SCHOOL DISTRICT PARTNERS

City of Tulsa
City Year
Collinsville Cardinals
Glenpool Public Schools
Keystone
Oklahoma Partnership for Expanded Learning
Oklahoma State Department of Education
OU-Tulsa Center of Applied Research for Nonprofit Organizations
Project Lead the Way
Reach Out and Read
Reading Partners
Strong Tomorrows
StriveTogether
Take Control Initiative
Teens On Board
TRiO Program
Tulsa Area United Way
Tulsa Campaign to Prevent Teen Pregnancy
Tulsa Carerra Program (CSC)
Tulsa City-County Health Department
Tulsa City-County Library
Tulsa Community Foundation
Tulsa Dream Center
Tulsa Housing Authority
Tulsa Regional Chamber
Tulsa Regional Stem Alliance
Women in Recovery
YMCA of Greater Tulsa
Youth Philanthropy Initiative (YPI)
Youth Services of Tulsa

POSTSECONDARY PARTNERS

The University of Tulsa
Oklahoma Baptist University
Tulsa Community College
Tulsa Community Foundation
Tulsa Dream Center
Tulsa Housing Authority
Tulsa Regional Chamber
Tulsa Regional Stem Alliance
Women in Recovery
YMCA of Greater Tulsa
Youth Philanthropy Initiative (YPI)
Youth Services of Tulsa
Impact Tulsa uses data as a flashlight, not a hammer.
TULSA EDUCATION PROFILE

2016 PRE-K – 12 STUDENTS IN TULSA COUNTY & SAPULPA
125,463 91.4% students enrolled in public schools

2016 STUDENTS ENROLLED IN POSTSECONDARY INSTITUTIONS TULSA COUNTY
38,241 23.4%

2012 – 2016 18 – 24 YEAR OLDS ENROLLED IN COLLEGE OR GRADUATE SCHOOL
18,911 32.0%

OKLAHOMA EMERGENCY TEACHER CERTIFICATIONS
32 97 189 1,063 1,160 1,814

Oklahoma ranks #1 in the country in the percentage of public high schools offering concurrent enrollment: 98.8%
National average: 75.2%

 EDUCATIONAL ATTAINMENT FOR ADULTS OVER 25
2016
High School Diploma or Higher 364,784 88.8%
Associate's Degree or Higher 160,604 39.1%
Bachelor's Degree or Higher 125,993 30.7%


EDUCATIONAL ATTAINMENT FOR ADULTS OVER 25
364,784 88.8%
High School Diploma or Higher
160,604 39.1%
Associate's Degree or Higher
125,993 30.7%
Bachelor's Degree or Higher

Summarized statistics for student enrollment, educational attainment, and teacher certifications are provided for various regions, including Oklahoma. The Oklahoma Emergency Teacher Certification data shows a trend from 2011-12 to 2016-17, with significant increases in 2015-16 and 2016-17.

The image also includes comparisons with other states, such as Kansas, Missouri, Colorado, New Mexico, Texas, and the United States, for average salary of teachers and cost per pupil. Oklahoma has the highest percentage of public high schools offering concurrent enrollment at 98.8%, compared to the national average of 75.2%.

Source: National Center for Education Statistics 2016
The Greek philosopher, Heraclitus, said, “The only thing that is constant is change.” This could not be more true in today’s global, technology-driven workplace. Technology is changing the way businesses and employees utilize information and platforms. Advances in robotics have made manufacturing more complex. Online shopping has transformed retailing, and carmakers are on the verge of reinventing transportation. To be prepared for these changes, students need training in how to interact with technology and master skills computers cannot, like teamwork, negotiation, persuasion, and caregiving.\(^1\)

The good news is Oklahoma is rising to the challenge. In spring 2017, the state unveiled new assessments linked to college and career readiness. The standards identify the necessary knowledge and skills students need from kindergarten through high school to successfully complete postsecondary coursework or workforce training without remediation.\(^2\) With these changes, we are now measuring students against a rigorous national benchmark aligned with the National Assessment of Educational Progress (NAEP).\(^3\)

Tulsa-area school districts are preparing students for meeting the challenge by incorporating innovative approaches to instruction that emphasize computational design, critical thinking, and problem-solving over rote memorization. Supporting them are countless nonprofits, businesses, faith groups, and parents. Together, they are enhancing opportunities for students to engage in design thinking, project-based learning, and career development initiatives that demonstrate real-world application and advance social and emotional skills.\(^4\)

This report includes baseline data in the Tulsa area for the reset of Oklahoma Academic Standards that will better track the progress of the region’s students over time. It also includes Actions Toward Change that ImpactTulsa and community partners are making alongside school districts to help prepare students for the opportunities and challenges they will encounter in life.

There is much work to be done. It will take all of us to ensure our community is well positioned for a successful future.

Kathy Taylor
Chair, ImpactTulsa Leadership Council

Kathy Seibold
Executive Director, ImpactTulsa
ImpacTulsa is a collective impact partnership that brings together schools, businesses, faith-based groups, community organizations, philanthropy, and governmental agencies to significantly improve student outcomes.

**Vision**
All students are guaranteed a high-quality education.

**Mission**
ImpacTulsa aligns the community to provide a pathway for all students to thrive.

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

---

**Theory of Action**

When ImpacTulsa 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.

---

**Outcome Areas of Focus**

- **Kindergarten Readiness**
- **Third-Grade Reading Proficiency**
- **Middle School Mathematics Proficiency**
- **High School Completion: College & Career Ready**
- **Postsecondary Enrollment**
- **Postsecondary Completion**
ImpactTulsa compiles data and measures student success in six outcome areas from kindergarten readiness to postsecondary completion. We use data to target goals and align resources to improve the outcomes.

As of 2017, current education outcomes for the Tulsa area are:

- 57% of students entering kindergarten are ready to learn to read
- 36% of third-grade students are proficient or advanced in reading
- 23% of eighth-grade students are proficient or advanced in math
- 84% of students in the 2016 four-year cohort graduated high school
- 55% of high school May 2015 graduates were enrolled in postsecondary education within a year of their high school graduation
- 39% of Tulsa County residents 25 years of age or older have an associate’s degree or higher

Within these outcome areas, ImpactTulsa focuses on five “levers” to affect change.

- Data and Continuous Improvement
- Attendance and Chronic Absenteeism
- Pre-K Enrollment
- ImpactTulsa Literacy Campaign
- FAFSA Completion
ImpactTulsa is partnering with Birth Through Eight Strategy for Tulsa (BEST), Center for Public Research and Leadership (CPRL) at Columbia University, George Kaiser Family Foundation (GKFF) and StriveTogether as well as local school districts and nonprofits to effectively use data to improve outcomes.

**Action Toward Change**

In February 2017, we partnered with 25 cross-sector organizations and 43 participants to launch five Impact & Improvement Networks. The networks are aligning goals, strategies, and data for specific student and family outcomes.¹

Impact and Improvement Networks are working with expectant teens on healthy births and graduation completion, previously incarcerated women on safe and nurturing homes, struggling third-grade readers on interventions, and pre-K teachers on reducing challenging behaviors in the classroom.

Networks are participating in 15 months of continuous improvement training facilitated by StriveTogether. They are using continuous improvement processes to identify problems of practice and reduce the gap between current and desired outcomes.¹ The training aligns with highly-regarded Carnegie Foundation and Six Sigma models. With a focus on equity, the training includes peer-to-peer learning, Results-Based Leadership, Design Thinking, and Rapid Cycle Continuous Improvement.

Training sessions will launch in 2018 to develop a pool of Tulsa-area facilitators who will expand and sustain continuous improvement in Tulsa.
Chronic absenteeism is defined as missing 10% of school days—18 days in a school year or an average of two days per month.\(^5\) It is an early warning indicator for both low achievement and dropping out of high school.\(^6\)

Nationally, students who miss 10% or more days in early grades score lower than their peers in third-grade reading tests.\(^7\) By ninth grade, absenteeism is a better predictor of dropping out than eighth grade test scores.\(^8\)

**Action Toward Change**

To better understand the prevalence of chronic absenteeism, ImpactTulsa is analyzing a target dataset. We are exploring correlations and relationships between student characteristics and chronic absenteeism as well as predictive factors. Preliminary findings suggest a) a relationship between low kindergarten attendance and later chronic absenteeism, b) a school-level correlation between chronic absenteeism and performance in reading and math, and c) gender patterns in middle and high school—males have higher chronic absenteeism in middle school and females in high school.

The analysis is helping ImpactTulsa and partners launch an attendance campaign aimed at changing the culture of attendance. The data is allowing us to target student populations with chronic absenteeism and support teachers and districts with resources they need to influence change directly with students.
PRE-K ENROLLMENT

National research shows students who attend pre-K are more ready for kindergarten than peers who do not. Yet in the Tulsa area, 1 in 3 four-year-olds are not enrolled. ImpactTulsa’s data shows over 3,000 students in the Tulsa area do not enroll in public pre-K programs.

>> Action Toward Change >>

To reach students who live in areas where pre-K enrollment is low, ImpactTulsa and our partners conducted a second pre-K campaign. Overall data for the Tulsa area shows a 3% increase from 69% to 72% in pre-K enrollment since 2013. The largest increases include a 7% increase for Hispanic students and an 8% increase for Asian/Pacific Islander students.

IMPACTTULSA LITERACY CAMPAIGN

A lack of funding for schools means teachers increasingly spend their own money for classroom supplies. Nationally, teachers spend about $500 annually on supplies for their students.

>> Action Toward Change >>

To ease this burden, ImpactTulsa conducted its second DonorsChoose.org campaign. Teachers posted projects, and the community provided the funding. Last year, three foundations and 681 community members provided $154,234. Their contributions directly supported 232 teachers and 20,036 students throughout 84 Tulsa area schools. In two years, the community raised $292,234.
In the Tulsa metropolitan area, all newly created jobs by 2025 will require coursework beyond high school. Yet in Tulsa County, only 23% of adults 25 years and older have some coursework beyond high school, 8% hold associate’s degrees, 21% bachelor’s, and 10% graduate degrees.

Lack of funding to support continued education is among the top barriers students identify for not completing a postsecondary credential. Finding ways to increase access to financial aid, scholarships, and other forms of support is critical to increasing degree attainment.

**Action Toward Change**

Alongside school districts and postsecondary partners, Impact Tulsa, City of Tulsa, Tulsa Regional Chamber, and Youth Philanthropy Initiative joined forces to increase the number of students who complete the Free Application for Federal Student Aid (FAFSA).

*In its second year, the FAFSA Tulsa partnership increased FAFSA completion rates by 12% for the graduating class of 2017 compared to the prior year.* Nineteen out of 24 high schools increased their completion rates, resulting in potential access to $22 million dollars in federal Pell Grant funding in our region.

FAFSA completion is only the first step in helping students finance postsecondary education. Impact Tulsa is exploring opportunities for expanding the work to include increasing participation rates in other state and local postsecondary financial aid opportunities, such as Oklahoma’s Promise. We will launch a cross-sector Action Network to implement shared strategies for addressing barriers to postsecondary entry.
WHAT THE DATA SAYS

The Tulsa region’s kindergarten assessments offer an important first-look at young students’ school readiness. The share of students demonstrating early literacy skills remained stable when compared to last year. Gains were higher for students from low-income households, up two percentage points to 47%.

Though measurement and accountability have improved since our inaugural report in 2014, there is more to do. All districts measure readiness, but a common definition of kindergarten readiness has not been established. Assessments and assessors vary from place to place as well. Some assessors are classroom teachers, and others are district testing staff. A common assessment administered consistently would give a more reliable signal of readiness.

Additionally, the definition of readiness has not adjusted to the state’s higher, nationally-aligned expectations. The lack of consistency could cause confusion over time, with over 60% of students demonstrating early literacy skills in kindergarten but only about half of those considered proficient just a few years later.

**Action Toward Change**

Research is an important first step in determining how districts continue to refine their approach to supporting kindergarten readiness. ImpactTulsa’s review of national research shows the U.S. Department of Education identifies five domains that are important to school success:

1. physical well-being and motor development
2. social and emotional development
3. approaches to learning
4. language development—including early literacy
5. cognition and general knowledge

Research says supporting all areas of development starting as early as possible plays an important role in laying a solid foundation for future success. Parents, caregivers, and other adults in a child’s life, birth through age five, all contribute to school readiness. For a great start, kids need access to quality preschool, health care, nutrition, and physical activities. Whole-family supports are often needed as well. Studies show investing in mothers and family environments has lasting benefits on child development.
PARTNERS IN ACTION

Birth through Eight Strategy for Tulsa (BEST) is a comprehensive, continuous, and integrated approach that focuses on families to help break the cycle of intergenerational poverty. The strategy is informed by decades of brain science that says the most effective way to combat poverty is to “act early” when most brain development happens. By knitting together programs and services to create a seamless continuum of support for families, BEST aims to reach 80% of the 40,000 children under the age of nine in Tulsa County who are living in poverty.

BEST is focused on increasing outcomes for children in four areas.
- healthy births
- safe and nurturing homes
- kindergarten readiness
- success by third grade

Over the course of ten years, BEST will work to improve access to quality early childhood education programs and services in Tulsa to increase kindergarten readiness and lay a solid foundation for long-term success. Partners include community organizations that are committed to reaching children, parents, and caregivers in a variety of settings such as schools, pediatricians’ offices, homes, and WIC clinics. ImpactTulsa is proud to partner with BEST on data analysis, aligning resources, and developing continuous improvement strategies.

Why It Matters: “Entering school ready to learn can improve one’s chances of reaching middle class status by age 40 by about 8%.”

Did You Know
Georgetown University tracked pre-K students from CAP Tulsa through eighth grade and found positive effects on middle-school math.

In addition, students were 31% less likely to be retained, 34% less likely to be chronically absent, and more likely to enroll in gifted or honors programs than peers who did not attend CAP Tulsa pre-K.
WHAT THE DATA SAYS

Third-grade reading proficiency is defined as understanding written text, developing and interpreting meaning, and applying meaning to texts. Oklahoma has adopted four achievement-level proficiency descriptions: a) below basic, b) basic, c) proficient, and d) advanced. A basic-level reader can locate relevant information in text, make simple inferences, and interpret the meaning of a word in text. Proficient and advanced readers move further up the scale to draw conclusions, make evaluations, and support judgments.

The 2017 assessment found 36% of Tulsa region’s students scored proficient or higher, about 3% below the statewide level. Roughly a quarter of students from low-income households (24%) and students of color (26%) achieved proficiency. White, Asian, Multiracial and Native American students outperformed the all-student average.

Comparing these numbers with the 2015 National Assessment of Educational Progress (NAEP) fourth-grade reading assessment provides a rough sense of how Oklahoma students are doing. Tulsa area students are narrowly behind the state, where 33% percent of Oklahomans achieved proficiency compared to 35% nationwide.

Action Toward Change

Without intervention, the gap between struggling and fluent readers continues to exist over time. Students who have lower achievement scores remain there or fall further behind without help. A study conducted by the Annie E. Casey Foundation (2013) outlines five contributors to low performance.

- school readiness
- chronic absence
- summer learning
- family stressors
- quality teaching

Because students can struggle with one or more of these, educators must customize interventions to individual students or small groups. Students need extra support outside the classroom as well. Summer breaks, for example, can lead to the regression of reading skills, especially for low-income students. Students who live in low-income households regress 2.5 to 3 months more over the summer than affluent peers. By sixth grade, some studies show as much as a 2-year and 7-month difference in reading achievement that can be attributed to summer slide.
Parents and community members can help support educators in this important area by ensuring students are in school every day and providing the extra practice students need to become fluent readers.

PARTNERS IN ACTION:
Reading Partners engaged 1,468 community volunteers in 2016-17 who provided more than 47,000 tutoring sessions for students like Taylen.

Since the beginning of the year, Taylen and his tutor have conquered several hurdles together, both personally and academically. He struggled with blending sounds to make a word. As a result, his classmates picked on him because he had to sound out the words. After a few months of working with his tutor, Taylen gained confidence in blending sounds and started to read aloud!

- 89% of target students mastered key foundational reading skills needed to read at grade-level in third grade.
- 83% of principals report improved school-wide reading performance.
- 100% of teachers report Reading Partners is valuable to their school.
- 95% of volunteers say they are satisfied with their experience.

One volunteer expressed “it has been my pleasure to be a reading partner and witness first-hand what a difference this program makes in the lives of children. I have seen the progress that the student I work with has made, and I look forward to seeing her and working with her each week. I think I get as much benefit from being a reading partner as the student receives.”

Why It Matters: Children with the lowest reading scores account for approximately 63% of all children who do not graduate from high school.
WHAT THE DATA SAYS

By eighth grade, proficient math students show achievement across five content areas a) number properties and operations, b) measurement, c) geometry, d) statistics/probability, and e) algebra. Eighth graders should understand rational numbers, decimals, fractions and be familiar with square roots and pi. They should be able to calculate areas and angles, convert common measures, and understand properties of geometric shapes. Students should be able to convert algebraic functions into tables and graphs, and finally, they should be able to analyze statistical claims.

Tulsa and Oklahoma fall well behind the national average in eighth-grade math. Only 23% of the region’s students scored at the proficient level or higher in 2017—equal to the state. Twelve percent of students from low-income households and 17% of students of color achieved proficiency. Just 64 African American eighth graders in the region—or 7% of the total—scored proficient or advanced.

A 2015 National Assessment of Educational Progress (NAEP) comparison shows Oklahoma trailing the nation on the eighth-grade math assessment, 23% scoring proficient or better—9% behind the national average.

**Action Toward Change**

Tulsa has a lot of work to do to ensure students are college and career ready in math. Middle school math is an important indicator of success. Students who take algebra in eighth grade stay in the math pipeline longer and have more exposure to coursework that prepares them for postsecondary science, technology, engineering, and math (STEM) courses.

Students make the choice to pursue a STEM career long before entering college. Interest in STEM fields can be heightened or diminished during pivotal middle school years. Positive experiences in STEM related activities inside and outside the classroom at this age influence a student’s long-term goals. Promoting STEM interest among middle school students includes four elements:

- rigorous preparation in math and science before middle school
- hands-on experiences that stimulate curiosity and enhance understanding
- technology-based learning
- exposure to STEM-based careers

Parents, businesses, nonprofits, and community members can help by providing unique experiences inside and outside the classroom that connect math to careers and interests.
Did you know?
Women make up 47% of the U.S. workforce, but hold only 24% of STEM jobs.

Women who work in STEM jobs earn 35% more than women in comparable non-STEM jobs and 40% more than men in non-STEM jobs.  

PARTNERS IN ACTION:
The Tulsa Regional STEM Alliance (TRSA) is building pathways for students to careers in STEM. Their Me & My Math Mentor program reaches 14 elementary schools. More than 100 mentors work with students in a fun, game-based setting to increase foundational basic math facts and set the stage for success in middle school. **Third-grade students in the program showed a 14-point average improvement compared to a national improvement average of 13 points and a four point increase over local school peers.**

TRSA is also leading professional development for educators to ensure they have the skills and materials needed to advance STEM. Developed in 2016, their STEM^3 program is a professional development series with year-long support for northeastern Oklahoma pre-K through postsecondary educators.

The model capitalizes on local talent and promotes Tulsa community leadership to ensure local sustainability. Sessions include national experts such as Next Generation Science Standards author, Brett Moulding, who demonstrated 3-D curriculum through phenomenon-based lesson plan development that aligns to Oklahoma Academic Standards for science.

TRSA goals for 2018 include reaching 130,000 students and providing professional development to 1,000 educators.

Why It Matters: Students off track in math by eighth grade only have a 3% chance of reaching the ACT College Readiness Benchmarks in mathematics by grade 12.
HIGH SCHOOL COMPLETION

WHAT THE DATA SAYS:

High school graduation rates for Tulsa County are up again this year. Eighty-four percent of the region’s class of 2016 students graduated from high school on-time, which equates to 91 more students than the previous year. There have been significant increases since 2013 among African American and Hispanic populations. African American students have an accumulated increase of 10%, and Hispanic students have seen a 6% increase.

Earning an on-time high school diploma is only one indicator of a student’s readiness for college and career. Another is how well students do on common postsecondary entry exams. During their junior year, Oklahoma students take the ACT or SAT to assess their academic readiness. In the Tulsa area, 5,147 students took the ACT and 1,308 students took the SAT.

Of the students who took the ACT, 19% met all four benchmarks. Fifty-four percent met the English benchmark, 43% reading, 29% science, and 32% math. On the SAT, 21% of participating students met all benchmarks. Forty-five percent met reading and writing, and 23% met math.

Action Toward Change

Academic preparedness represents the minimum required of students to participate in an increasingly complex labor market. A study of increasing and shrinking occupations since 1980 shows that social and math skills grew as a share of all jobs. Employers are increasingly demanding teamwork and problem-solving skills in addition to knowledge.

Helping high school students develop occupation-related social skills and identify career goals provides a perfect opportunity for businesses, nonprofits, and community members to partner with school districts. Parents and community members can help students explore postsecondary and career options, understand the coursework required to reach their goals, and create a post high school plan.

Why It Matters:

For every student who does not graduate high school, it costs the community approximately $260,000 in wages. In 1973, 28% of jobs required a postsecondary credential. By 2020, that number will be 65%.
PARTNERS IN ACTION:

**Project Lead The Way (PLTW)** is a nonprofit organization that provides a transformative learning experience for K-12 students and teachers across the United States. PLTW empowers students to develop in-demand, transportable knowledge and skills through pathways in computer science, engineering, and biomedical science. PLTW’s teacher training and resources support teachers as they engage students in real-world learning. PLTW partners with organizations such as Impact Tulsa and TRSA to support the shared goal of helping students thrive.

With programs at Tulsa Tech and in multiple public school districts, charter schools, and private schools, PLTW has grown significantly in the Tulsa region. PLTW programs partner with Broken Arrow, Sand Springs, Skiatook, Tulsa, and Union Public Schools. One district has grown PLTW access from 75 students in 2010-11 to over 10,000 K-12 students in 2017-18.

This district offers PLTW Launch in all elementary schools to provide students with exposure to STEM curriculum. “When every child goes through this experience in elementary, we must expand the number of courses and number of pathways they can go into and have access to in high school,” said an administrator. “We have the sustainability for what we have currently in place, but there’s going to be a demand that’s going to grow and exceed what we even dreamed.”
POSTSECONDARY ENROLLMENT AND PERSISTENCE

WHAT THE DATA SAYS

The Tulsa region’s economic competitiveness depends on its ability to develop and retain a highly skilled, knowledge-based labor pool. Most Tulsans will need some postsecondary training beyond high school by 2025 to have a shot at a middle-class living standard.

Over half—53%—of 2015 high school graduates enrolled in public and private Oklahoma colleges in the fall of their graduating year. An additional 2% or a total of 55% enrolled within a year of their graduation.

The enrollment numbers in this report do not include out-of-state colleges. ImpactTulsa typically reports both in- and out-of-state enrollment through the National Student Clearinghouse (NSC), but we were unable to make a reliable match this year due to collection changes. We will return to NSC data in next year’s report.

>> Action Toward Change >>

In the United States, less than half of postsecondary education students graduate in six years. In a series of Public Agenda reports, students age 22 to 30 list four primary reasons for delaying or dropping out of postsecondary education.

- stress of work, family, and study
- inability to finance coursework
- arbitrarily selecting a postsecondary institution that did not align with their goals
- uninformed about the future impact of dropping out

Work-related issues made the top of the list. Forty-five percent of college students attending four-year institutions in the U.S. work 20 hours a week. Six out of ten community college students work 20 hours, and 25% work more.

Twenty-three percent of college students have children.

When asked what would help them succeed, students listed advice as a primary need. They need guidance on careers and how to select the right postsecondary institution and help navigating the postsecondary system. Advice can come from high school and higher education counselors, but it can also come from business, civic, and other community groups. Aligning community strategies like mentoring and career pathways will ensure students have the support they need to succeed.
PARTNERS IN ACTION:

**TCC and Tulsa Tech** are providing pathways for high school students to simultaneously enroll in postsecondary coursework during their junior and senior years of high school.

These programs, called concurrent or dual enrollment, provide the opportunity for students to practice academic and social skills before enrolling in postsecondary education full-time. National studies show concurrent or dual enrollment programs help students develop a better understanding of what it takes to attend a postsecondary institution. Concurrent or dual enrollment programs have been shown to decrease remediation rates and increase GPA for first-year college students.

Tulsa Tech offers opportunities within 13 different career areas to prepare high schoolers for success while earning credits toward a degree. **Tulsa Tech’s high school concurrent enrollment grew by 48% in the past six years. Last year, the number of high school students at Tulsa Tech was 3,865. Of those students, 90% completed a credential or continued their studies at Tulsa Tech after graduating high school.**

TCC’s Dual Credit to College Degree program has grown as well. The program increased participation rates for underserved students, provided cost savings for families, and successfully transferred students to four-year colleges and universities. **In the past three years, it grew from 2,171 to 2,280 students, enrolling students in 70,657 credit hours.** Students take classes in 100 different course titles as varied as Japanese III and Engineering Physics I.

**Why It Matters:** Just over 39% of entering postsecondary students are required to take remedial courses before enrolling in college-level coursework. Remediation costs students approximately $22 million annually.

**Did you know?**

Tulsa Community College (TCC) and Tulsa Tech offer free tuition to public, private, and homeschool students.

TCC’s Tulsa Achieves program provides up to 63 hours of free college education for Tulsa County graduating seniors. Students each provide 40 hours of public service in return, contributing 595,000 hours of service to the community since 2007. Over 17,700 students have entered TCC through Tulsa Achieves, including 3,169 students who earned 3,514 degrees and certificates.

Tulsa Tech’s Accelerating Independence program provides 100% of tuition for students age 23 or under with a GED or high school diploma from any in-district school. The program has seen a 164% increase in use over the past three years, from 125 to 330 students. In total, Accelerating Independence has provided $1.1 million in tuition for students.
Nervousness about technology’s influence on the future of our workforce is not new. People have always viewed new technologies with a bit of skepticism and sometimes even fear. However, most economists are quick to point out technology is more likely to disrupt and transform jobs than eliminate them altogether. It will most certainly continue to eliminate the routine tasks that are embedded in existing occupations, but it will leave untouched the work that humans are uniquely capable of performing.

One thing is clear, we must evolve alongside these changes and embrace new ways of learning and teaching. Our students and future are depending on it. Evolving means embracing the notion that education is “everywhere” and “all of the time.” It is not restricted to a single room or compartmentalized by subject. Education is discovery, application, and innovation. It is a way of life.

Change is coming. The good news is we are up for it. To ensure students have what they need to be successful, our educators need you. Whether it is volunteering, donating, or getting involved in the increasingly important conversation about education funding, you can make a difference for students, schools, and our community.

It is time for Action Toward Change!
**ACKNOWLEDGEMENTS**

Thank you to Janell Chery, ECONorthwest, NotionBox Creative, Oklahoma State Department of Education, and Resolute PR for their unlimited talents helping us produce this report. Thanks also to our many contributing partners who work every day to ensure all students are guaranteed a high-quality education. We are especially grateful to the teachers, administrators, educators, students and families who inspire us to take Action Toward Change.

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*Autumn Worten* Director of Operations  
*Delia Kimbrel* Director, Research & Analysis  
*Jessica Smith* Director, Early Learning  
*Alex Paschal* Manager, Community Engagement  
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» Action Toward Change »


Since our founding in 2014, our work has been made possible by the generous support of:

ImpactTulsa Leadership Council

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<th>Name</th>
<th>Role/Title</th>
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<td>Alison Anthony</td>
<td>COO, Tulsa Area United Way</td>
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<td>Keith Ballard</td>
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<td>Howard Barnett</td>
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<td>Kevin Burr</td>
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<td>Leigh Goodson</td>
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</tr>
<tr>
<td>Mark Graham*</td>
<td>President and CEO, Tulsa Area United Way</td>
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<tr>
<td>David Greer</td>
<td>Chief Program Officer, Project Lead the Way</td>
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<tr>
<td>Justin Harlan</td>
<td>Executive Director, Reading Partners</td>
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<tr>
<td>Kirt Hartzler</td>
<td>Superintendent, Union Public Schools</td>
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<tr>
<td>Kim Johnson</td>
<td>CEO, Tulsa City-County Library</td>
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<tr>
<td>Ken Levit*</td>
<td>Executive Director, George Kaiser Family Foundation</td>
</tr>
<tr>
<td>Marc Maun</td>
<td>EVP - Chief Credit Officer, BOK Financial</td>
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<tr>
<td>Frank Murphy*</td>
<td>Executive Chairman, FW Murphy Production Controls</td>
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<tr>
<td>Mike Neal</td>
<td>President and CEO, Tulsa Regional Chamber</td>
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<tr>
<td>Ray Owens</td>
<td>Pastor, Metropolitan Baptist Church</td>
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<tr>
<td>Brian Paschal</td>
<td>President and CEO, Foundation for Tulsa Schools</td>
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<tr>
<td>Susan Plank</td>
<td>CEO, YMCA of Tulsa</td>
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<td>John Schumann</td>
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<tr>
<td>Stacy Schusterman</td>
<td>Chairman, Samson Energy Compay, LLC</td>
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<tr>
<td>Kent Smith</td>
<td>President, Langston University</td>
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<tr>
<td>Kathy Taylor**</td>
<td>Chair, ImpactTulsa Leadership Council</td>
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<tr>
<td>Steve Tiger</td>
<td>CEO and Superintendent, Tulsa Technology Center</td>
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<tr>
<td>Annie VanHanken</td>
<td>Senior Program Officer, George Kaiser Family Foundation</td>
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<tr>
<td>David Wagner</td>
<td>Partner and CFO, Schnake Turnbo Kuala, Tulsa Metropolitan Baptist Church</td>
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</table>

Outgoing Leadership Council member: Tom McKeon

Founders Group

<table>
<thead>
<tr>
<th>Name</th>
<th>Role/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael DuPont</td>
<td>Program Associate, Charles and Lynn Schustermann Family Foundation</td>
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<tr>
<td>Stephen Fedore</td>
<td>Chief Analytics Officer, Tulsa Public Schools</td>
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<tr>
<td>Josh Miller</td>
<td>Program Officer, George Kaiser Family Foundation</td>
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<tr>
<td>Dennis Neill</td>
<td>Senior Program Officer, Charles and Lynn Schustermann Family Foundation</td>
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<tr>
<td>Monroe Nichols</td>
<td>Representative, Oklahoma House of Representatives</td>
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<tr>
<td>Kirk Wester</td>
<td>Executive Director, Growing Together</td>
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