COMPETENCY-BASED EDUCATION:
STATE POLICY
COMMUNICATIONS TOOLKIT
ABOUT EXCELINED

Founded by former Florida Governor Jeb Bush, the Foundation for Excellence in Education is igniting a movement of reform, state by state, to transform education for the 21st century economy by working with lawmakers, policymakers, educators and parents to advance education reform across America. Learn more at ExcelinEd.org.

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INTRODUCTION
Thank you for your work to redesign education from an age-based grade level system to one where students advance based on the levels of learning they have mastered. This toolkit is intended for any state, school, district or organization working to allow students to “show what they know” through competency-based education (CBE).

This competency-based education toolkit includes recommendations on how to most effectively communicate with parents and other stakeholder groups about competency-based education. The toolkit also offers a host of tools that can be used in these communications efforts.

All toolkit resources are generalized for blanket use, so areas requiring customized state/district-specific information are in brackets and highlighted in yellow. States and districts also need to be sure that their existing policies, practices and procedures match the recommendations implied throughout the toolkit. Those instances will be noted as well.

TABLE OF CONTENTS
The following toolkit provides a set of communications related background documents and templates that can be customized to meet the needs of state leaders working to make Competency-Based Education (CBE) a reality in their states.

What you can find in this toolkit and how to use it:

TARGET AUDIENCES ......................................................................................................................... 2
KEY MESSAGES AND TALKING POINTS .......................................................................................... 3
FREQUENTLY ASKED QUESTIONS ................................................................................................. 6
MYTHS VS. FACTS ............................................................................................................................ 9
PRESS RELEASE TEMPLATE ............................................................................................................. 11
REPORTER PITCH ............................................................................................................................... 13
EMAIL/NEWSLETTER TEMPLATE .................................................................................................... 14
WEBPAGE CONTENT .......................................................................................................................... 16
COLUMN/BLOG GUIDELINES .......................................................................................................... 17
SOCIAL MEDIA ................................................................................................................................. 19
GRAPHICS ......................................................................................................................................... 21
ADDITIONAL RESOURCES ............................................................................................................... 25
**TARGET AUDIENCES**

*Which target audiences influence which decision makers? When and how do they do it?*

Your target audiences are the groups of people with the most interest in your issue and with whom you expect to communicate. In relation to the issue of competency-based education and for the purposes of this toolkit, the primary target audience consists of parents and guardians. Most materials in this toolkit have been developed with parents and guardians in mind; however, there are materials that have been developed for other target audiences.

<table>
<thead>
<tr>
<th>Target Audiences</th>
<th>What We Want Them to Think</th>
<th>What We Want Them to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents &amp; Guardians</td>
<td>A CBE model will ensure my child mastered fundamental concepts before moving on to more advanced material.</td>
<td>Advocate for the pilot/implementation of a CBE model in their district or school.</td>
</tr>
<tr>
<td>Teachers</td>
<td>A student-centered approach will allow me to identify early on the students needing more time to master fundamental concepts; it will also allow high performers to move on to more advanced concepts sooner.</td>
<td>Advocate for the pilot/implementation of a CBE model in their district or school.</td>
</tr>
<tr>
<td>School &amp; District Leaders</td>
<td>The current education model limits student achievement in two ways: it holds back students who could excel more quickly, and it pushes students forward who are not yet ready—leaving them with gaps of knowledge that must be filled later.</td>
<td>Advocate for the pilot/implementation of a CBE model. Effectively communicate to parents and the community the benefits of a CBE model.</td>
</tr>
<tr>
<td>Local, State Elected Officials</td>
<td>A CBE model will ensure our state’s students are ready for a 21st century economy and can succeed in both college and careers.</td>
<td>Authorize the creation of innovation districts or schools to pilot a CBE system; identify a pathway for statewide policy adoption. Effectively communicate to parents and the community the benefits of a CBE model.</td>
</tr>
<tr>
<td>Media</td>
<td>It is time to redesign education from an age-based grade level system to one where students advance based on the levels of learning they have mastered.</td>
<td>Create positive earned media coverage surrounding the benefits of CBE model/pilot.</td>
</tr>
</tbody>
</table>
KEY MESSAGES AND TALKING POINTS
These are the basic messages that form the foundation of the toolkit materials. Infuse them into all types of communications vehicles.

OVERVIEW

- **Problem:** Too many students graduate without the knowledge and skills necessary to succeed in college or careers. Diplomas and credits based on seat time often mislead students into thinking they are ready for the challenges of college and careers, however, employers and higher education remediation data tells a different story.
  - Four in five employers report that recent public high school graduates have at least some gaps in preparation and report an increase in the need to require additional training and education.\(^1\)
  - A recent survey of high school graduates revealed that many feel unprepared for both college and work and admit they would have worked harder if more had been expected of them.\(^2\)
  - More than 50 percent of students entering two-year colleges and nearly 20 percent of those entering four-year universities are placed in remedial classes.\(^3\)

- **Solution:** In a competency-based system, individual students progress as learning expectations are met, rather than on a predetermined curriculum schedule. Flexible pacing allows students to accelerate through concepts and skills they have mastered while receiving more time and support in areas that are more challenging for them. The new system is comprehensive and can include fundamental changes in schedules, calendars, assessment and grading.

- **Action:** States should authorize the creation of innovation districts or schools to pilot a competency-based system and identify a pathway for statewide policy adoption. Schools that commit to transitioning to a competency-based system can request flexibility from the rules or regulations that hinder innovation. Participating districts and schools should be subject to high performance expectations in exchange for the flexibility.

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1 Source: Achieve, *Rising to the Challenge Part II*
2 Source: Achieve, *Rising to the Challenge*
TAGLINE SUGGESTIONS

- Time should be the variable and learning the constant.
- Flexible pace, flexible path. Same goal.
- From school-centered to student-centered.

TALKING POINTS – PRIMARY MESSAGES

Every child deserves access to high-quality education opportunities that will equip them to thrive in the 21st century. Currently, too many students graduate without the knowledge, skills and abilities to succeed in college and/or careers.

There is a national conversation underway about how the traditional education system is no longer matched to demands of the modern workforce. There are several new approaches to learning that are student-centered, address challenges with the current system and yield a better path forward—competency-based education is one of those models.

Time should be the variable and learning the constant. Competency-based education is a system where students advance to higher levels of learning when they demonstrate mastery of concepts and skills—regardless of time, place or pace.

We need to start where students are. A competency-based system liberates educators to design classes, schedules and staffing configurations that best meet their students’ individual needs. Educators are empowered to be innovative and nimble. Free from existing—and often times outdated—policies, teachers can maximize more of the day and even utilize extended learning opportunities. This can free up needed resources for the students who are struggling the most.

Competency-based education represents a shift from the current school-centered system to one that is more student-centered. In the traditional system, an A-F grade is given and students move on to the next skill, regardless if all the critical concepts were mastered. In a competency-based education system, classes are not tied to the traditional school year calendar. Students can move from one concept to the next as soon as they demonstrate proficiency through different options such as their classwork and assessments.

Competency-based education looks different depending on the local/state context. Our state is poised to make a difference for our graduates by transitioning to competency-based education. This new model of learning will look different in a 100-student school in rural [STATE] versus a 1,000-student high school in downtown [CITY]. And that’s alright!

[Your] state’s story. [Explain the actions that your state has already taken or is currently taking to implement competency-based education. Your state has a great story to tell at all levels.]
IN FOUR SENTENCES
Currently, too many students graduate without the knowledge, skills and abilities to succeed in college and/or careers. The time has come to redesign education from an age-based grade level system to one where students advance based on what levels of learning they have mastered. The pace and path can look different for different students, but the goals of mastering and understanding concepts and providing students opportunities to “show what they know” in order to advance to more challenging material remains constant. We/[STATE] can use this new, exciting approach to learning to inspire students to meet and exceed the high expectations of college, careers and life.
FREQUENTLY ASKED QUESTIONS
These are questions that many parents and citizens have about this new policy initiative.

What is competency?
The term “competency” refers to both:
• The specific learning goal (standard, skill and concept); and
• The act of demonstrating mastery of that standard, skill or concept.

What is competency-based education?
Competency-based education (also called mastery-based or proficiency-based education) is a system of instruction where students advance to higher levels of learning when they demonstrate mastery of concepts and skills – regardless of time, place, or pace.

In a competency-based education system, an individual student progresses as learning expectations are met, rather than moving through a predetermined curriculum schedule dictated by fixed, age-based grade levels or seat-time requirements (sometimes expressed as Carnegie Units or credit hours). A student can accelerate through concepts and skills they have mastered when they are ready to move on, and receive more time and support in areas they have not yet mastered.

A collaboration of innovative leaders and practitioners led by CompetencyWorks and iNACOL have agreed upon a set of common design principles in the working definition of competency-based education. These include:
• Students advance upon mastery;
• Competencies include explicit, measurable, transferable learning objectives that empower students;
• Assessment is meaningful and a positive learning experience for students;
• Students receive timely, differentiated support based on their individual learning needs; and
• Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

How does a competency-based education system differ from traditional models?
The common goal of the current system and a competency-based system is to ensure all students are proficient in state standards and graduate ready for college or careers.

In traditional models of education, all students are promoted at the same time, whether or not each student fully mastered the content. Because this often produces gaps in student learning, this is sometimes referred to as “Swiss-cheese learning.” When these gaps in knowledge are fundamental skills, they cause problems as students advance to more complex concepts. For example, research shows that when students fail to master fractions this gap in knowledge impacts their ability to master algebra.
What is the main problem CBE will help the current system address?
Too many students graduate without having the skills or knowledge to be ready for college or career. Diplomas and credits based on seat time and mere passing grades signal to students that they are ready for college and career, but the data tells us otherwise.

- **Employers find many high school graduates are not fully prepared for work.** Four in five employers report that recent public high school graduates have at least some gaps in preparation and report an increase in the need to require additional training and education.⁴

- **Students perceive gaps in their preparation.** A recent survey of high school graduates revealed that many feel unprepared for both college and work, and these students admit they would have worked harder if more had been expected of them.⁵

- **High school graduates require postsecondary remediation.** More than 50 percent of students entering two-year colleges and nearly 20 percent of those entering four-year universities are placed in remedial classes.⁶

There are clear signals that despite adopting college- and career-ready standards, the original problem of students advancing from grade-to-grade or graduating without achieving proficiency of key skills remains. The requirement to demonstrate competency in order to advance will help ensure that students will graduate when they are ready for college and career, regardless of what their learning path may look like.

What are the benefits of a competency-based education model?
One of the benefits of a competency-based education is the creation of a fully transparent system that can adapt and serve the needs of individual students.

Currently, a parent may not know about an issue until the first report card—months into the grading period. Even worse, students could earn “B” or “C” grades yet still be years below grade level. Students are graduating with diplomas only to find out they need postsecondary remediation. Remedial education is not only disheartening to students, but it is

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⁴ Source: Achieve, *Rising to the Challenge Part II*,
⁵ Source: Achieve, *Rising to the Challenge*
also costly. If they graduate from high school unprepared, students must bear the additional tuition costs or taxpayers must pay again for an education that should have been secured while in the K-12 system.

In addition, the regulatory freedom in a competency-based system liberates educators to design courses, schedules and staffing configurations that best meet their students’ individual needs. Educators are empowered to be innovative and nimble. Free from existing, outdated policies, they can maximize more of the day and even utilize extended learning opportunities. This can free up needed resources for the students who are struggling the most.

**Where has competency-based education been implemented?**
In 2005, New Hampshire became the first state to embark on a competency-based education journey statewide by abolishing the Carnegie unit. In 2012, Maine passed legislation that, "beginning January 1, 2017, a diploma indicating graduation from a secondary school must be based on student demonstration of proficiency.” There are also pioneering districts and charters across the country pushing the envelope even without a statutory impetus. Examples include Chugach School District in Alaska and Lindsay Unified in California. iNACOL produced a detailed map demonstrating both the progress in state policy supporting competency-based education but also the variety in approaches.

In 2015, both Ohio and Idaho passed legislation authorizing competency-based education pilots.

**What is our state doing to transition to competency-based education?**
[Tell your state’s story.]
MYTHS VS. FACTS

How to address the misconceptions of the policy.

MYTH: The flexibility provided to students could mean never finishing courses or taking too long to master critical skills.
FACT: Self-paced does not mean any pace. Schools and teachers must develop a comprehensive system to monitor student pace and offer timely, differentiated supports at the first sign that a student is not staying on pace. If pace is not monitored, students can fall quickly behind, spending too much time on one or more competencies. And for each student, pace can differ by subject.

MYTH: A competency-based system’s requirement to demonstrate mastery before moving on to a new skill will result in lowered expectations for struggling students.
FACT: College- and career-ready standards are the foundation of a competency-based system, and ALL students must be held to the same standards. The difference is that a competency-based system allows students multiple ways and opportunities to demonstrate mastery while never changing the benchmark. A commitment to maintain participation in statewide assessment and accountability systems are also critical to ensuring high expectations for all students.

MYTH: Students in a competency-based system will accelerate by simply testing out of classes and graduate too early.
FACT: The goal is to graduate students who can demonstrate mastery of college- and career-ready standards without the gaps in knowledge and experience that the traditional, time-based education system yields. All students will graduate only upon demonstration of this readiness, and some students may benefit from opportunities such as dual enrollment, internships or broader elective selections. It is important to note that progression decisions are not only confined to the end of traditional courses. A competency-based system, fueled by robust data from formative assessments allows for student progression decisions at the end of courses, units, daily lessons or the end of a single activity.

MYTH: Competency-based education will lead to the tracking of students.
FACT: In a tracking system, students are placed on pathways, tracks or even into certain classrooms based on their overall performance or perceived capabilities, and the placements are typically permanent. Contrast this with a competency-based system, where grouping decisions are not fixed but rather flexible since they are based on formative assessment data, vary by subject and are adjusted over time based on new data. A student may be a superstar in science but struggling with math. The competency-based education system allows for flexible pacing. Students are taught the same content but the approach and pace may vary depending on student need. A student may be working to plug "holes" in long division but is excelling in geometry.

MYTH: A competency-based diploma will hurt a student’s chance of getting into college.
FACT: A non-traditional diploma based on competencies should not pose a problem for students—as evidenced by states that have already moved to this system. Our nation’s colleges and universities already have experience reviewing different diplomas and transcripts from other states and countries as well as non-traditional students, such as those that have been home-schooled or attended schools with other learning models such as Montessori. To help allay potential parent concerns and remove a disincentive for schools to transition to new models, however, states should develop a certification or other assurance that their higher education systems will recognize competency-based diplomas. The process should provide an avenue for involvement and feedback from the higher education community.
MYTH: A competency-based system requires heavy use of technology, and students will spend the majority of their time in front of a computer.

FACT: Competency-based school models may include the use of technology, but the extent of technology use will be a local decision and can be expected to vary. Technology can help identify specific student strengths and weaknesses, facilitate teacher-student-family communication, inform individual learning plans and more. Students may use digital content that adapts to their individual needs or to research and collaborate with their classmates on a range of projects.
STATE DEPARTMENT OF EDUCATION TO LAUNCH COMPETENCY-BASED EDUCATION PILOT IN xx DISTRICTS/SCHOOLS

Pilot will create high-quality educational opportunities equipping students for the 21st century economy

CITY, STATE – The [STATE] Department of Education is launching a pilot program in XX districts/schools to implement a new education model better designed to meet the individual needs of students.

In this new model, known as competency-based education, students advance to higher levels of learning when they demonstrate mastery of concepts and skills—regardless of time, place or pace.

The pilot program is designed to examine the best strategies for enacting this learning approach and to build public awareness. It will examine adjustments required by students, teachers, schools and the state education system as a whole. In addition, there may be adjustments to state policies in order to accelerate the adoption of competency-based education across the state.

“Our state is poised to make a difference for our graduates by transitioning to competency-based education. The beauty of competency-based education is that at its core, it is a local initiative,” said State Superintendent. “It can look different in a small rural town versus a large urban high school. Local communities can still determine how to best meet the needs of their students.”

Competency-based education represents a shift from the current school-centered system to one that is more student-centered. In the traditional system, an A-F grade is given and students move on to the next skill, regardless if all critical concepts were mastered. In a competency-based education system, classes are not tied to the traditional school year calendar. Students can move from one concept to the next as soon as they demonstrate proficiency through different options such as their coursework and assessments. The requirement to demonstrate competency in order to advance will help ensure that students will graduate when they are truly ready for college and career.
Highlights about the pilot:
• Duration of the pilot:
• Schools included in the pilot:
• Number of students to participate:
• Average class size:

For more information visit:

###
REPORTER PITCH

The following draft email will help pitch the importance of the pilot project to media in your state.

REPORTER NAME:

I wanted to take the opportunity to provide you an advance copy of a press release about our state’s participation in a new competency-based education pilot project which will include XX schools. I also wanted to give you the opportunity to interview [SUPERINTENDENT/PRINCIPAL] about the project.

The pilot program is designed to examine the best strategies for enacting this approach, to build public awareness, and to identify the state policies that hinder or support competency-based education implementation. It will examine adjustments required by students, teachers, schools and the state education system as a whole.

Only a select number of states/districts were chosen to participate in the pilot, and we’re excited to take part. Highlights about the pilot:

- Duration of the pilot:
- Schools included in the pilot:
- Number of students to participate:
- Average class size:
- Types of classes included in the project:

Competency-based education represents the future of education because it addresses students as individuals. The requirement to demonstrate competency in order to advance will help ensure that students will graduate when they are truly ready for college and career.

In addition to the press release, I have also attached graphics for use in your story. Please let me know when you would like to schedule an interview on this exciting pilot project.
EMAIL/NEWSLETTER TEMPLATE

The following draft email or newsletter will help communicate with parents about the pilot project.

Dear Friend,

Today, we are excited to announce the [STATE] Department of Education is launching a pilot program in XX districts/schools to implement a new education model better designed to meet the individual needs of students.

In this new model, known as competency-based education, students advance to higher levels of learning when they demonstrate mastery of concepts and skills—regardless of time, place or pace with multiple opportunities to show what they know. This approach stands in contrast to the traditional method of requiring students to spend an entire school year in a course, regardless if all the critical concepts were mastered and with typically only one way or even one day to show what they know.

The pilot program is designed to examine the best strategies for enacting this approach, to build public awareness, and to identify the state policies that hinder or support competency-based education implementation. The program will examine adjustments required by students, teachers, schools and the state education system as a whole.

Every student is different. Each has strengths and weaknesses in different subjects, and each has a unique learning style. For example, one student may be a superstar in science but struggling with math. By allowing students to show what they know when they are ready, we can guard against the boredom, stress or failure that often comes when students are required to move in lock-step.

Competency-based education represents the future of education because it addresses students as individuals. The requirement to demonstrate competency in order to advance will help ensure that students will graduate when they are truly ready for college and career.

Highlights about the pilot:
• Duration of the pilot:
• Schools included in the pilot:
• Number of students to participate:
• Average class size
We are excited about this opportunity for our schools, teachers and students. Please join us on DATE for a brief presentation by the Superintendent followed by questions and answers. Or visit our website at www...

Sincerely,

[STATE OFFICIAL]
WEBPAGE CONTENT

Transparency is a key component of success. A thorough webpage with up-to-date information will keep stakeholders informed and engaged.

[STATE] COMPETENCY-BASED EDUCATION PILOT PROGRAM

For the 20XX-20XX school year, the [STATE] Department of Education launched a pilot program in XX districts/schools to implement a new education model better designed to meet the individual needs of students.

In this new model, known as competency-based education, students advance to higher levels of learning when they demonstrate mastery of concepts and skills—regardless of time, place or pace. This approach stands in contrast to the traditional method of requiring students to spend an entire school year in a course, regardless if all the critical skills were mastered and with typically only one way or even one day to show what they know.

INSERT GRAPHICS

The pilot program is designed to examine the best strategies for implementing competency-based education, to build public awareness, and to identify the state policies that may encourage or hinder the implementation of competency-based education. The program will examine adjustments required by students, teachers, schools and the state education system as a whole.

Competency-based education represents the future of education because it addresses students as individuals. The requirement to demonstrate competency in order to advance will help ensure that students will graduate when they are truly ready for college and career.

Highlights about the pilot:
- Duration of the pilot:
- Schools included in the pilot:
- Number of students to participate:
- Average class size:

Additional Resources:
- Frequently Asked Questions
- Presentations
- Fact Sheet
COLUMN/BLOG GUIDELINES

The voice of shifting education policy is just as important as the details about the policy itself.

Overview

Background: A column (for your newsletter or local newspaper) or blog post is a great way to share your perspective and leadership on issues related to your state’s shift to competency-based education. This allows you to offer greater details, connect more deeply to your state’s goals and next steps, and establish rapport with readers as a trusted resource for information.

How to use this document: The following template and set of guiding questions will help you easily create your own article or blog post to share locally, regionally or nationally.

Suggested length: Most editorial boards have strict word limits on submitted op-eds. If you plan to submit your piece as an op-ed or blog post, we suggest keeping it at or below 700 words.

Guiding Questions

- Why are these new policies and/or the shift to competency-based education needed?
- Why do you believe competency-based education is the best solution for students in your state?
- How does a shift to competency-based education connect to broader state goals for your students?
- How would you describe benefits of participating in the competency-based education pilot? And/Or why are you participating?
- In what ways are schools in your state already implementing new learning models that better prepare students for college and career?
  - Offer real-life examples citing real students or educators if possible.
- What makes you optimistic about the future of education in your state?
- How can educators, parents and communities get involved in supporting new models of teaching and learning?

Blog/Article Suggested Template

- **Opening Paragraph**
  - Consider sharing state or national statistics about student achievement.
    - If possible, link this to a real-life example in your state or area.
  - Introduce key topic of shifts in education systems generally.
  - Situate your state inside these contexts.
- **Details on the Key Issues**
  - Introduce yourself, position and why you care about this topic.
  - Establish your expertise/credibility to speak on these issues.
- **Your state’s specific plans**
  - Connect to goals for your state.
  - Describe pilot participation.
- Share examples from other states or from schools in your own state already working to implement new learning models.

- **Concluding Paragraph**
  - Connect the body paragraphs back to the opening framing and broad implications.
  - Call to action.
    - Where readers can find more information.
    - How readers can get involved and stay informed.
  - Include graphics in the body of the blog to capture the reader’s attention.
SOCIAL MEDIA

Consider using these graphics and sample posts for Twitter, Facebook and other outlets that you use.

FACEBOOK

Note: Each of the links provided are for ExcelinEd’s competency-based education website. If your state is creating a webpage for competency-based education, please feel free to update with that page link.

- Just announced! [STATE] schools will be participating in a competency-based education pilot. When implemented in our state, competency-based education will help boost the college and career readiness of our graduates. To learn more about what this means for our students visit [http://ow.ly/VruKS](http://ow.ly/VruKS) [States can also use their own landing page site if available.]

- As a student, do you remember having to sit through lessons on things you already understood? Or worse yet, having the teacher move on to something new before you understood the topic? Today’s students won’t have to face these same challenges, thanks to a new competency-based system our state is piloting. Learn more at [http://ow.ly/VruKS](http://ow.ly/VruKS). [States can also use their own landing page site if available.]

- Did you hear the news? The state of [STATE] is rolling out a competency-based learning pilot. Find out what that means for our students [http://ow.ly/VruKS](http://ow.ly/VruKS). [States can also use their own landing page site if available.]

- Competency-based education is a new approach to learning that helps schools and teachers meet the needs of every student. See what this means for [STATE] students at [http://ow.ly/VruKS](http://ow.ly/VruKS). [States can also use their own landing page site if available.]

- What if we ensured that every student mastered fundamental concepts before moving on to more advanced material? With competency-based education we can do that and more! [http://ow.ly/VruKS](http://ow.ly/VruKS). [States can also use their own landing page site if available.]

TWITTER

Note: Each of the links provided are for ExcelinEd’s competency-based education website. If your state is creating a webpage regarding competency-based education, please feel free to update with that page link.

- We’re excited to announce a new #CBEpilot. Learn more- [http://ow.ly/VruKS](http://ow.ly/VruKS) #edpolicy #competencyed

- Have you heard the news? We’re creating better edu opportunities by piloting #CompetencyEd for [STATE] students [http://ow.ly/VruKS](http://ow.ly/VruKS) #edpolicy #CBEpilot

- We’re excited to be a part of the #CompetencyEd movement. Read more about what this means for [STATE] students: [http://ow.ly/VruKS](http://ow.ly/VruKS) #CBEpilot #edpolicy

- #CompetencyEd gives students the opportunity to learn at a flexible pace and advance based on mastery vs. seat time. [http://ow.ly/VruKS](http://ow.ly/VruKS) #CBEpilot

- #CompetencyEd lets #students learn at a flexible pace and advance based on mastery vs. seat time. Read more [http://ow.ly/VruKS](http://ow.ly/VruKS) #CBEpilot
- We're excited to offer students in [STATE] a chance to experience an innovative learning experience based on mastery [http://ow.ly/VruKS](http://ow.ly/VruKS)
- For students to graduate ready for college & career we must ensure skill mastery. Read more about #competencyed [http://ow.ly/VruKS](http://ow.ly/VruKS) #edu
- What is #CompetencyEd? Why change the current #education model? Find answers to these questions and more. [http://ow.ly/VruKS](http://ow.ly/VruKS) #CBEpilot
- There are 7 fundamental principles of #CompetencyEd. Read more about them and why #CBE is best for students [http://ow.ly/VruKS](http://ow.ly/VruKS) #CBEpilot
- **Hashtags to use in tweets:** #CBEpilot, #CompetencyEd

**LINKEDIN**

- Today we're excited to announce that the state of [STATE] will be participating in a competency-based education pilot. What does this mean for [STATE] students? This means our students will be a part of an innovative learning experience that allows them to progress when they’ve shown they are ready, instead of based on their age and grade level alone. This new approach to education will better prepare students for success after graduation and ensure they're learning valuable skills needed for college and career. To learn more visit: [http://ow.ly/VruKS](http://ow.ly/VruKS) *(States can also use their own landing page site or a link to the live press-release if available.)*
GRAPHICS

Graphics get attention. Use the images below on social media, webpages and emails to gain the reader’s attention.

Editable versions available, or you can make our own. Free online programs like PicMonkey and Piktochart make it easy to add your own logo, photos and text. Try adding data points, whether from your own program or from public education statistics. Need ideas? Contact us and we can help!

EMAIL HEADER – 750 X UP TO 250

FACEBOOK COVER PHOTO – 851 X 315
PERFECT SQUARE – 300 X 300 (GRAPHIC FOR PRESS RELEASE, BLOG AND EBLAST)

SIGN-UP BUTTON – 120 X 60 AND 120 X 30 (to allow people to sign up for more information on the pilot, good for web content and emails)

Sign Up  Sign Up
ADDITIONAL RESOURCES

Check out the links below for more information on competency-based education to allow you to refine your message.

More about Competency-Based Education from ExcelinEd Resources
- ExcelinEd's Competency-Based Education Resource Page
- Competency-Based Education Model Legislation
- 2014 Digital Learning Report Card
- Presentation on Competency-Based Education
- Digital Learning Now: The Shift from Cohorts to Competency

Stories of People Implementing Competency-Based Education
- 2015 National Summit on Education Reform Strategy Session: How to Spark Education Innovation in Your State

More on The EdFly about Competency-Based Education
- Idaho Agrees: Flexible Pace > Seat Time
- 5 Steps for Utah to Cultivate Competency-Based Learning
- Timing is Everything
- Rethinking School
- Warning: Delayed Graduation Possible
- When Opportunity Presents Itself
- Why Our 19th Century Education System Belongs in the Museum

Additional Resources on Competency-Based Education