Utah State Board of Education Application for Competency-Based Education Implementation Grant

Implementation Grant - Cohort A

July 1 2020 - June 30 2022

Full Applications Due:
Wednesday, February 5, 2020 by 5:00 PM MST

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Optional Application Overview Webinars*:*
Thursday, December 12, 2019 at 10:30 AM – Link to Webinar
Wednesday, January 15, 2020 at 4:00 PM – Link to Webinar
Recordings will be posted on the agency website

UTAH STATE BOARD OF EDUCATION

250 East 500 South, PO Box 144200
Salt Lake City, UT 84114-4200

Fast Facts for Submitting a Competitive Application

Application for Competency-Based Learning Implementation Grant
Cohort A - Fall 2020 - Spring 2022

APPLICATION ELIGIBILITY:
An LEA is eligible to apply for an implementation grant if the Utah State Board of Education has previously awarded the LEA a planning grant under Section 53F-5-503.
Note: *TNTP offers implementation grant application support to current CBE Planning Grant LEAs.*

AWARDS: Maximum award amount over two years: $400,000 per LEA. Partial awards may be considered as program funding allows. Program activities may begin only after receipt of an official award through the Utah Grants Management system with USBE. This is anticipated to be July 1, 2020. All Cohort A Implementation Grant activities must conclude by June 30, 2022.

REQUIREMENTS:
To be considered, the Utah State Board of Education must receive one electronic copy by the date specified above. E-mail the electronic copy to sydney.young@schools.utah.gov. All email submissions will be confirmed with a receipt email from USBE within 24 hours. It is the responsibility of the LEA to follow up to confirm the receipt of the application by the articulated due date. *Please note: The narrative sections of the proposal may not be smaller than 11 point.*

DEADLINE: All applications must be delivered **via email** to Syd Young (sydney.young@schools.utah.gov) at the Utah State Board of Education (USBE) by 5:00 p.m. on Wednesday, February 5, 2020. Faxed applications will not be accepted.

QUESTIONS REGARDING THE PROGRAM/APPLICATION MAY BE DIRECTED TO:

Syd Young
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Todd Call
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Competency-Based Learning

ADA Compliant 12/4/2019

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Application for Competency-Based Education Implementation Grant
Cohort A: FY21 - FY22 (July 2020 - June 2022)

Overview

The *Competency-Based Education Framework* builds on the Competency-Based Learning Amendment that was passed in the 2016 General Legislative Session[1]. This bill calls for the establishment of a Competency-Based Education Grants Program consisting of planning, implementation, and expansion grants to improve educational outcomes in public schools through the following core principles:

- Student advancement upon mastery of a concept or skill;
- Competencies that include explicit, measurable, and transferable learning objectives that empower a student;
- Assessment that is meaningful and provides a positive learning experience for a student;
- Timely, differentiated feedback and support based on a student's individual learning needs; and
- Learning outcomes that emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

The Utah State Board of Education released the Competency-Based Education *Planning* Grant for the 2019-2020 school year, with seven LEAs throughout Utah participating in the first cohort. The innovation for Competency-Based Education continues with the release of the Competency-Based Education *Implementation* Grant, the second phase of the trio of grants in the program.

The Utah State Board of Education is releasing the *Competency-Based Education Implementation* Grant for FY2021- FY2022 to support LEAs in their implementation of Competency-Based Education. This competitive implementation grant will be funded for two years from July 1, 2020 - June 30, 2022. The complete application template, state technical support providers available to applicants and awardees, and helpful resources are included in this document.

Local Education Agencies (LEAs) interested in applying for the Competency-Based Education Implementation Grant are encouraged to consider how the LEA's vision to implement Competency-Based Education, developed while participating in the Competency-Based Education Planning Grant, incorporates the following components:

- Change Management
- Culture
- Climate
- Community
- Commitment from Stakeholders
- Competencies

[1] Utah Code Annotated (UCA) *§53-5-502* et. seq

- Personalized Learning

Pre-Application Step 1: District/Charter School Team Members:

As per Utah State Board of Education Rule R277- 712 an LEA must apply as a planning grant team of at least 4 individuals and include the following:

- School district superintendent or charter school executive director
- A member of school building administration
- LEA's curriculum director; or the LEA's proposed competency-based education program manager
- A member of the LEA's local school board or charter school governing board
- Other staff identified by the applying LEA such as:
  Building administrators
  A person/people working across grade levels such as Curriculum Director, Literacy Coach, Dean of Faculty, CTE Director
  Department heads or chairs
  Middle and High School lead teachers in ELA, mathematics, science, and the Arts
  Lead elementary educators
  Technology Director

Please submit your district/charter school team list in the table below. Include names, specific roles, and email addresses:

Team Member Name:	Specific Role:	Email Address:
	Superintendent or Charter School Executive Director	
	Curriculum Director or Proposed Competency-based Education Program Manager	
	School Board Member	
	Building Administrator	

Pre-Application Step 2: LEA Personalized Learning Snapshot Survey

Complete this brief personalized learning snapshot survey as an LEA Grant Team to establish a baseline status of your LEA's personalized inputs/outputs: https://tinyurl.com/CBESnapshotSurvey.

Please note:

- Only one survey should be completed and submitted per LEA Team
- Your responses will **not** influence your eligibility and award status, as they will not be shared with

the application review team during the application review window.

The Application Consists of Three Sections:

I. LEA Overview
II. LEA Narrative
III. LEA Statement of Commitment and Selection of Technical Support

Technical assistance training to support LEAs with the implementation grant application will be offered via webinar, as referenced on the application cover page. Recordings of the webinars offered will be posted on the agency website.

Please complete all three sections and submit your finalized document electronically to Syd Young at sydney.young@schools.utah.gov before Wednesday, February 5, 2020 at 5:00 PM MST.

LEA CBE Implementation Grant Application Lead Contact:

Name:

Position:

Phone:

Email:

PLEASE NOTE:

- *The Utah State Board of Education may adopt other requirements in addition to the requirements listed in this application.*

- *A Competency-Based Education plan and program may include:*
  - *a waiver, subject to Section 53-F-5-506, of required school hours attended or traditional school calendar scheduling; and*
  - *an adjustment of educator compensation to reflect the implementation of an applicable waiver*

Application for Competency-Based Education Implementation Grant
Cohort A: July 2020 - June 2022

Directions:
Please complete all items below and submit your completed application to Syd Young (sydney.young@schools.utah.gov) no later than Wednesday, February 5, 2020 by 5:00 PM MST.

Section One: LEA Overview

1. **Name of LEA:**

2. **School(s) that will be engaged in Competency-Based Education Implementation:**
   List all anticipated schools involved during FY21 and FY22 in the table below; Use additional space if needed.

School Name:	Student Enrollment:	Size of Faculty:	Grades Served:	Grades/Subjects to be Engaged in CBE Implementation:	Number of Students to be Impacted by CBE Implementation:

3. **Student Demographics of population participating in Competency-Based Education:**

   % FRL (Free and Reduced Lunch) count:

   % Non-Caucasian:

   % SWD (Students with Disabilities):

   % ELL (English Language Learners):

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Section Two: LEA Narrative

Directions: Please answer the following questions in *no more than **ten** total narrative pages for Section Two (not including the budget justification and table)*. It is understood and expected that awarded districts/charter schools may be at different development stages in implementing competency-based education.

You are welcome to remove the question text from your response (identify those responses by number) and adjust formatting as necessary.

Please note: The narrative sections of the proposal may not be smaller than 11-point font size.

1. **Provide a general overview of your planning grant award year including lessons learned, accomplishments, insights, and how your planning grant year will inform your proposed implementation plan and program. Provide a general description of the CBE program that you are beginning, expanding, or scaling.**
   Please note: The targeted population for implementation may be either:
   - *Schoolwide implementation (include school campus names); or*
   - *A pilot population within a school or LEA, with a phased plan and anticipated timeframe for schoolwide or districtwide implementation; Think long term through planning, implementation, and expansion phases of proposed Personalized Learning and Competency-Based Education initiatives.*

2. **Demonstrate LEA understanding of similar programs and how the LEA will use this knowledge to strengthen the LEA's program implementation.**

3. **Describe any existing or proposed partnerships with outside experts, development networks, or organizations for next generation learning.**

4. **What is your LEA's plan of action for achieving, expanding, or scaling the core principles of Competency-Based Education?**
   Include your current implementation status and a realistic two-year progress forecast, along with plans for implementation: Where are you now? Where do you want to be in two years? How will you get there?

   Please respond to each of the five core principles separately:

   - Student advancement upon mastery of a concept or skill;
   - Competencies that include explicit, measurable, and transferable learning objectives that empower a student;
   - Assessment that is meaningful and provides a positive learning experience for a student;
   - Timely, differentiated feedback and support based on a student's individual learning needs; and
   - Learning outcomes that emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

5. **How does your LEA envision using the following methods during the implementation of Competency-Based Education?**

   - Personalized learning
   - Blended learning
   - Extended learning
   - Personalized educator professional learning in Competency-Based Education
   - Any other methods that emphasize the core principles of CBE

6. **What need in the LEA or the LEA's community will be addressed by implementing a Competency-Based Education program? What data informed this identified need?**

7. **How do you intend to measure the outcomes of your Competency-Based Education system once you begin implementation?**
   Please refer to pages 19-20 in the Utah State Board of Education's Competency-Based Education Framework and include one or more Utah State Board approved measures for each of the following outcomes. The outcome-based measurements shall include at least one measurement of student growth and proficiency[2]. All outcomes should always be disaggregated by subgroups. Sample indicators have been included in the following table for guidance.

	Program Quality Indicators[3]	***Tool(s) and Measure(s)***
Leading Indicator(s) *During Implementation*	*Sample indicators* ***Student Engagement:*** *-Absenteeism rates* *-Student surveys* ***Instructional Practices:*** *-Teacher survey of instructional practices* *-Administrative observations* *-Teacher turnover by teacher effectiveness* *-External observation for fidelity of implementation* ***Trend in students needing added instructional support/interventions***	
Primary Indicator(s) *Once fully implemented for at least three years*	*Sample indicators* ***Performance on Local Formative and Benchmark Assessments:*** *-Percent of students demonstrating at least a year's worth of improvement or more in core subject areas* *-Percent of students demonstrating proficiency at a specific level in core subject areas* *-Percent of students on-track to be college/career ready by the end of high school in core subject areas* ***Performance on State Accountability Assessments:*** *-Percent of students making at least a year's worth of growth in tested subject areas* *-Percent of students performing at proficient or above in tested subject areas* *-Percent of students on-track to graduate college/career ready by the end of high school in math and ELA*	
Long-Term Indicator(s) *Student Outcomes Post- Graduation*	*Sample indicators* ***High School Success:*** *-Percent of students graduating in 4 years or less* *-Percent of students who have completed a rigorous high school curriculum as defined in R277-700* *-Percent of students proficient in a specific technical skill* *-Percent of students demonstrating college/career readiness* *-Percent of students performing at the college ready benchmarks on college admissions tests (ACT/SAT)* *-Percent of students having earned college credit in high school (CE, AP, IB, etc.)* *-Percent of students who are Career Pathway Completers (3.0 credits in an approved sequence of courses)* *-Percent of students who are Career Pathway Concentrators (1.5 credits in an approved sequence of courses and an industry credential of value from an approved list of career and technical education (CTE) pathways* ***Postsecondary Success:*** *-Percent of students enrolled in 2- or 4-year college within two years of graduation* *-Percent of students who persisted from their 1st to 2nd year of college within 3 years of graduation* *-Percent of students in 2- or 4-year college who enrolled in at least one remedial course* *-Percent of students with an industry certification* *-Percent of students not enrolled in college who have a full-time job with benefits*	

[2] Utah Code R277-712-6. Procedure and Requirements for Awarding a Planning Grant. *https://rules.utah.gov/publicat/code/r277/r277-712.htm#E6*

[3] Phillips, K. (2018). Excel in Ed's EVALUATING PROGRESS AND IMPACT Transitioning to Student-Centered Learning: Policy Solutions for States. Excel in Ed: Retrieved from: https://www.excelined.org/wp-content/uploads/2018/10/ExcelinEd.Innovation.PersonalizedLearning.TransitioningtoStudentCenteredLearningSeries.Brief4EvaluatingImpact.October2018.2.pdf

8. **What intentional, feasible actions do you propose in order to implement your plan over the next two school years?**

   Please complete the table below, adding lines as appropriate:

Activity	Timeline (Date)	Roles/Responsibilities for this Event	Reasoning and Justification in alignment to core principles for CBE

9. **Describe your communication plan, including a timeline, that will build stakeholder support for promoting and implementing Competency-Based Education in your community.**
   Include relevant stakeholders: students, parents, educators, school board members, members of the community, etc.

10. **How will you evaluate the implementation of your plan according to your stated goals and objectives at the end of the two-year award period?**

11. **Provide a proposed budget justification for implementation grant funding.**
    Complete the "Budget Justification Narrative" space and following table below.
    Funds will be distributed for FY2021 and FY2022 (July 1, 2020 – June 30, 2022). Grant funds for associated grant activities need to be expended no later than two calendar years after the grant funding cycle begins. *This response does not count in the ten-page limit.*

Budget Justification Narrative:
<Text narrative to explain line item funding requested below>

Description	Funding Requested – Implementation Grant *Year 1 - 2020-2021*	Funding Requested – Implementation Grant *Year 2 - 2021-2022*
A. (100) Salaries	$	
B. (200) Employee Benefits	$	
C. (300) Purchased Professional & Technical Services	$	
D. (400) Purchased Property Service	$	
E. (500) Other Purchased Service	$	
F. (580) Travel	$	
G. (600) Supplies & Materials	$	
H. (800) Other (Exclude Audit Costs)	$	
I. TOTAL DIRECT COSTS (Lines A through H)	$	
J. (800) Other (Audit Costs)	$	
K. Indirect Costs* (required)		
L. Property (includes equipment)	$	
M. TOTAL (Lines I through L)	$	

This form is a required element of the grant application. Justification for each of the categories shall be included in the budget narrative portion of the application. For reporting, it must include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item and the actual total project cost share. **Please note: If the review committee needs additional information or clarification, you may be contacted to provide clarification or a short presentation.**

*Coordinate with your business administrator to calculate indirect costs

Application for Competency-Based Education Implementation Grant
Cohort A: FY 21 - FY22 (July 2020 - June 2022)

Section Three Part A: LEA Statement of Commitment

In joining the Competency-Based Education Implementation Grant Cohort A, our LEA commits to working in partnership with the Utah State Board of Education, the USBE Competency-Based Advisory Committee and other CBE Cohort LEAs to implement a local Competency-Based Education plan and program, supported by the local board of education, that encompasses multiple measures and that includes commitment to the following:

- Participation in a CBE convening event in Fall 2020 and Fall 2021 in Salt Lake City, Utah with my full LEA team consisting of 4 or more team members.

- Competency-Based Education aligns with our current LEA strategic plan OR we are taking steps to shift our strategic plan toward coherence with CBE

- Support and participate in the planning and execution of a statewide Competency-Based Learning Conference for Utah Stakeholders (annually - summer date to be determined).

- Intent to apply for a future Competency-Based Learning Expansion Grant with an implementation window of three to five years, beginning Fall 2022.

Superintendent or Charter Director Signature: _____

District/LEA:_____Date: _____

List Key Stakeholder Names, Roles, and Signatures per Utah Code 53F-5-504(vii)

Please provide a list of ALL key stakeholders and partners who are committed to implementing the LEA's plan and program. Include names, titles/roles, and signatures.

Section Three Part B: Utah Personalized Learning and Competency-Based Education Technical Supports:

The Utah State Board of Education is providing two different technical support services for LEAs. These technical supports include **membership in Mastery Transcript Consortium**, and formative implementation assessment with **LEAP Personalized Learning surveys and reports**.

These opportunities are detailed in the pages that follow, to inform your selections below, and will be supported fiscally by USBE. Selection of these supports does not change the grant award made to selected LEAs. LEAs may use implementation grant funds to procure technical assistance to support implementation of their plans and programs related to this grant.

Selection of Supports:

Our LEA is selecting the following optional technical supports from the Utah State Board of Education. These opportunities will be funded directly by USBE. Selection of these supports does not change the grant award made to selected LEAs and does not impact the evaluation of the application.

Please select applicable technical support offered:

Mastery Transcript Consortium Membership

Application support available November 2020 - January 2021
Implementation Grant Support Available: July 2020-June 2022

- ☐ Our LEA will opt in to Mastery Transcript Consortium Membership
- ☐ Our LEA will opt out of Mastery Transcript Consortium Membership

LEAP Personalized Learning Surveys and Reports:

Survey Windows: September 2020 – December 2020 and September 2021 - December 2021

☐ **Assurance:** Our LEA will participate in the LEAP Personalized Learning Surveys and Reports, as a formative way of self-assessing and monitoring the progress of our implementation of Personalized Learning. Participating in the LEAP Personalized Learning Surveys does not change the grant award made to selected LEAs.

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Mastery Transcript Consortium Membership:

Available: July 2020 – June 2022

The Mastery Transcript Consortium (MTC) is a network of high schools creating a high school transcript that reflects the unique skills, strengths, and interests of each learner. MTC is made up of a growing network of public and private high schools who are creating a high school transcript that reflects the unique skills, strengths, and interests of each learner and that supports educators in facilitating the kind of learning that they know is best for students. With a Mastery Transcript, public and private high schools alike will be better equipped to prepare students for college, career, and life.

The MTC model is substantively different from the traditional model of crediting and transcript design that is typically organized around content-oriented courses, Carnegie units for credit, and grades. The Mastery Transcript model is organized around performance areas (rather than academic departments), mastery standards and micro-credits (rather than grades). Each micro-credit applied to a transcript signifies complete mastery of a specific skill, knowledge block or habit of mind as defined by the crediting high school. The MTC brings together some of the country's most innovative and intentional schools as they explore how they might reimagine their programs, assessment models and academic reporting.

The MTC schools are supported by a technology platform that allows the complete record of a student's credits and submitted evidence to be submitted to college admission offices and professional organizations for evaluation. The MTC is working to develop easy to use software that will allow students and schools to store, curate and present evidence-based transcripts.

Partnership
As an MTC member, you're not alone. We will work together to help you develop mastery-based rubrics, reimagine teaching and assessment and accelerate change in your school. You're on a path; the MTC can show you how to move boulders out of the way.

Professional Development
MTC will provide a complete professional learning experience for your Site Director(s) and staff. They can use as little or as much of what the MTC develops. No matter what, though, you'll be part of some of the most inspiring and useful conversations about education happening anywhere.

Influence with our College Partners
Let's face it: Most high schools are so concerned about our kids getting admitted to colleges that we often agree to whatever colleges ask of us as we present our students – even when we have doubts about how healthy this process is for our students. By joining a large – and growing – group of high schools that want a healthier way, we collectively build a powerful voice at the table with our colleagues in higher education.

Website
http://mastery.org/about/about-us/

LEAP Personalized Learning Surveys and Reports:

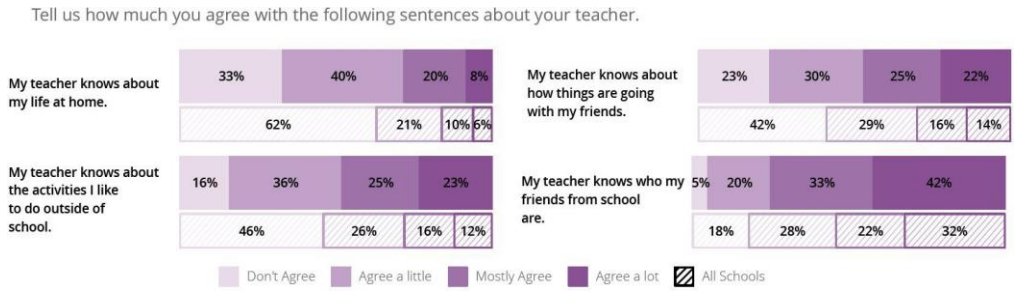
Survey Windows: September-December 2020 & 2021

The LEAP Personalized Learning Teacher and Student Surveys measure classroom progress toward fully realized personalized learning, and help educators find the insights and perspective to continue moving forward.

Diving into Details

The big picture emerges from the most detailed questions. That's why the LEAP Personalized Learning Surveys get specific. Using the LEAP Learning Framework as a reference point, they break the ideal learning experience down into its core components and determine how close a learning environment is to fully delivering each one. The Surveys cover both student experiences and teacher practices to give a full picture of what's working and what can be refined.

The Survey in Action



Measuring in Context

To provide a deeper, broader perspective, the Surveys put personalization scores in context.
While only teachers can access the reports on their specific classrooms, both teachers and administrators receive aggregate data. They see how their progress toward personalized learning fares against:

- that of similar schools in their region;
- national standards and averages; and
- historical data, once their organization has taken the survey multiple times.

Additionally, teachers receive data on how their classrooms compare with school averages.
Through the widened lens, school teams understand where they are in both detail and context. They move forward with a shared vision for where they want to be.

Support

The Utah State Board of Education will be supporting the enrollment of participating LEA schools into the Fall 2020 and Fall 2021 surveys with LEAP personalized learning to gather personalized learning implementation data. These surveys are free, and will provide data at the classroom, school, and LEA level to support planning activities. Participation in the surveys is open to all Utah LEAs at no-cost. LEAs will sign an MOU authorizing LEAP to share LEA data with USBE for purposes of longitudinal implementation insights.

Website

https://www.leapinnovations.org/measure-your-practice/how-do-the-surveys-measure-personalization/

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Resources:

1. Utah State Board of Education Competency-based Education Website: https://www.schools.utah.gov/curr/competencybased
2. Utah's Portrait of a Graduate: https://www.schools.utah.gov/portraitgraduate
3. Utah State Board of Education Strategic Plan: https://www.schools.utah.gov/board/utah/strategicplan
4. Utah Educator Standards Website: https://www.schools.utah.gov/curr/educatoreffectiveness
5. LEAP Personalized Learning Framework: http://leaplearningframework.org/
6. CompetencyWorks Quality Principles for Competency-Based Education: https://www.competencyworks.org/wp-content/uploads/2018/10/Quality-Principles-Book.pdf
7. Competency-Based Education Framework from Education Elements: https://www.edelements.com/competency-based-education-framework
8. ExcelinEd Personalized Learning Materials – https://www.excelined.org/innovation/personalized-learning/
9. Let's Teach for Mastery - Sal Khan TED Talk - https://www.ted.com/talks/sal_khan_let_s_teach_for_mastery_not_test_scores
10. End of Average – Ted Rose TED Talk - https://www.youtube.com/watch?v=4eBmyttcfU4
11. Carol Dweck – Growth Mindset TED Talk - https://www.ted.com/speakers/carol_dweck
12. Off the Clock: Moving Education from Time to Competency (Book) - https://www.amazon.com/Off-Clock-Moving-Education-Competency/dp/1452217319/ref=sr_1_2?ie=UTF8&qid=1490699037&sr=8-2&keywords=off+the+clock
13. KnowledgeWorks: State Policy and Personalized Competency-Based Learning Resources - https://knowledgeworks.org

The CompetencyWorks website keeps an up to date list of resources, webinars, and conference opportunities. Below is what they currently have posted:

1. What is Competency-Based Education? (CompetencyWorks, 2016)
2. Chugach School District: A Personalized, Performance-Based System , (CompetencyWorks 2015)
3. Research Base for Competency Education, Great Schools Partnership

Design and Implementation

1. Implementing Competency Education in K-12 Systems: Insights from Local Leaders, CompetencyWorks (2015).
2. Roadmap for Mastery Learning, Mastery Learning Design Guides, and Resource Bank from reDesign.
3. Designing New School Models, A Practical Guide, Springpoint (2016)

Webinars

1. *Reaching the Tipping Point: Insights in Advancing CBE in New England with David Ruff and Paul Leather*
2. *An Introduction to Competency-Based Education*
3. *A K-12 Policy Framework for Competency Education*