

PUSHING THE LIMITS



A Roadmap for Advancing Principle 4 of CTE Without Limits

INTRODUCTION

Without Limits: A Shared Vision for the Future of Career Technical Education (CTE Without Limits) puts forth a bold vision for a cohesive, flexible and responsive career preparation ecosystem that will close equity gaps in educational outcomes and workforce readiness and leverage CTE as a catalyst for ensuring that each learner can reach success in the career of their choice.

The five inter-connected and equally critical principles call for a more cohesive, flexible and responsive career preparation ecosystem, with CTE at its nexus, that draws on the capacity of all systems (e.g., K-12, postsecondary, workforce development); leverages these systems' greatest assets; and encourages new models of collaboration, learner-centric design and delivery, funding and accountability that create the right incentives and supports.

However, only through shared commitment and shared ownership among leaders and practitioners at all levels will the possibility and aspiration of *CTE Without Limits* be realized. State CTE leaders have a critical role to play in developing this shared commitment and ownership and in charting a course in each state to make the vision a reality.

This document is one of five — each organized around one of the five principles of *CTE Without Limits* — designed to provide a roadmap for state leaders to follow over the next months and years to make the vision actionable.

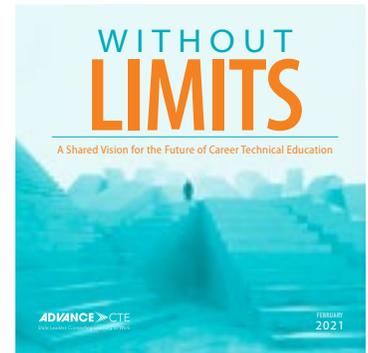
Pushing the Limits: A Roadmap for Advancing Principle 4 of CTE Without Limits:

- ✓ Unpacks each of the three actions in principle 4 of *CTE Without Limits*;
- ✓ Provides self-assessment questions to help state leaders reflect on the current alignment of policies and practice, capacity for change, and potential impact of moving the needle for each action;
- ✓ Provides sample implementation steps, policies and resources to inspire action; and
- ✓ Offers an action planning tool to develop SMART goals to drive systemic change.

HOW TO USE PUSHING THE LIMITS: A ROADMAP FOR ADVANCING PRINCIPLE 4 OF CTE WITHOUT LIMITS

Pushing the Limits: A Roadmap for Advancing Principle 4 of CTE Without Limits is designed to guide you and your team through an assessment of current policies and practices to identify what your state can build on and where new attention, policies or investments are needed. The tool is a fillable PDF to allow you to directly capture your responses to open-ended questions and self-ratings along the way, which can be done collaboratively or individually by members of your team. Ideally, you should include representatives from secondary, postsecondary and workforce development systems and other key stakeholders in this work.

It is recommended to read through the document before conducting the assessment to ensure that you have a full understanding of what is covered in principle 4 and its related actions — and what data, input or other information you may need to complete the exercise.



To view the roadmap for all five principles, go to <https://careertech.org/resource/cte-without-limits-vision-roadmap>.

Each Learner's Skills Are Counted, Valued and Portable



Many learners enter education and training programs with experiences, skills and competencies that have value in the workplace. Yet, our education and workforce systems — and the funding, accreditation and accountability systems that undergird them — still overwhelmingly place a premium on seat time over skills and competencies.

Our career preparation ecosystem must enable and value upskilling, reskilling and lifelong learning by recognizing and counting the skills and competencies learners gain throughout their lifetimes. For such a system to take root, we need industry to play its role in prioritizing skills and competencies in hiring practices. We also need trusted systems that translate all competencies into credit to ensure that learners have the greatest opportunity for success, wherever they live.

This principle includes the following actions:

1. Capture and value all learning that occurs, wherever and whenever it occurs;
2. Build and leverage trusted systems to translate competencies and credentials into portable credit; and
3. Expand skills-based hiring practices that value competencies.

The following sections walk through each of the three actions in this principle and provide a roadmap for state leaders to make the principle actionable.

ACTION 1: Capture and value all learning that occurs, wherever and whenever it occurs.

Full implementation of this action requires states to:

- ✓ Support, expand and scale competency-based policies and programs at the secondary and postsecondary levels to capture skills attainment wherever and whenever it happens;
- ✓ Give secondary and postsecondary institutions flexibility to design programs that are not beholden to seat time requirements; and
- ✓ Remove silos between academic and CTE instruction at the secondary and postsecondary levels to capture knowledge and skills gained across content areas.

ASSESS YOUR SYSTEMS

Drawing on input from key stakeholders and cross-agency partners, consider the following questions to assess how your state is currently advancing this action — and where there are gaps in data, practice, policy or political will. Do not worry if you cannot answer all of the questions! If answers are not available, consider how you can integrate data collection and stakeholder engagement to gather insights into your action plans.

After each set of questions, enter your self-rating for the degree to which your state's current policies and practice align with the action, the level of your state's capacity or commitment to advance this action, and the potential impact on your state (and its learners and economy) if you were to advance this action. These self-ratings will populate a heat map at the end of this document.

What Does Your Data Tell You?

Which learners have access to and participate in competency-based programs and career pathways at the secondary and postsecondary levels?

ACTION 1: Capture and value all learning that occurs, wherever and whenever it occurs.

Current Policy and Practice

What processes, policies or strategies are in place to support competency-based programs across the state at the K-12 and postsecondary levels?

What seat-time equivalency policies or other waiver protocols does your state offer to provide seat time flexibility at the K-12 and postsecondary levels?

How is your state supporting districts, schools and institutions already pursuing competency-based career pathways (e.g., targeted technical assistance, resource development, communities of practice)? How do or can those support efforts align with CTE?

How is your state leveraging federal and state funding to expand competency-based approaches?

What processes, policies or strategies are in place to support integrated academic and CTE credit opportunities across the state at the secondary and postsecondary levels?

How do core academic and CTE educators work together to provide integrated education and training opportunities and credit at the secondary and postsecondary levels?

ACTION 1: Capture and value all learning that occurs, wherever and whenever it occurs.

Current Policy and Practice

Were any changes made to seat time requirements or competency-based education during the pandemic that could form a foundation of future work? How were these changes received?

Based on your responses above, to what degree do your state's current policies and practice **align** with or advance this action?

4 = Strongly align

3 = Somewhat align

2 = Minimally align

1 = Do not align

ACTION 1: Capture and value all learning that occurs, wherever and whenever it occurs.

**Capacity
for
Change**

To what degree is there interest in this action among state policymakers? Local practitioners?

To what degree is there willingness to take action on this issue among state policymakers? Local practitioners?

How are or can Perkins V, ESSA, WIOA or other federal policies be leveraged to support this action?

How does or can this action align with your planned use of COVID-19 relief or recovery funds?

Which existing initiatives or partnerships are focused on this issue and can be leveraged or tapped to advance the work?

What barriers exist to advancing this action?

Based on your responses above, what is the **capacity or commitment** in your state to advance this action?

4 = Strong capacity/commitment
3 = Some capacity/commitment
2 = Minimal capacity/commitment
1 = No capacity/commitment

Overall, what is the **potential impact** of advancing this action in your state?

4 = Strong impact
3 = Some impact
2 = Minimal impact
1 = No impact

ACTION 1: Capture and value all learning that occurs, wherever and whenever it occurs.

Based on the self-assessment in the previous section, briefly summarize the strengths, weaknesses, opportunities and threats to advancing this action in your state.

STRENGTHS

What existing policies, initiatives or resources are in place that support or advance this action?

What policies, initiatives or resources may hinder support for or the advancement of this action, or where are you lacking policies, initiatives or resources?

WEAKNESSES

OPPORTUNITIES

Looking ahead, what opportunities exist within your state to advance this action?

What are potential threats to your ability to advance this action? What are the risks of doing this work?

THREATS

CONSIDER IMPLEMENTATION STEPS

Below are key steps your state can take to begin to advance this action. First is a list of steps focused on auditing your systems and policies and building more buy-in from key partners. Next are suggested policy or programmatic changes that are foundational to sustained implementation of the action, followed by sample state policies and resources for inspiration.

Audit Your Systems

- ✓ Review current state policies on seat time to determine the challenges and opportunities they present to implementing this action.
- ✓ Convene local administrators and instructors to identify and assess barriers to districts or colleges moving toward competency-based education.
- ✓ Review policies related to the provision of integrated education and training programs in the state, including relevant state legislation or guidance and/or federal policy implementation guidance.
- ✓ Catalog current competency-based programs being offered in the state.
- ✓ Catalog current integrated education and training programs being offered in the state.
- ✓ Examine student performance data and stakeholder feedback from existing programs.

Key Policy and Practice Changes

- ✓ Update high school graduation or degree requirements to enable or incentivize competency-based models.
- ✓ Update state policy to add alternatives to seat time.
- ✓ Update other state policies, such as postsecondary financial aid policies, that affect the ability of institutions to offer competency-based education.
- ✓ Offer innovation grants to programs or institutions willing to pilot test promising models.
- ✓ Provide professional development to administrators and educators on implementation of competency-based and integrated programs.

Sample Policies and Resources

- Vermont: [Flexible Pathways Initiative](#)
- New Hampshire: [Statewide Competency-Based Education](#)
- Washington: [I-BEST](#)
- California Edge Coalition: [Understanding Competency-Based Education, Credit for Prior Learning, and Other Flexible Learning Approaches in California](#)
- iNACOL/Aurora Institute: [Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed](#)
- Achieve: [Competency-Based Policies and Pathways: Lessons from Colorado and Illinois](#)
- American Institutes for Research: [National Survey of Postsecondary Competency-Based Education](#)
- JFF: [Expanding Competency-Based Education for All Learners](#)

ACTION 1: Capture and value all learning that occurs, wherever and whenever it occurs.

CAPTURE REFLECTIONS AND NEXT STEPS

Please include any major takeaways or reflections from the previous section, as well as any concrete next steps you will take (e.g., data to collect, policies to review, partnerships to be leveraged).

What are your top reflections on how your state is currently supporting this action or could be in the future?

What are some next steps you can take, particularly those that are foundational to building or maintaining momentum?

ACTION 2: Build and leverage trusted systems to translate competencies and credentials into portable credit.

Full implementation of this action requires states to:

- ✓ Consistently provide high-quality, accessible and standardized early postsecondary opportunities (EPSOs) for every learner;
- ✓ Leverage statewide articulation agreements and other policies to ensure portability of early postsecondary credits;
- ✓ Leverage statewide credit transfer agreements and other policies to ensure portability of postsecondary credits;
- ✓ Expand and standardize credit for prior learning policies and assessments to afford learners consistent and equitable opportunities to earn and be awarded credit; and
- ✓ Embed credentials of value in the credit for prior learning system.

ASSESS YOUR SYSTEMS

Drawing on input from key stakeholders and cross-agency partners, consider the following questions to assess how your state is currently advancing this action — and where there are gaps in data, practice, policy or political will. Do not worry if you cannot answer all of the questions! If answers are not available, consider how you can integrate data collection and stakeholder engagement to gather insights into your action plans.

After each set of questions, enter your self-rating for the degree to which your state's current policies and practice align with the action, the level of your state's capacity or commitment to advance this action, and the potential impact on your state (and its learners and economy) if you were to advance this action. These self-ratings will populate a heat map at the end of this document.

What Does Your Data Tell You?

Which learners have access to and participate in EPSOs? Do learners from all backgrounds and geographic parts of the state have equitable access to and success in EPSOs? Where do gaps exist?

Which postsecondary learners successfully transfer credit within and across institutions? Where do gaps exist, based on learner demographics, program areas or institutions?

Which learners have access to and participate in credit for prior learning? Is access and success equitable across learner groups — particularly historically marginalized learners — and program areas?

**Current
Policy and
Practice**

How is the state advancing high-quality EPSOs?

How is the state advancing more equitable EPSOs for all learners?

How transferable or portable are early postsecondary credits to the full range of postsecondary institutions in your state through statewide articulation or other means?

How transferable or portable are credits earned in non-degree and degree programs within and across institutions statewide?

What state policies or programs currently support credit for prior learning at the postsecondary level? At the secondary level?

What types of experiences or credentials (e.g., work experience, military service, industry-recognized credentials) are consistently accepted as credit for prior learning? Where are there gaps?

Based on your responses above, to what degree do your state's current policies and practice **align** with or advance this action?

4 = *Strongly align*
3 = *Somewhat align*
2 = *Minimally align*
1 = *Do not align*

ACTION 2: Build and leverage trusted systems to translate competencies and credentials into portable credit.

**Capacity
for
Change**

To what degree is there interest in this action among state policymakers? Local practitioners?

To what degree is there willingness to take action on this issue among state policymakers? Local practitioners?

How are or can Perkins V, ESSA, WIOA or other federal policies be leveraged to support this action?

How does or can this action align with your planned use of COVID-19 relief or recovery funds?

Which existing initiatives or partnerships are focused on this issue and can be leveraged or tapped to advance the work?

What barriers exist to advancing this action?

Based on your responses above, what is the **capacity or commitment** in your state to advance this action?

4 = *Strong capacity/commitment*
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Overall, what is the **potential impact** of advancing this action in your state?

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ACTION 2: Build and leverage trusted systems to translate competencies and credentials into portable credit.

Based on the self-assessment in the previous section, briefly summarize the strengths, weaknesses, opportunities and threats to advancing this action in your state.

STRENGTHS

What existing policies, initiatives or resources are in place that support or advance this action?

What policies, initiatives or resources may hinder support for or the advancement of this action, or where are you lacking policies, initiatives or resources?

WEAKNESSES

OPPORTUNITIES

Looking ahead, what opportunities exist within your state to advance this action?

What are potential threats to your ability to advance this action? What are the risks of doing this work?

THREATS

CONSIDER IMPLEMENTATION STEPS

Below are key steps your state can take to begin to advance this action. First is a list of steps focused on auditing your systems and policies and building more buy-in from key partners. Next are suggested policy or programmatic changes that are foundational to sustained implementation of the action, followed by sample state policies and resources for inspiration.

Audit Your Systems

- ✓ Catalog the various EPSOs available in your state, and evaluate how and which learners can access such opportunities.
- ✓ Convene stakeholders to identify key barriers to scaling high-quality and accessible EPSOs.
- ✓ Evaluate state and local credit transfer policies related to access and equity concerns.
- ✓ Review current data and research to determine how postsecondary learners are benefitting from credit transfer and articulation agreements and where there are gaps in implementation.
- ✓ Identify current practice around the use of credit for prior learning and prior learning assessments throughout your state.

Key Policy and Practice Changes

- ✓ Adopt policies on EPSOs that address or remove key barriers to equitable access, such as prerequisites.
- ✓ Adopt policies that ensure that credit earned through EPSOs is recognized toward a degree pathway statewide at all postsecondary institutions.
- ✓ Provide incentive funding to districts and colleges to increase enrollment in and completion of EPSOs.
- ✓ Adopt statewide credit transfer agreements between two-year and four-year postsecondary institutions.
- ✓ Provide incentive funding to institutions for joining statewide articulation and credit transfer agreements or for revising curriculum and career pathways to fit new agreements.
- ✓ Develop statewide guidelines or policy around the use of credit for prior learning and prior learning assessments.
- ✓ Provide technical assistance and professional development to postsecondary educators on best practices around implementing credit for prior learning and prior learning assessments.
- ✓ Integrate non-degree credentials into systems for awarding credit for prior learning.

Sample Policies and Resources

- Kansas: [Excel in CTE](#)
- Florida: [Postsecondary Program Approval and Articulation](#)
- Washington: [Direct Transfer Agreements](#)
- Louisiana: [Credit for Prior Learning/Industry-Based Credential Matrix](#)
- Advance CTE and Education Strategy Group: [Intentional Acts of Dual Enrollment: State Strategies for Scaling Early Postsecondary Opportunities in Career Pathways](#)
- College in High School Alliance: [Unlocking Potential: A State Policy Roadmap for Equity & Quality in College in High School Programs](#)
- Aspen Institute and Community College Research Center: [The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students](#)
- California Edge Coalition: [Understanding Competency-Based Education, Credit for Prior Learning, and Other Flexible Learning Approaches in California](#)
- Advance CTE: [Developing Credit for Prior Learning Policies to Support Postsecondary Attainment for Every Learner](#)
- Association of Community College Trustees: [Make It Count: Recognizing Prior Learning for Workforce Development](#)
- Advance CTE and College Board: [College-Level Examination Program and Career and Technical Education](#)

CAPTURE REFLECTIONS AND NEXT STEPS

Please include any major takeaways or reflections from the previous section, as well as any concrete next steps you will take (e.g., data to collect, policies to review, partnerships to be leveraged).

What are your top reflections on how your state is currently supporting this action or could be in the future?

What are some next steps you can take, particularly those that are foundational to building or maintaining momentum?

ACTION 3: Expand skills-based hiring practices that value competencies.

Full implementation of this action requires states to:

- ✓ Provide each learner with a learning and employment record that captures the learner’s accomplishments, aptitudes, skills and competencies;
- ✓ Develop resources to help educators empower learners to better communicate about their skills and translate their experiences into competencies when seeking a job or additional education and training;
- ✓ Partner with industry to build a shared understanding on the value of skills-based hiring and support their work to develop and implement skills-based hiring practices at scale; and
- ✓ Work with human resource professionals to address technology used to screen applications and ensure that it includes provisions for skills-based hiring.

ASSESS YOUR SYSTEMS

Drawing on input from key stakeholders and cross-agency partners, consider the following questions to assess how your state is currently advancing this action — and where there are gaps in data, practice, policy or political will. Do not worry if you cannot answer all of the questions! If answers are not available, consider how you can integrate data collection and stakeholder engagement to gather insights into your action plans.

After each set of questions, enter your self-rating for the degree to which your state’s current policies and practice align with the action, the level of your state’s capacity or commitment to advance this action, and the potential impact on your state (and its learners and economy) if you were to advance this action. These self-ratings will populate a heat map at the end of this document.

What Does Your Data Tell You?

What access do learners — particularly historically marginalized learners — have to learning and employment records?

What percentage of employers offer skills-based hiring? Or what percentage of available jobs are accessible through skills-based hiring structures?

ACTION 3: Expand skills-based hiring practices that value competencies.

Current Policy and Practice

What efforts are underway to capture and communicate learners' accomplishments, aptitudes, skills and competencies in your state at the secondary level? At the postsecondary level?

How do you currently empower learners to share their skills with potential employers? How could this sharing be accomplished more effectively?

What efforts are already underway in your state to move toward skills-based hiring? What structures or partnerships are in place to discuss and advise on skills-based hiring?

Are there policies already in place related to public-sector jobs that require skills-based hiring? Or that incentivize skills-based hiring in the private sector?

Based on your responses above, to what degree do your state's current policies and practice **align** with or advance this action?

- 4 = Strongly align*
- 3 = Somewhat align*
- 2 = Minimally align*
- 1 = Do not align*

ACTION 3: Expand skills-based hiring practices that value competencies.

**Capacity
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Change**

To what degree is there interest in this action among state policymakers? Local practitioners?

To what degree is there willingness to take action on this issue among state policymakers? Local practitioners?

How are or can Perkins V, ESSA, WIOA or other federal policies be leveraged to support this action?

How does or can this action align with your planned use of COVID-19 relief or recovery funds?

Which existing initiatives or partnerships are focused on this issue and can be leveraged or tapped to advance the work?

What barriers exist to advancing this action?

Based on your responses above, what is the **capacity or commitment** in your state to advance this action?

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Overall, what is the **potential impact** of advancing this action in your state?

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ACTION 3: Expand skills-based hiring practices that value competencies.

Based on the self-assessment in the previous section, briefly summarize the strengths, weaknesses, opportunities and threats to advancing this action in your state.

STRENGTHS

What existing policies, initiatives or resources are in place that support or advance this action?

What policies, initiatives or resources may hinder support for or the advancement of this action, or where are you lacking policies, initiatives or resources?

WEAKNESSES

OPPORTUNITIES

Looking ahead, what opportunities exist within your state to advance this action?

What are potential threats to your ability to advance this action? What are the risks of doing this work?

THREATS

CONSIDER IMPLEMENTATION STEPS

Below are key steps your state can take to begin to advance this action. First is a list of steps focused on auditing your systems and policies and building more buy-in from key partners. Next are suggested policy or programmatic changes that are foundational to sustained implementation of the action, followed by sample state policies and resources for inspiration.

Audit Your Systems

- ✓ Catalog non-degree credentials offered and recognized by employers in the state, identifying gaps in alignment.
- ✓ Convene the largest employers and employer associations in the state to discuss current skills-based hiring practices with them.
- ✓ Identify systems or tools already in use in the state to capture learners' accomplishments, aptitudes, skills and competencies.
- ✓ Assess options for and barriers to the implementation of a statewide tool for capturing learners' accomplishments, aptitudes, skills and competencies.

Key Policy and Practice Changes

- ✓ Develop or scale a statewide platform to provide a universal learning and employment record.
- ✓ Develop resources that practitioners can use to empower learners to better use the platform and communicate about their skills using the tool when seeking further education or employment.
- ✓ Build materials and tools to share with employers on the benefits of non-degree credentials and skills-based hiring and then implement an outreach initiative to major employers' human resource professionals.
- ✓ Incentivize work within a specific industry to implement a pilot for transitioning to skills-based hiring.
- ✓ Advocate for skills-based hiring policies for public-sector jobs.

Sample Policies and Resources

- [Oklahoma: Skills-Based Practices](#)
- U.S. Chamber of Commerce Foundation: [Developing and Using Public-Private Data Standards for Employment and Earnings Records](#)
- [TechHire](#)
- Accenture and Harvard Business School: [Dismissed by Degrees: How Degree Inflation Is Undermining U.S. Competitiveness and Hurting America's Middle Class](#)
- American Workforce Policy Advisory Board: [White Paper on Interoperable Learning Records](#)

CAPTURE REFLECTIONS AND NEXT STEPS

Please include any major takeaways or reflections from the previous section, as well as any concrete next steps you will take (e.g., data to collect, policies to review, partnerships to be leveraged).

What are your top reflections on how your state is currently supporting this action or could be in the future?

What are some next steps you can take, particularly those that are foundational to building or maintaining momentum?

OVERALL SELF-ASSESSMENT

The following are your ratings across the three actions within principle 4. Based on those ratings, assign your state an overall rating at the principle level for the three categories with **4 as the highest score for each category and 1 as the lowest.**

Principle 4: Each learner's skills are counted, valued and portable	DEGREE OF ALIGNMENT	CAPACITY & COMMITMENT	POTENTIAL IMPACT
1. Capture and value all learning that occurs, wherever and whenever it occurs.			
2. Build and leverage trusted systems to translate competencies and credentials into portable credit.			
3. Expand skills-based hiring practices that value competencies.			
OVERALL PRINCIPLE 4 RATING			

ACTION PLANNING

Drawing on the overall assessment of your state's alignment to **principle 4** and the related actions within *CTE Without Limits*, as well as overall capacity and potential impact, identify at least three goals that will drive your system forward and bring it closer to fully achieving this principle. Consider the SMART framework for goal setting. Goals should be Specific, Measurable, Attainable, Relevant and Time-Bound.

- ✓ **Specific:** In as much detail as possible, describe the challenge and what you hope to accomplish. Identify those responsible and accountable for executing the goal.
- ✓ **Measurable:** Identify measures of success and how you plan to track progress.
- ✓ **Attainable:** Make sure the goal is realistic. Do you have the skill, will and resources to achieve this goal? If not, what is a more realistic goal? A good SMART goal is both ambitious and attainable.
- ✓ **Relevant:** Is this goal related to your career readiness vision? How will it help you actualize this vision?
- ✓ **Time-Bound:** Set a specific date when the goal will be achieved.

Example of a SMART Goal

Currently, **our state does not have a statewide strategy around credit for prior learning**. Each institution sets its own policies. To ensure that learners can consistently earn credits for experience, **we will develop a statewide prior learning assessment (PLA) tool and develop a crosswalk of credentials to existing credit for prior learning policies**. The work will be **completed by spring 2023**, and this process **will be led by Wanda Perkins**. Our goal is that **learners will be able to earn credit using the statewide PLA and leverage the crosswalk by the fall 2023 semester**.

Describe the problem

Describe the solution

Set a specific date when the goal will be achieved

Identify an owner for the work

Identify measures of success

LIST THREE SMART GOALS FOR ADVANCING CTE WITHOUT LIMITS

Identify up to three SMART goals that you need to advance principle 4 in your state. Describe each goal in the following fields.

Goal 1

Goal 2

Goal 3

ACTION PLANNING

For each goal, identify what you will do immediately, within six months and within the next year to advance that specific goal, including who will own that step and what outcomes you hope to see.

Goal 1

What steps will your state take **immediately** to advance this goal?

Action Step

Individual Owner

Desired Outcomes

1

2

3

What steps will your state take in the **next six months** to advance this goal?

Action Step

Individual Owner

Desired Outcomes

1

2

3

What steps will your state take in the **next year** to advance this goal?

Action Step

Individual Owner

Desired Outcomes

1

2

3

ACTION PLANNING

Goal 2

What steps will your state take **immediately** to advance this goal?

Action Step

Individual Owner

Desired Outcomes

1

2

3

What steps will your state take in the **next six months** to advance this goal?

Action Step

Individual Owner

Desired Outcomes

1

2

3

What steps will your state take in the **next year** to advance this goal?

Action Step

Individual Owner

Desired Outcomes

1

2

3

ACTION PLANNING

Goal 3

What steps will your state take **immediately** to advance this goal?

Action Step

Individual Owner

Desired Outcomes

1

2

3

What steps will your state take in the **next six months** to advance this goal?

Action Step

Individual Owner

Desired Outcomes

1

2

3

What steps will your state take in the **next year** to advance this goal?

Action Step

Individual Owner

Desired Outcomes

1

2

3