. When FAFSA forms are completed, low- and middle-income students are 30% more likely to enroll in postsecondary programs. The most recent data show 52% of 2015 Tulsa area high school graduates completed FAFSA forms, which is similar to national rates. Encouraging more students and families to complete the FAFSA could result in more opportunities for our high school graduates.

It is important to reduce barriers to postsecondary enrollment and persistence. “Summer melt” is a recognized phenomenon in which postsecondary-bound students are accepted to an institution but over the course of the summer do not follow through to enroll in the fall. Studies show up to 40% of low-income students who are accepted never truly matriculate for a number of personal and financial reasons. For students who go on to enroll, even fewer actually persist each semester and school year. A full national sample of young college-goers suggests about 60% of “ever-enrollees” will earn a degree within six years. Therefore, the Tulsa region needs more students accessing the postsecondary pipeline to produce an increasing number of postsecondary graduates.

Did you know?

Nine local high schools increased their FAFSA completion from 2015 to 2016. Of those, seven increased rates by at least 8%. Overall, the class of 2016 gained access to an estimated $20 million in financial aid.

PARTNERS

Northeastern State University, Rogers State University, School Districts, Stand for Children-Oklahoma, Talent Search, TRiO Program, Tulsa Community College, Tulsa Tech, University of Tulsa.
CALL TO ACTION

Now in the third year, ImpactTulsa has gained access to more comprehensive data sets, identified baselines across outcomes, reported important findings to the community, piloted campaigns for increasing pre-K enrollment and FAFSA completion, and strengthened partnerships across sectors.

We thank our 15 school district partners and the Oklahoma State Department of Education for providing data and the ImpactTulsa Data Council for its advisory role. Each played an important part in producing this report. We thank our community partners who contributed to collective efforts to bring resources together and support for students, families, and school districts.

There is still work to be done in both collecting and reporting data and even more to be done in aligning resources and turning data into action. In 2017 and 2018, ImpactTulsa will launch action networks in early learning and college and career readiness; increase capacity and capability among partners to act on data; and develop tools for collecting data to better align community partner outcomes, indicators, and actions.

It is ambitious work to ensure all students have an equitable opportunity to develop the academic and social and emotional supports they need to thrive. To succeed takes shared responsibility. ImpactTulsa is fortunate to have supporters like you who are committed to a collective impact approach to reaching this shared vision.
CITATIONS


V. Methodology for translating OCCT scale scores to Lexile scores is based on local districts’ Lexile scores from benchmark spring assessments that were linked with OCCT scale scores for over 3,000 students from the 2013-2014 school year. The average Lexile score was calculated for each reported scale score value. The conversion scale has been used to convert scores for all testing years shown.


X. Impact Tulsa. 2016. Literacy Lessons Learned: Interviews from Local Schools.

XI. The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Retrieved from https://nces.ed.gov/nationsreportcard/about/


XVII. Eighty-two percent (82%) of students in Oklahoma took the ACT in 2016, compared to 64% nationwide across the United States. Retrieved from https://www.act.org/content/dam/act/unsecures/documents/state37_Oklahoma_Web_Secured.pdf


XXI. Nine partner school districts voluntarily provided information necessary for verifying and matching to National Student Clearinghouse records.


Impact Tulsa Leadership Council

Alison Anthony  President, Williams Foundation
Keith Ballard  Professor and GKFF Chair in Leadership, OU-Tulsa
Howard Barnett  President, OSU-Tulsa
Kevin Burr  CEO, Community Service Council of Greater Tulsa
Stacey Butterfield  Superintendent, Jenks Public Schools
GT Bynum  Mayor, City of Tulsa
Stephanie Cameron  2017 Chair, TYPros
Gerard Clancy  President, The University of Tulsa
Bruce Dart  Executive Director, Tulsa County Health Department
Steven Dow  Executive Director, Community Action Project
Janet Dunlop  Superintendent, Broken Arrow Public Schools
Jeff Dunn  President, Mill Creek Lumber & Supply
Sherry Durkee  Superintendent, Sand Springs Public Schools
Deborah Gist  Superintendent, Tulsa Public Schools
Leigh Goodson  President and CEO, Tulsa Community College
Mark Graham  President and CEO, Tulsa Area United Way
David Greer  Executive Director, Oklahoma Innovation Institute
Kirt Hartzler  Superintendent, Union Public Schools
Ken Levit  Executive Director, George Kaiser Family Foundation
Marc Maun  EVP - Chief Credit Officer, BOK Financial
Tom McKeon  Vice President and Executive Director, City Year
Frank Murphy  Executive Chairman, Enovation Controls
Mike Neal  President and CEO, Tulsa Regional Chamber
Ray Owens  Pastor, Metropolitan Baptist Church
Daniel Regan  2016 Chair, TYPros
Stacy Schusterman  Chairman, Samson Energy Company, LLC
Kathy Seibold  Executive Director, Impact Tulsa
Kent Smith  President, Langston University
Kathy Taylor  Chief of Economic Development, City of Tulsa
Steve Tiger  CEO and Superintendent, Tulsa Technology Center
Annie VanHanken  Senior Program Officer, George Kaiser Family Foundation
David Wagner  President and CAO, Schnake Turnbo Frank

*Executive Committee Members  **Leadership Council Chair, ImpactTulsa

Our work has been made possible by the generous support of:

Impact Tulsa
PO Box 4108 Tulsa Oklahoma 74159
info@impacttulsa.com

© Impact Tulsa 2017