



## Learning from Strategic Investments Drives Additional Resourcing and Informs Policy

In 2013, the Legislature passed the Strategic Initiatives for Student Success (HB 3232) and the Network for Quality Teaching and Learning (HB 3233) to find the best levers to drive student outcome improvement. With best practices identified a highly targeted set of strategic investments were recommended for the '15-'17. Listed below are samples of some of the Strategic Investments from '13-'15 where key learning and outcomes drove what was proposed in the Governor's Recommended Budget for '15-'17.

'13-'15 Investment	Key Learning	Impact On '15-'17 Budget
<p>Early Reading Investments:</p> <ul style="list-style-type: none"> <li>• \$4 million designated to extend/expand reading opportunities to Focus and Priority schools</li> <li>• Statewide Literacy Campaign</li> <li>• Reading Equity Summits</li> </ul>	<ul style="list-style-type: none"> <li>• Focus &amp; Priority Investments found that schools that focused on combinations that included more time for students and professional development for educators were more successful than schools that only focused on technology.</li> <li>• Through the building of the Literacy Campaign we traveled the state to listen and learn from families how to best communicate and engage in culturally specific ways to support literacy building at home.</li> <li>• In bringing together statewide partners who reflected the faces of Oregon students in the Reading Equity Summit we learned how powerful partnerships with schools and community based organizations can be in 3rd grade reading results.</li> </ul>	<p>Age 3 to Grade 3 Investment Recommendation</p>
<p>Eastern Promise Replication Grant: Funds for consortiums of school districts, education service districts (ESDs), community colleges, and four-year universities to expand opportunities for high school students to earn college credits while in high school and to build a college-going culture in local schools.</p>	<ul style="list-style-type: none"> <li>• High quality Accelerated Learning Programs: <ul style="list-style-type: none"> <li>• Increase the likelihood that students will not only finish high school but attend college and complete a degree</li> <li>• Reduce the need for remedial classes</li> <li>• Make college-going more affordable and accessible for students</li> </ul> </li> <li>• Between dual credit and proficiency based classes, the number of early college credits earned in Eastern Promise increased from 14,000+ in 2012-13 to over 27,000 in 2013-14 involving 45 high schools, two community colleges, and one university.</li> </ul>	<p>Accelerated Learning Investment Recommendation</p>
<p>Investments In Educators: Network for Quality Teaching and Learning and the TELL Survey</p>	<ul style="list-style-type: none"> <li>• Sixty-three percent of new Oregon educators with a mentor believe the support they received was critical to them remaining in the profession.</li> <li>• Only half of the teachers responding to the TELL survey reported that they have time available to collaborate with colleagues.</li> <li>• Districts with strong mentoring, professional development and educator collaboration are closing opportunity gaps and outperforming the rest of the state significantly.</li> <li>• Since adopting a mentoring program in 2008, students' seventh grade reading scores in Lincoln County have been consistently higher in mentored teachers' classrooms as compared to other classrooms in the county.</li> </ul>	<p>Network for Quality Teaching and Learning Investment Recommendation</p>
<p>STEM Hubs and Related Investments: Regional, multi-sector partnerships involving K-12, community colleges, universities, economic/workforce development, and non-profits providing out-of-school programming.</p>	<ul style="list-style-type: none"> <li>• STEM/CTE education engages students in meaningful, applied learning that connects academic content to real-world, workforce situations.</li> <li>• Hands-on, project-based learning has the effect of "pulling" students through high school who otherwise might not graduate.</li> <li>• STEM jobs are growing at two to three times the rate of non-STEM jobs across the nation and many are going un-filled or filled by out-of-state applicants.</li> </ul>	<p>STEM/CTE Investment Recommendation</p>