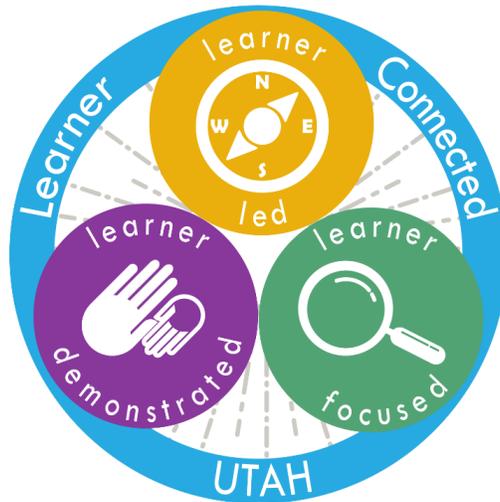


Utah State Board of Education Application for Competency-Based Education

Planning Grant

Cohort B - 2020-2021



Full Applications Due:

Wednesday, February 5, 2020 by 5:00 PM MST

Todd Call

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Digital Teaching and Learning
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Utah State Board of Education
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Syd Young

Education Specialist
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Utah State Board of Education
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sydney.young@schools.utah.gov

Optional Application Overview Webinars:

Thursday, December 12, 2019 at 9:30 AM – [Link to Webinar](#)

Wednesday, January 15, 2020 at 3:00 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 Education Planning Grant Cohort B - FY21 (2020-2021)

AWARDS: Planning grant awards can not exceed \$100,000.00 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 Planning Grant Cohort B activities must conclude by June 30, 2021.

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
Education Specialist
Digital Teaching and Learning
Competency-Based Learning
Phone: (801) 538-7959
sydney.young@schools.utah.gov

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Application for Competency-Based Education Planning Grant Cohort B: FY21 (2020-2021)

Overview

The Utah State Board of Education is continuing to encourage innovation for Competency-Based Education with Utah's [Competency-Based Education Framework](#). This framework builds on the Competency-Based Learning Amendment passed in the 2016 General Legislative Session and calls for the establishment of a Competency-Based Education Grants Program including planning grants, implementation grants, and expansion grants. The purpose is to support LEAs as they work toward improving 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 is releasing a competitive planning grant for FY2021 to support LEAs in their planning for Competency-Based Education. The planning grant will be funded from July 1, 2020 - June 30, 2021. The complete application template, technical support providers available to applicants and awardees, and helpful resources for LEAs are included below.

Local education agencies (LEAs) are encouraged to consider how the following components factor into their development of a vision for implementing Competency-Based Education:

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

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

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 planning 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 Planning Grant Application Lead Contact:

Name:

Position:

Phone:

Email:

Application for Competency-Based Education Planning Grant Cohort B: 2020-2021

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 Planning:

List all anticipated schools involved during FY21 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 Planning:	Number of Students to be Impacted by CBE Planning:

3. Student demographics of population anticipated to participate in Competency-Based Education:

% FRL (Free and Reduced Lunch) count:

% Non-Caucasian:

% SWD (Students with Disabilities):

% ELL (English Language Learners):

Application for Competency-Based Education Planning Grant Cohort B - FY21 (July 2020 - June 2021)

Section Two: LEA Narrative

Directions: Please answer the following questions in *no more than five 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 designing or 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 your current status regarding Competency-Based Education and a general description of the CBE program that you anticipate planning, 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. How does Competency-Based Education align with your current LEA strategic plan? You are encouraged to address both successful alignments and current challenges.**

Text narrative

- 3. Describe any current or planned partnerships with outside experts, development networks, or organizations for next generation learning.**

- 4. How does your LEA envision achieving, expanding, or scaling the following core principles of Competency-Based Education?**

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 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 proficiency². All outcomes should always be disaggregated by subgroups. Sample indicators have been included in the following table for guidance.

	Program Quality Indicators³	Tool(s) and Measure(s)
Leading Indicator(s) During Implementation	<p><u>Sample indicators</u></p> <p>Student Engagement:</p> <ul style="list-style-type: none"> -Absenteeism rates -Student surveys <p>Instructional Practices:</p> <ul style="list-style-type: none"> -Teacher survey of instructional practices -Administrative observations -Teacher turnover by teacher effectiveness -External observation for fidelity of implementation <p>Trend in students needing added instructional support/interventions</p>	
Primary Indicator(s) Once fully implemented for at least three years	<p><u>Sample indicators</u></p> <p>Performance on Local Formative and Benchmark Assessments:</p> <ul style="list-style-type: none"> -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 <p>Performance on State Accountability Assessments:</p> <ul style="list-style-type: none"> -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	<p><u>Sample indicators</u></p> <p>High School Success:</p> <ul style="list-style-type: none"> -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) <p>Postsecondary Success:</p> <ul style="list-style-type: none"> -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:

6. What intentional, feasible actions do you propose during your year of planning?

Please complete the table below, adding more rows as appropriate:

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

7. Describe your communication plan, including a timeline, that will build stakeholder support for transitioning to Competency-Based Education in your community.

Include relevant stakeholders: students, parents, educators, school board members, members of the community, etc.

8. Propose a budget and budget justification for the planning grant funds.

Complete the “Budget Justification Narrative” space and following table below.

Please note: The funds will be available for FY21 (July 1, 2020 – June 30, 2021) and need to be expended and reimbursed prior to the close of the grant activity window. Grant funds may be used for activities that support Competency-Based Education planning and reflect the intent of planning grant funding. *This response does not count in the five-page limit.*

Budget Justification Narrative:

<Text narrative to explain line item funding requested below>

Description	Funding Requested – CBE Planning Grant July 2020-June 2021
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 cost.

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 Planning Grant
Cohort B: FY21 (July 2020 - June 2021)**

Section Three Part A: LEA Statement of Commitment

In joining the Competency-based Education Planning Grant Cohort B, our LEA commits to working in partnership with the Utah State Board of Education, the USBE Competency-Based Education Advisory Board and other Cohort LEAs to develop a local Competency-Based Education plan and program, supported by our local board of education, that encompasses multiple measures and that includes committing to the following:

- Participation in a CBE convening event in Fall 2020 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 (summer date to be determined)
- Intent to apply for the Competency-Based Learning Implementation Grant with an implementation window of two years: July 2020 - June 2022.

Superintendent or Charter Director Signature: _____

District: _____ Date: _____

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

The Utah State Board of Education is providing three different optional technical support providers for LEAs. These technical supports include **personalized coaching from TNTP, membership in the Mastery Transcript Consortium**, and formative assessment with **LEAP Personalized Learning surveys and reports**.

These opportunities are detailed in the pages that follow to inform your selections below. Selection of technical support services does not change the grant amount offered to awarded LEAs, as available services will be supported fiscally by USBE.

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:

Personalized Coaching with TNTP

Application support available November 2020 - January 2021

Planning Grant Support available July 2020 – June 2021

- Our LEA will opt in to personalized coaching with TNTP
- Our LEA will opt out of personalized coaching with TNTP

Mastery Transcript Consortium Membership

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 Window: September 2020 – December 2020

- 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.

Personalized Coaching with TNTP

Planning Grant Application Support: November 2019 - January 2020

Personalized Planning Grant Award Year Support July 1, 2020 – June 30, 2021

About TNTP

TNTP believes our nation’s public schools can offer *all* children an excellent education. A national nonprofit founded by teachers, we help school systems end educational inequality. We work at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. Since 1997, we’ve partnered with more than 200 public school districts, charter school networks, and state departments of education. We have recruited or trained more than 50,000 teachers, inspired policy change through acclaimed studies such as *The Opportunity Myth* (2018), *The Mirage* (2015), *The Irreplaceables* (2012), and *The Widget Effect* (2009), and launched the Bridge Fellowship, our signature program for diverse leaders with bold ideas for public schools. Today, TNTP is active in more than 50 cities.



Today, TNTP has a rich and growing Innovative Schools practice that provides supports to schools and systems across the country. The practice is led by former teachers, school leaders, and system leaders with deep expertise in Blended Learning, Personalized Learning, and Competency-Based Education. Through our work, we have developed a Personalized Learning Quality Review process that leverages our expertise with academic diagnostics as well as the LEAP Framework for Personalized Learning; our team has utilized this review process in a number of charter networks and districts across the country to help them understand the quality of their implementation. We have also helped schools across the country design and implement school models focused on Personalized Learning and Competency-Based Education, as well as worked with districts to help create the system environments necessary to allow innovative schools to thrive.

About TNTP’s Support

TNTP will partner with LEAs through both the application and, if awarded, the duration of the planning grant. Their technical assistance will include both individualized and collaborative support, aligned with Utah’s Competency-Based Education Framework. The technical support from TNTP will be provided at no additional charge to the LEA and will leverage the [Utah Competency-Based Education Framework](#) and the [Competency-Based Education Framework](#) from Education Elements.

Planning Grant Application Support

As LEAs are drafting their applications, TNTP will provide opportunities to answer questions and provide feedback and support on the application, including:

- **Office Hours:** TNTP will host office hours targeting specific aspects of the application, such as Implementation Indicators and Stakeholder Communication. These will be informal spaces for applicants to seek advice for the refinement of their idea or application and will be held the week following each application webinar.
- **Individual Coaching:** For interested LEA’s, TNTP will provide opportunities for one-on-one conversations to help applicants refine their ideas and applications.

Ongoing Grant Winner Support

Through the duration of the grant, TNTP will provide technical assistance to grant winners. The goal of this support is to deepen the learning and impact of the grant and to position grant winners to apply for additional implementation funds in the future, if they choose. This support will entail:

- **Monthly webinars** for all participating LEAs focused on topics relevant to the LEA cohort.
- **Personalized virtual coaching sessions** to provide individual support on problems of practice.

Website

<https://tntp.org>

Mastery Transcript Consortium Membership

Available: July 2020 – June 2021

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 Window: September 2020 – December 2020



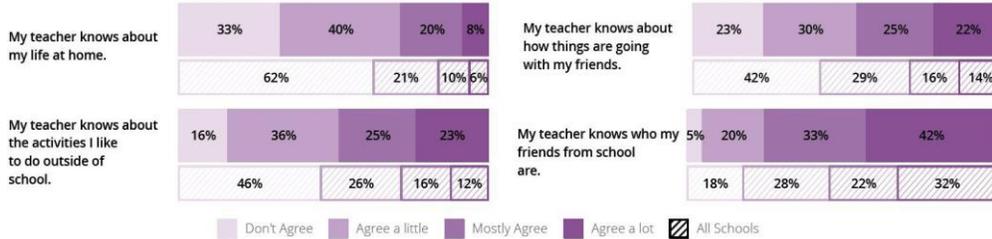
The LEAP Personalized Learning Teacher and Student Surveys measure classroom progress toward fully realized personalized learning, and help educators find the insights and perspective to continue moving forward.

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 down the ideal learning experience 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

Tell us how much you agree with the following sentences about your teacher.



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 survey with LEAP personalized learning to gather baseline 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/>

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](https://www.competencyworks.org) 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](#)