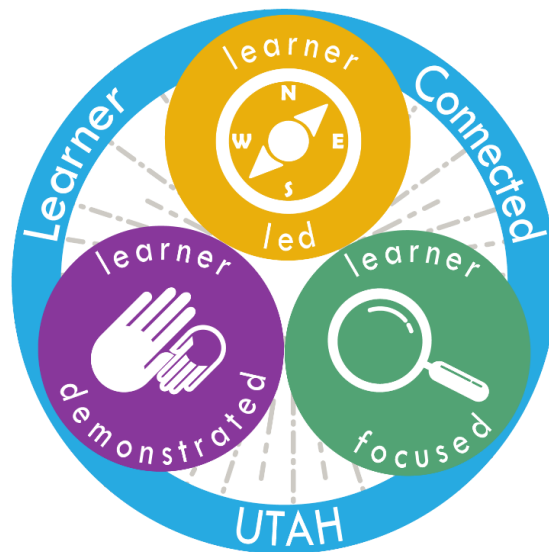


Utah State Board of Education Application for Competency-Based Education Planning Grant

Planning Grant Cohort A

2019-2020



**Full Applications Due:
Monday, January 28, 2019 by 5:00 PM MST**

Sarah Young
Executive Coordinator
Utah State Board of Education
Phone: (801) 538-7959
sarah.young@schools.utah.gov

Todd Call
Digital Teaching and Learning Coordinator
Utah State Board of Education
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Optional Application Overview Webinars: (Recordings will be posted on the agency website.)

Wednesday, December 19, 2018 from 9:00 AM – 10:00 AM – [WebEx Link to Join](#)

Tuesday, January 15, 2019 from 4:00 PM – 5:00 PM – [WebEx Link to Join](#)

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 Planning Grant Cohort A 2019-2020

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, 2019. All Planning Grant Cohort A activities must end by June 30, 2020.

DEADLINE: All applications must be delivered via email to Sarah Young (sarah.young@schools.utah.gov) at the Utah State Board of Education (USBE) by 5:00 p.m. on Monday, January 28, 2019. Faxed applications will not be accepted.

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 sarah.young@schools.utah.gov. All email submission will be confirmed with a receipt email from USBE within 24 hours. It is the responsibility of the LEA to follow up with USBE to confirm the receipt of the application by the articulated due date. The narrative sections of the proposal may not be smaller than 11-point.

QUESTIONS REGARDING THE PROGRAM/APPLICATION MAY BE DIRECTED TO:

Sarah Young
Executive Coordinator
Phone: (801) 538-7959
sarah.young@schools.utah.gov

Todd Call
Digital Teaching and Learning Coordinator
Phone: (801) 538-7785
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Application for Competency-Based Education Planning Grant

Cohort A

2019-2020

Overview

The Utah State Board of Education is continuing the innovation for Competency-Based Education with the release of the [Competency-Based Education Framework](#). This framework builds on the Competency-Based Learning Amendment that was passed in the 2016 General Legislative Session¹. This bill calls for the establishment of a Competency-Based Education Grants Program consisting of grants to improve educational outcomes in public schools by advancing student mastery of concepts and skills 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 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.

In considering your interest in Competency-Based Education, local education agencies (LEAs) are encouraged to consider how the following components would factor into the creation of a vision to implement Competency-Based Education:

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

The Utah State Board of Education is releasing a competitive planning grant for FY2020 to support LEAs in their planning for Competency-Based education. The planning grant will be funded on July 1, 2019 - June 30, 2020. The state technical supports, complete application template, and resources are included below.

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

Utah Competency-Based Education Optional Technical Supports

The Utah State Board of Education is providing three different optional technical supports for LEAs. These technical supports include **personalized coaching from CBE technical support provider, membership in Mastery Transcript Consortium**, and formative assessment with **LEAP Personalized Learning surveys and reports**. These opportunities are detailed below and will be supported fiscally by USBE. Selection of these supports does not change the grant award made to selected LEAs.

Personalized Coaching with CBE Technical Support Provider

Planning Grant Execution Support

Available: March 2019 – June 2020

A Competency-Based Education Technical Support Provider (to be determined through state procurement) will provide planning grant execution support for Utah LEAs who are approved for award by the Utah State Board of Education:

- Bi-monthly webinars for all participating LEAs on relevant topics (1 hour each + recording of calls to be posted in space that is accessible to all Utah planning grant awardees)
- 6 hours of virtual coaching and support for each LEA
- Additional support available upon request and supported by USBE as funds allow

The technical support will be provided at no additional change to the LEA, and will leverage the Utah Competency-Based Education framework and the Competency-Based Education Framework from Education Elements.

Website:

Utah Competency-Based Education Framework: <https://www.schools.utah.gov/curr/competencybased>

Competency-Based Education Framework from Education Elements:

<https://www.edelements.com/competency-based-education-framework>

Mastery Transcript Consortium Membership:

Available: July 2019 – June 2020

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:

Available: September 2019 – December 2019

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.

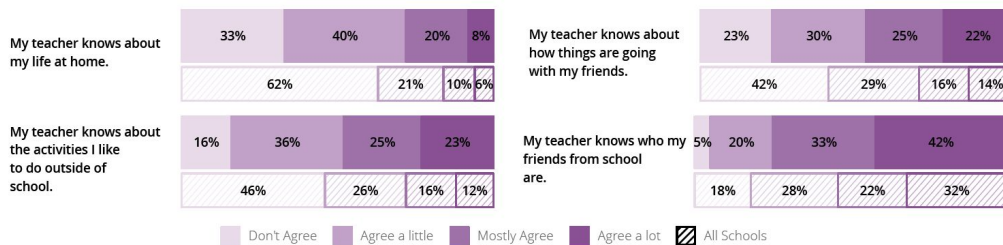


Diving into Details

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

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 2019 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.

Website

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

The Application Consists of Three Sections:

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

Please complete all three sections, and submit your finalized document electronically to Sarah Young, sarah.young@schools.utah.gov before Monday, January 28, 2019 at 5:00 PM MST.

**Application for Competency-Based Education Planning Grant
Cohort A
2019-2020**

Directions: Please complete all items below and submit your completed application to Sarah Young (sarah.young@schools.utah.gov) no later than Monday, January 28, 2019 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 Team: *(list all; use additional space if needed)*

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

3. Student Demographics that will be participating in the Competency-Based Education program:

% FRL (Free and Reduced Lunch) count:

% Non-Caucasian:

% SWD (Students with Disabilities):

% ELL (English Language Learners):

4. Application Lead Contact:

Name:

Position:

Phone:

Email:

Section One: LEA Overview continued...

5. District Team members:

Please submit your district team list, including names, specific roles, and email addresses.

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
- LEA's curriculum director; or the LEA's proposed competency-based education program manager
- A member of an LEA's local school board or charter school governing board and other staff identified by the applying LEA
- A member of school building administration

Other staff may be included as 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*
- *For Middle and High Schools, lead teachers in ELA, mathematics, science, and the Arts*
- *Lead elementary educators*
- *Technology Director*

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	

**Application for Competency-Based Education Planning Grant
Cohort A
2019-2020**

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.

- 1. Provide a general description of the CBE program that you are planning to begin, expand, or scale. Include any partnerships with outside experts, development network or organization for next generation learning. Please note the targeted population for next phase implementation may be either:**
 - a. Schoolwide implementation (include school campus names); or
 - b. Population within a school, with phased plan for schoolwide or districtwide and the timeframe

- 2. 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 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.

- 3. How does competency-based education align with your current LEA strategic plan? You are encouraged to address both successful alignments and current challenges.**

4. How do you intend to measure the outcomes of your Competency-Based Education system once you begin implementation? Please refer to the [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.

	<i>Program Quality Indicators*</i>	<i>Tool and Measure</i>
<i>Leading Indicator(s) During Implementation</i>		
<i>Primary Indicator(s) Once Fully Implemented for at Least Three Years</i>		
<i>Long-Term Indicator(s) Student Outcomes Post- Graduation</i>		

* All outcomes should always be disaggregated by subgroups.

5. What actions do you propose for your year of planning? Please complete the table below:

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

6. Describe your communication plan that will build stakeholder support for transition to competency-based education in your community. Provide a timeline for planned steps and reference any experience/data that inform your plan.

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>

7. Provide a proposed budget justification for the planning grant funds. Note that the funds will be made available for FY2020 (July 1, 2019 – June 30, 2020). This response does not count in the five-page limit.

Budget Justification Narrative:

Description	Funding Requested – Planning Grant <i>DATE 2019-2020</i>
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 Cost	
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 that if the review committee is seeking additional information, you may be contacted to provide clarification or a short presentation.

**Application for Competency-Based Education Planning Grant
Cohort A
2019-2020**

Section Three Part A: LEA Statement of Commitment

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

- Attend the “Innovative School Exposition” in Fall 2019 in Salt Lake City, Utah with my full LEA team.
- The full LEA team will consist of 4 or more team members.
- **Competency-based education aligns with my current LEA strategic plan**

OR

- **We are taking steps to shift our strategic plan for coherence with CBE**
- Support the planning and execution of a statewide Competency-based Learning Conference for Utah Stakeholders in Summer 2020.
- A notice of intent to apply for the Competency-based Learning Implementation Grant – 2020-21.

Superintendent Signature:

District:

Date:

Section Three Part B: Selection of Supports

Our LEA is selecting the following optional technical supports from the Utah State Board of Education. These opportunities (detailed earlier in the application) 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 check all that apply.)*

Personalized Coaching with CBE Technical Support Provider

Available: March 2019 – June 2020

Mastery Transcript Consortium Membership

Available: July 2019 – June 2020

LEAP Personalized Learning Surveys and Reports:

Available: September 2019 – December 2019

Resources:

1. Utah State Board of Education Competency-based Education Website: <https://www.schools.utah.gov/curr/competencybased>
2. Utah Educator Standards Website: <https://www.schools.utah.gov/curr/educatoreffectiveness>
3. LEAP Personalized Learning Framework: <http://leaplearningframework.org/>
4. CompetencyWorks Quality Principles for Competency-Based Education: <https://www.competencyworks.org/wp-content/uploads/2018/10/Quality-Principles-Book.pdf>
5. Competency-Based Education Framework from Education Elements: <https://www.edelements.com/competency-based-education-framework>
6. ExcelinEd Personalized Learning Materials – <https://www.excelined.org/innovation/personalized-learning/>
7. Let’s Teach for Mastery - Sal Khan TED Talk - https://www.ted.com/talks/sal_khan_let_s_teach_for_mastery_not_test_scores
8. End of Average – Ted Rose TED Talk - <https://www.youtube.com/watch?v=4eBmyttcfU4>
9. Carol Dweck – Growth Mindset TED Talk - https://www.ted.com/speakers/carol_dweck
10. 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

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)
4. [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)

Check out these 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](#)