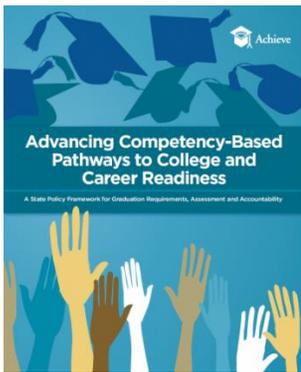




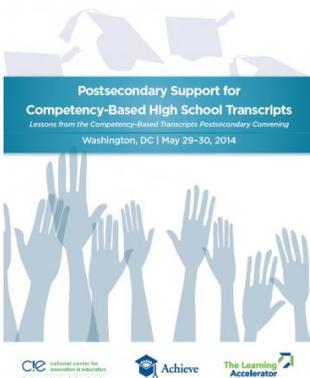
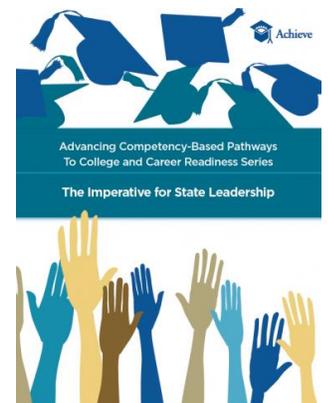
## Achieve's Role in Supporting States on Competency-Based Pathways to College and Career Readiness

Achieve works to support states in the adoption and implementation [Competency Based Pathways](https://www.achieve.org/CBP) (CBP). Our work is focused on ensuring that states' CBP initiatives are aligned to college- and career-ready expectations. States can accomplish this aim through advancements in state policy and practice to support competency-based approaches to graduation requirements (or credit accumulation/advancement), summative assessments, and accountability indicators. For more information, check out <https://www.achieve.org/CBP>



This [state policy framework](#), focused on graduation requirements, assessments, and accountability, is designed to assist states in building a policy structure that contributes to statewide adoption and implementation of competency-based pathways that support all students in reaching college and career readiness as defined by college- and career- ready standards.

Achieve published a policy brief, [The Imperative for State Leadership](#), to provide guidance on critical areas for states to exercise strong leadership as they advance CBP to college and career readiness for all students. It highlights the importance of states providing leadership on communications and engagement with schools and districts; ensuring that graduation requirements, assessments, and accountability systems work together to promote determinations of competency that equate to college and career readiness; and addressing risks to equity.

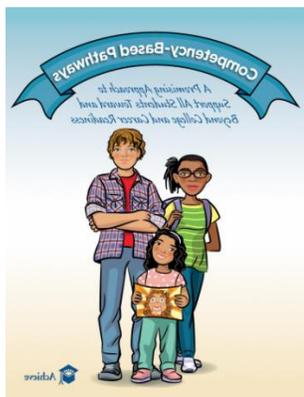


In December 2013, while attending Achieve's Annual State Leadership Team Meeting, leaders from Connecticut, Maine, New Hampshire, Rhode Island, and Vermont issued a call to action to create a national movement for postsecondary leaders to signal their support for proficiency-based and competency-based high school diplomas and transcripts. In response to this call to action, Achieve partnered with The Learning Accelerator and the Center for Innovation in Education to plan an initial convening of leaders and stakeholders from K-12 and postsecondary education. [This brief](#) offers key insights from that discussion.



To address gaps and inequities in education, some states have turned toward a CBP approach to advance true college and career readiness for their students. Through the state engagement and development of recommendations, Achieve has [identified early lessons learned in Colorado and Illinois](#) that will be of interest to other states exploring CBP.

States across the country are embracing innovation in education. In recent years, there has been an increase in district pilots that re-envision student learning by promoting competency-based pathways. States have supported these pilots, or “Innovation Zones,” in the hopes that lessons learned can inform their broader vision and potentially lead to expanding pilots statewide. As states pursue innovation zones, they should carefully consider their implementation strategy. What principles should guide efforts as states create innovation zones? What are the guardrails states must put in place in creating their own innovation zones? [This brief](#) explores the state’s role in creating and supporting district innovation zones and discusses key design considerations.



As with any significant education reform, a shift to a competency-based approach will not succeed if there is not strong understanding and will at all levels. Recognizing this need, Achieve has developed a suite of resources to help states communicate the value and need for competency-based pathways. This [Competency-Based Pathways Communications Toolkit](#) was specifically designed for the needs of states, but can be adapted for use by districts, advocates and others involved in similar discussions.

In 2015, Achieve partnered with the National Association of State Directors of Career Technical Education Consortium (now known as Advance CTE) to convene state leaders to discuss the intersections between CBP and career and technical education (CTE) systems. [This brief](#) identifies opportunities for collaboration, integration, and strengthened relationships between CBP and CTE leaders.

