

Looking Ahead: Exploring Competency-Based Education

Competency-based education can mean many different things to different people. The Department of Education (Department) sees the potential value in competency-based pathways to help all students reach college- and career-ready standards.

Process considerations:

However, exploring, planning for and transitioning to a competency-based education system would be a significant effort. To be successful, a Department-led process requires that we:

- **Take the time necessary** for necessary research, planning, and stakeholder engagement.
- **Involve educators** as critical partners in this process.
- Collaborate with early childhood, higher education, teacher preparation, and workforce partners to address the **connections beyond K-12**.
- Consider the **full range of implications**, including, but not limited to, definitions of enrollment and attendance, graduation requirements, college admissions requirements, and training.

Examples of questions the plan would have to consider:

- When in the school year can students demonstrate they are ready to receive credit?
- What are the Weighted Student Formula (WSF) implications if a student advances early (school level to school level and high school to higher education/workforce)?
- How do we monitor students' rate and level of learning through standards?
- How can we support tiered interventions and supports for struggling students? How would we define a struggling student?
- Who defines the competencies and how do we ensure rigor across all schools?
- How do we link data systems to ensure we can capture all the opportunities for earning credits?
- What are the impacts on school bell schedules?
- What is the impact for student NCAA eligibility?