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Publishers and vendors that provide curricular materials, instructional tools, and assessments have long struggled with the challenge of managing and correlating content and assessments to multiple state and local standards. The problem expands each time publishers share content or assessment results with clients or other providers. This friction is a major impediment to market growth. There is a general, industry-wide need for an open, trusted, consistent, addressable URI and standard, machine readable format for learning standards and frameworks, that all can freely use, to organize, discover, and display learning objects and performance results.

Traditionally, states and other education agencies publish their academic standards and competency frameworks as human readable documents that must be manipulated to be used by learning technology tools. Those manipulations make reliable exchange of content and assessment results cumbersome and expensive. While all states now have academic standard frameworks aligned with readiness for college and career, most use a modified form of the CCSSO's Common Core. As the modifications slowly increase, they become increasingly hard to track. Existing solutions fail to provide unique consistent identifiers, open standard data exchange formats, nor consistent crosswalks between frameworks. As a direct result of this, digital content is not used as effectively as it could and competency-based learning is confined to individual closed systems

Until now, standards for learning technology interoperability have not had the benefit of industry support for machine readable, linked data formats of competency frameworks. The IMS Global CASE specification addresses this gap. PCG helped lead the development of CASE and a certified open-source tool, OpenSALT, to enable CASE management.

The Georgia Department of Education (GaDOE) is the first state to publish its academic standards in CASE format. GaDOE can now demonstrate learning content and performance tasks tagged to CASE GUIDs, to enable personalized, competency-based learning, using content from multiple OER sources, in any LTI compliant LMS. GaDOE and PCG are working with Eduworks to develop an "I did it!" browser extension to bridge not-yet-compliant performance tasks to drive OBI 2.0 micro-credentials. GaDOE and PCG selected computer science as the initial focus because there is an openness to new forms of teaching and learning in CS education.

PCG and GaDOE are working in partnership with IMS Global to create a 50-State CASE Registry that will provide the foundation for a connected system of systems linking K-12 academic standards in each state with each other, career technical education competencies, higher education program competencies, and workplace skills. This system of systems will enable comparability of tagged learning object content and competency assertions linked to OBI badges and Credential Engine credentials.