

MODERNIZED READY LEARNING

“WE MUST CONSTANTLY INNOVATE THE WAYS IN WHICH WE DELIVER SERVICE TO BE RESPONSIVE TO THE EVOLVING NEEDS OF THE COAST GUARD.”

- MISSION SUPPORT ACTION PLAN 2019 - 2023

TRAINING VISION

Deliver tailored, on-demand training and learning activities to promote modernized learning that maximizes the continuous growth of a mission ready total workforce

Training is the backbone of a *Mission Ready Total Workforce Framework* designed to facilitate professional growth. Today, we deliver best-in class performance-based training experiences that grow our workforce into technically proficient leaders. Our training system is a true competitive advantage. However, today’s training experiences do not align with the current state or future world that is becoming increasingly virtual and customizable. In order to maintain our competitive advantage, our legacy training will be transformed. *Modernized Ready Learning* represents the course correction necessary to execute the transformation.

This chapter is a call for action to deliver individually tailored, on-the-spot services that prepare our workforce for the work of tomorrow. It will enable us to make incremental decisions with strategic intent toward an ultimate goal. There are four inter-related priorities:

- 1. Maximize Training Opportunities**
- 2. Modernize Training Delivery**
- 3. Tailor Training Programs**
- 4. Advance Workforce Resilience through Training**

As a service that is *Always Ready*, the Coast Guard operates in an increasingly complex security and maritime environment. The coming decade will bring profound technology-driven change and competition to develop a ready workforce. In the face of these complexities, we recognize that Force Readiness is the key to mission success. To meet the demands of a more complex future, we will provide a modernized learning experience that more deliberately facilitates the cultivation of our workforce talent.

Successful execution of this outlook will include establishment of a continuous learning culture within our Coast Guard. Learning occurs in all facets of our lives. Our commitment is to modernize all learning that occurs through *training, education, and experience*. Each Coastie experiences at least two of these during even the briefest of careers; the majority of our workforce experiences all three many times over.

Each may be experienced “on-demand”, when the learner wants it, or “on command”, when the service needs the learner to have it.

Our service will transform today’s learning system to focus on specific areas of readiness within centers of excellence capable of sustaining all core lines of effort. Readiness Centers will recognize opportunities to influence on-the-job experiences and build the flexibility necessary to deliver tailored learning that acknowledges the prior experiences and abilities.

The Train chapter of this framework is a call for immediate action. This alteration is necessary to most appropriately prepare our workforce for the dynamic work of tomorrow. Leveraging this outlook, we will continue to cultivate our talent as our most precious competitive advantage in order to retain our Coast Guard’s status as the world’s best and an employer of choice.

PRIORITY 1: MAXIMIZE TRAINING OPPORTUNITIES

Our service members are our greatest assets. Their time and talent are of the highest value and will be the prime factor in determining what and when training is required and how it is delivered. *On-command* learning encompasses training that the service requires to attain a standard level of competence or expertise. *On-demand* learning, however, focuses on the specific needs of the group or individual. By differentiating between the two, each learner will take control of their training by seeking the training they need, when they need it, where they need it, and linking that development to both personal goals and professional competence. With both focal points, we continually assess performance and incorporate feedback to ensure on-command training is providing the return-on-investment intended.

OBJECTIVE 1.1

Require the right *on-command* experiences for the *right* audience at the *right* time.

Some on-command training applies to the entire workforce while others are specific to specialties or positions. By carefully selecting what and when training is essential, we will limit redundancy, maximize valuable time, and afford the individual opportunities to advance in areas they seek. We will define and tailor experiences by delivering intentionally selected parts of the whole, otherwise known as “know-lecules”. We’ll assign the right *know-lecules* by acknowledging and capturing what our workforce already knows through demonstrated experience. Embracing this concept allows *on-command* training to be delivered to the right people, with the right learning, at the right time, and through a variety of ways appropriate for each learner.

What Capturing Demonstrated Experience Looks Like

SN Allen graduated boot camp and is serving on a high endurance cutter, but she entered the Coast Guard a bit later in life. Before joining, she worked in the aircraft maintenance industry, and holds several certificates in airframe power plant system maintenance. When she joined, her recruiters helped her install the Coast Guard Learning Capture mobile app on her phone, so she found the air frame power plant system maintenance skills quickly, marked her own skills, and uploaded pictures of her certificates. The service registrar validated those, but because these are high-proficiency tasks (level 3 or above on a 5-point scale), further validation by certified professional development coaches is required. As she was considering her options for A-schools, the Learning Record Store recommended, based on her captured learning, that she might want to consider AMT as a rating and career, and suggested she schedule a validation of her skills. She decided to do so, and chose the "schedule me" button. During her scheduled proficiency validation at a Micro-Learning Center, the professional development coaches are very impressed, and validate her skills, marking her a proficiency level 4 against organizational standards. Accordingly, the AMT A-school develops a tailored training program for SN Allen focused mostly on leadership and organizational knowledge, given her proven technical acumen. AET3 Allen re-enters the workforce after just a few weeks of tailored A-school training.

Objective 1.2

Provide more *on-demand* learning experiences

Learners in our workforce will receive training “Just-in-Time” and at the “Moment of Need”. We will be attentive to the unique needs of our learners; specifically offering learning in a manner they are able to receive it and that resonates with their ability to retain and apply information. We do this by offering different ways to learn the same objective through various instructional techniques that meet the preferences of each learner. The workforce might watch a simple “How To” video on a mobile device, play a simulation game, complete a self-paced online course, join a virtual collaboration room, or participate in a real-time learning event. This learner-centric approach develops proficiency by offering quality, effective learning opportunities. Technological advancements are taken into consideration prior to implementation in the training system, positively contributing to the learner’s experience rather than creating a distraction or another complex system to navigate before learning occurs. Just as today’s online retailers feed the shopper the next best consumer good based on past purchases and search history, a *Virtual Learning Storefront* will facilitate on-demand learning through the use of artificial intelligence. As the workforce progresses in their careers, they are continually fed the next most relevant learning opportunity based on experiences and interests.

What Maximizing Training Opportunity Looks Like

BM3 Jones needs to attend the tactical coxswain course, but only the last week because her prior on-the-job experience qualified her to miss week one. Once qualified, BM3 routinely logs mission reports. Each time she does, her experiences are recorded in the system. After completing a recent escort, BM3 receives automated prompts to view a #CGHowTo video on vessel screening and the Tactical Boat Operations Tactics, Techniques, and Procedures. A go-getter, BM3 later earns her first mate license through the Coast Guard's Credentialing Assistance Program. She also advances to BM2 and transfers to a Coastal Patrol Boat, where she must qualify as a Deck Watch Officer. She visits the new Learning Management System, which provides a customized Watch Qualification Standard to focus only on what is new to her.

Today's workforce has come to expect information available anytime, anywhere, and specific to their immediate need. Continuous individual learning is a service investment. We will modularize learning into *on-demand*, flexible *know-lecules*. Modularized learning breaks down courses into smaller chunks that are easier to consume. This multifaceted approach is designed to acknowledge what a student already knows and then deliver the next learning *know-lecule*, as they need it. Through different options, including a *Virtual Learning Storefront*, rich with content, the learner is able to pull whatever they are empowered to learn. This delivery mechanism helps prevent cognitive overload and allows learners to absorb only what they are ready to retain in the moment.

PRIORITY 2: MODERNIZE TRAINING DELIVERY

Embedded within a future of emerging paradigm shifts is an exciting opportunity to alter the way we deliver training and education to the workforce. We owe it to our workforce that made the choice of service to this nation to develop their talents, skills, and knowledge through the most influential, relevant training and education available. The investment is worth the return of an empowered workforce ready to succeed at any task sent their way and committed to a career enriched by continuous learning. Our *mission ready total workforce* will have access to a modernized learning system before the end of this decade.

Objective 2.1

Adopt a blended approach

Traditional classroom training will remain invaluable, but it will no longer be the default learning modality. The goal of modernizing training delivery is to make better use of the many “Blended Learning” approaches available in the learning ecosystem. We will make evidence-based decisions about how each learning experience will best be offered. Pipeline training, wherever possible and practical, will be replaced by *Just-in-Time* training nearer to the moment of on-the-job performance.

Our modern approach will transform *one-and-done* classroom training events into seamless and continuous learning events delivered in a variety of ways maximizing learner readiness to train as well as learning effectiveness and efficiency. Through this learning system transformation, the distinction between training events will be less noticeable because formal, informal and experiential learning will blend together.

The field performer will have technologically enhanced training options for continuous development. To leverage these capabilities effectively, *Readiness Centers of Excellence* will stay attuned to challenges and changing environments to incorporate the most relevant information into instructional design as informed by the *Human Performance Cycle*. The cycle will receive continuous data in the form of field feedback and performance and learning assessments. Likewise, the field will train and operate in sync with institutional, outcome-focused curricula.

We will support *social learning* by fostering career-long “Communities of Practice” reinforced by our *Readiness Centers*. These groups will provide an environment to share experiences, discuss areas of interest, and develop through a network of professionals passionate about the same topics. Retrospectively, the premise is to qualify individuals in multiple elements but in an aggregated forum. Through this platform, networking and alliance provide commonalities of practice and expectations, immune to professional ambiguity.

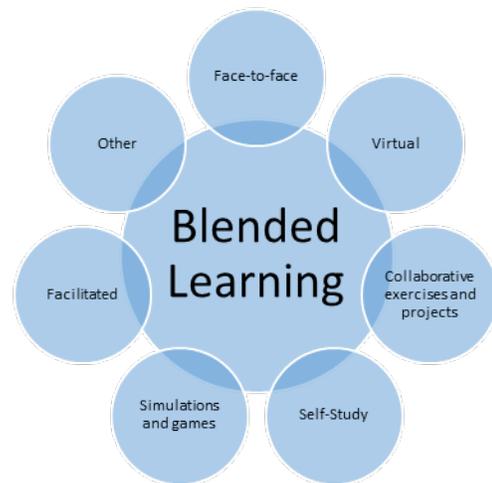


Figure 1. Blended Learning Ecosystem

What Modernized Training Delivery Looks Like

ENS Smith was a prior MST1 who graduated from OCS last year. His first assignment was on a 210' medium endurance cutter, but he wants to transition to become a Prevention Officer and just received orders to his first Sector. He is stationed on the west coast and the only available course at TRACEN Yorktown, on the east coast, conflicts with his last patrol. Instead of missing underway time, he is enrolled in a one-week Advanced Online Education course that he attends virtually from the base Micro-Learning Center, where he is able to easily collaborate with peers and instructors. One of his mentors, LCDR Jackson, invites him to join a Center of Excellence community of practice where he is able to learn tips from others on completion of the self-study packets and how to best work on the many qualifications he will need to earn.

Objective 2.2

Re-think where training happens

Our best-in-class training system delivers some of the most advanced technical training in the industry. However, it too often relies on inefficiently pulling personnel from their day jobs. Learning, in some cases, occurs at the convenience of the organization rather than that of the individual. We will exponentially increase efficiency and usefulness by capitalizing on opportunities to shift training from far-away major installations to near micro-centers, or better yet, the worksite.

In order to flip the classroom, we will fundamentally adapt our paradigm for how learning occurs. The default setting must be that learning *will* occur at the point of performance, rather than in a classroom. There will always be a place in the Coast Guard for in-person, resident technical training. The nature of our work demands the best hands on learning possible. However, shifting the paradigm will widen the aperture for the vast amount of learning that plainly does not require a particular physical environment. This includes, but is not limited to, knowledge acquisition and cognitive decision-making.

We will flip the paradigm by making course adjustments toward a familiar, yet different, training system. Today's system consists of eight training centers, all with clear spheres of influence but few consistently packaged centers of excellence. And, each training center primarily delivers resident, face-to-face instruction. Tomorrow's training system is anchored by the *Virtual Readiness Center*, charged with determining what learning will occur virtually, and what learning will be completed in residency. That same *Center* constructs state-of-the-art solutions to use at or near the point of performance. Learning will actually occur in real time, at the moment of need, or it may occur in a *Micro-Learning Center* located nearby the home unit.

Legacy training centers will be transformed into *Readiness Centers of Excellence*, with greater focus on specific subject-matter expertise that aligns more tightly with necessary operational capabilities. Such centers will deliver state of the art resident training, but will also support virtual learning across the Coast Guard. Centers will also offer growth opportunities far beyond the targeted skills of a particular training event that support the basic needs of the total workforce such as financial aptitude, physical fitness, mental fortitude, and family wellness.



Figure 1. Example Modern Training System

Objective 2.3

Leverage major acquisitions to recapitalize training infrastructure

Our aging service will continue to prioritize re-capitalization of operational assets above all else, including training infrastructure and tools. Rather than approaching this reality as a challenge, we will seek to modernize existing infrastructure by moving beyond the usual practice of replacing what we had with the latest and greatest version; we will not replace chalkboards with smartboards. Instead, we will approach every new operational acquisition as an opportunity to imbed needed learning at, or near, the intended point of performance.

In order to keep up with the rapid pace of asset recapitalization, we will intensify the relationship between our *Acquisitions Directorate* and the *Force Readiness Command*. All acquisition designs and plans will include an in-depth review of what our workforce will need to learn in order to operate whatever is being acquired. Likewise, each iteration will account for all instances of anticipated downstream learning. *Readiness Centers of Excellence* and *Micro-Learning Centers* will be re-outfitted or constructed, in part, based on the future needs of the workforce.

“WE ALL SHARE THE SAME DESIRE TO TAKE CARE OF OUR SHIPMATES, PROTECT OUR FAMILIES, AND SAFEGUARD THE AMERICAN DREAM. ENSURING OUR OUTSTANDING COAST GUARD MEN AND WOMEN CAN ACHIEVE THESE GOALS AND GROW AS BOTH INDIVIDUALS AND PROFESSIONALS... THIS IS WHY I SERVE!”

- ADMIRAL KARL SHULTZ, 26TH COMMANDANT OF THE COAST

PRIORITY 3: TAILOR TRAINING PROGRAMS

The *Fourth Industrial Revolution* is bringing data into our lives at an incredible pace. And, that data is being used to create customized experiences tailored to the individual or team. In order to keep pace with the expectations of the future *mission ready total workforce*, we will modify existing standard-issue professional experiences into customizable solutions designed specifically for a particular audience, team, or individual.

The influx of *big data* and the adoption of a data-driven organizational culture will revolutionize how training programs are constructed and delivered. Tailored training programs are the output of the execution of a *Modernized Ready Learning* infrastructure in its ideal state. They will allow two servicewomen in the same rating and rank, with similar backgrounds and time in service, to progress through a training experience in two vastly different ways and time periods, but as fast as each of them is able to learn and demonstrate the growth of knowledge and skill.

Objective 3.1

Aggregate and interpret training and performance data

Within this decade we will significantly advance our optimization of existing technologies to gather critical training and performance data for each person, crew, and team across our Coast Guard. The data, pulled from a wide array of sources, will feed *Occupational Strength Dashboards* and *Artificial Intelligence* engines that forecast best courses of action for sustaining relevant and exceptional workforce talent through time, assuring consistent maximum attainable mission readiness. At an individual level, courses of action will include career growth, professional development, educational, and training opportunities. At the team level, courses of action will include collaborative simulations, games, exercises, and drills designed expressly to provide consistent, high fidelity repetition.

In order to accurately and effectively provide developmental recommendations, we will constantly measure on-the-job ability against job-required competence. We will also evaluate team and unit performance against specific mission-essential tasks outlining the ideal state. When aligned with competencies and essential tasks, *measures* and *requirements* associated to positions, teams, or units, provide the necessary framework to assign the right person to the right job, and to provide training to accommodate the exact, real time needs of the position or team. These measures will also provide a window into the return on the Coast Guard's investment, which will better inform future recommended courses of action.

By 2030, we will be the most renowned data-driven military organization. The Coast Guard will utilize big data to inform our decision-making to ensure targeted, actionable next steps for addressing needs of the service, the unit, and the service member. Through the effective use of data, tomorrow's Coast Guard customizes *Modernized Ready Learning* opportunities to streamline effort and provide more opportunity to the *mission ready total workforce*.

What Tailoring Training Programs Looks Like

CGC HARRIET LANE is preparing for the next scheduled Tailored Ship's Training Availability (TSTA). Using an advanced set of algorithms, the Afloat Training Group analyzes the cutter's recent drill history, the make-up of the crew, and anticipated operations to custom build a two-week training experience that meets the needs of the Area and Commanding Officer. The training event is constructed with extra time to account for unexpected variables or extra engagement on drills. Upon the completion of TSTA, the cutter is certified to complete all of the mission-essential tasks associated with its scheduled upcoming patrols. Additionally, each member of the crew is given a personal training regimen to aid the soonest attainment of onboard qualifications.

Objective 3.2

Expand reskilling opportunities

Over the next decade, the rapid pace of automation will change the manner in which the workforce accomplishes Coast Guard missions. We must be able to rapidly *reskill* our workforce in order to keep pace with a technologically robust working landscape and ensure careful retention of our top institutional talent. Successful reskilling requires the synchronization of current talents, abilities, potential, enthusiasm, and capacity within new or altered areas of work. We will aggressively pursue reskilling by offering expanded opportunities to draw on institutional knowledge and demonstrated talent to put existing skills to use elsewhere, in a completely new occupation or setting. Tailored training programs will prepare each worker, or team, for new ways of doing business.

In the competitive job market of the future, the Coast Guard will invest in its workforce with a focus on *career pathing*. Career pathing is a structured development program to support visualization of career progression within the organization. When done right, career pathing not only helps our workforce see their potential for career progression, but also sets clear milestones and provides the training opportunities necessary to reach these goals. We will support individual career aspirations by allowing the workforce to *self-reskill*, without consequences for following unconventional career routes, as the organization evolves. The Coast Guard will be liberal in facilitating breaks in service for talent development, or *upskilling*, and external *reskilling*.

The Coast Guard will proactively plan for talent needed in the future to ensure mission readiness. In order to do so, we will codify competence and mission-essential tasks to include what the workforce must holistically pursue, or *reskill* for. We will document formal, informal, and experiential training and to give credit along the way. The data will feed a larger system for identifying areas of need to sustain a proficiency. Competencies and mission-essential tasks will be continually evaluated to ensure workforce skills remain relevant to the accomplishment of our missions and organizational objectives.

What Expanding Reskilling Opportunities Looks Like

DC2 Matthews is a reservist drilling at Station St. Inigoes, but in his off-duty job serves as a registered nurse working Intensive Care at the Trauma Center hospital. His nursing career requires extensive continuing education (CE) and periodic submission of CE credit to the state of Maryland in order to maintain his license and Intensive Care Unit certifications. DC2 is "in the groove" providing these periodic CE submissions, and decides to add the centralized Coast Guard Learning Capture email address to the email he regularly sends to the state. Coast Guard Learning Capture loads his learning into pending status until Maryland validates it, then the Coast Guard auto-validates through an information sharing agreement with Maryland. DC2's Learning Record is updated and credits him with exceeding required recertification for advanced first aid and CPR. The Learning Record Store prompts DC2 to consider a tailored re-rating to reserve Health Services Technician (HS) surge corps given his certifications and proficiencies, but he declines because he joined the reserve to practice a different trade.

Objective 3.3

Give credit based on demonstrated ability

We will connect all learning activity to skill-based institutional and occupational competencies and credentials to support workforce career-long tailored training within our mission-driven organization. Rather than forcing a set path to achieve desired competence, we will embrace multiple avenues of achievement, giving credit where credit is due for demonstrated academic or on-the-job ability and performance. Competence and credentialing will be a complete reflection of what the workforce can *do*, not what it has already done.

Institutional competencies are crosscutting, affecting every member of an organization, and may be learned and refined through education, training, and experiences. Occupational competencies, on the other hand, are those providing the ability to perform functions of a unique job to specific standards. Occupational competencies are required to build technical depth while institutional competencies are the key to ensuring workforce capability to operate successfully in a constantly changing environment.

The Coast Guard workforce will assume greater and different responsibilities over the next decade. We will guide future growth by systematically developing, and redeveloping, competencies to enhance our ability to manage the transfer of skills and knowledge to new situations or technical specialties. Over time, occupational competencies will be aligned to positions instead of rates, ranks, or specialty. This type of alignment will allow the Coast Guard to provide more opportunities, breaking down workforce stovepipes and perceived barriers to entry for those with specific work history.

What Crediting Demonstrated Ability Looks Like

Ms. Henry is a GS-9 civilian employee at PACAREA and also serves as an Auxiliarist during the weekends. She recently achieved her "Aux Chef" certification, largely due to her work as a sous-chef in commercial restaurants prior to settling down in San Francisco and accepting her current civilian position. Because she used Coast Guard Learning Capture to complete her Aux Chef PQS, she was credited with 75% of the skills based on a CS Professional Development Coach's observation of her while assisting at the TRACEN Petaluma galley. After completing the learning necessary for the remaining 25%, the Coast Guard Learning Record Store notes the close overlap with interest, ability, proficiency level, and requirements, then suggests Ms. Henry might be interested in joining the Coast Guard as a Direct Entry Petty Officer filling critical CS rate needs. While this doesn't align with her long-term personal or family goals, she completes DEPOT and a tailored CS A-school for reservists where her ongoing advanced training, experience, and education between civilian, Auxiliary, and Reservist activity is seamlessly integrated into her Learning Record.

We will continue investment in *voluntary credentialing programs* to help our workforce acquire certifications and licenses, closing gaps between professional industries and our service. Our *Modernized Ready Learning* approach drives opportunities for the total workforce to identify licenses, credentials, and certifications by accessing Coast Guard Credentialing Opportunities On-Line (CG COOL). CG COOL is our credentialing warehouse, with a comprehensive list of credentials, certifications, and licenses that cross-references occupational specialties, rates, and professions. Driving service members to improve themselves vocationally, to earn a license, certificate, or credential, or to earn a degree will ensure our workforce remains on equal ground with our industry counterparts and increases total value-add at work. By 2030, the Voluntary Credentialing Program will cultivate a *mission ready total workforce* through accredited recognition of professional growth achieved within tailored training programs.

PRIORITY 4: ADVANCE WORKFORCE RESILIENCE THROUGH TRAINING

As the environment we live in becomes more virtual, we will remain committed to developing and promoting the interpersonal skills necessary for mission success. Our leaders will use their top strengths to engage authentically, overcome challenges, and create a life aligned with the *core values* of our service: *Honor, Respect, and Devotion to Duty*. Aiding our workforce in identification of their individual and collective purpose, beliefs, identity, and life vision – is paramount. These elements, which define the essence of a person, enable the building of inner strength to make meaning of experiences, support ethical behavior, persevere through challenges, and be resilient when faced with adversity. One’s strength of character is formed through personal, philosophical, psychological, and vocational teachings or beliefs. As the basis of character, a strong spirit promotes resiliency and enhances one’s ability to mitigate adverse responses to stress. We will leverage training and education to grow the resilience of our workforce in the next decade.

Objective 4.1

Instill and re-enforce Core Values

Consistent, high quality leadership is the foundation of a resilient workforce. In the next decade, we will double-down on leadership training and growth opportunities to instill, and continuously reinforce, our *core values*. Our leaders will demonstrate and promote resilience by setting the example, encouraging help-seeking behavior, and by remaining actively engaged with their crew, colleagues, and families. They will first reflect on and understand their own levels of resilience, and then learn how to assess and build resilience in their colleagues and teams. Leaders at all levels will help those who need assistance, and their families, while simultaneously ensuring our *core values* are upheld.

Instilling our *core values* means much more than rote memorization of three words. We will intentionally weave opportunities for leadership practice and growth into the fabric of every training experience that the Coast Guard provides. We will emphasize the investment of time and effort taking care of oneself mentally and physically to develop healthy habits that enhance both mental and physical well-being. We will also provide clear opportunities for post training event engagement to better tie the human elements of on-the-job performance to the performances themselves. In this way, continuums of leadership will be more routinely reinforced so that organizational behavior norms shift to be more inclusive and welcoming of diverse thought.

What Advancing Workforce Resilience through Training Looks Like

Ms. Clark, a Command Duty Officer at Sector New York, recently completed a stressful Search and Rescue Case. She and her team were mentally and emotionally challenged, and she unfortunately lost her composure on a number of occasions while directing her team. After reflecting on the events, she decides to engage with a professional coach at the Shore Force Center of Excellence in Yorktown. Upon hearing what transpired, the coach walks Ms. Clark through a values exercise enabling her to self-actualize that her management style may have added stress to the situation vice minimizing it. Because Ms. Clark wants to improve as a leader and manager in the Command Center, the coach is able to recommend support and training activities specifically for her.

Objective 4.2

Grow interpersonal skills and emotional intelligence

The maintenance of healthy team dynamics will play a major role in building resilience and sustaining our *mission ready total workforce*. Steady leadership will provide critical workforce support and foster an environment of trust and respect by demonstrating genuine care for others in their personal and professional lives. Interpersonal skills and relationship training, and education, will significantly contribute to the growth of workforce emotional intelligence and the creation of these working environments. Active leader involvement and unity of effort across programs and services with refined authorities and responsibilities will combine to effectively strengthen and enhance the performance of our workforce on and off duty.

As recent events such as the *Coronavirus Pandemic* have shown, maintaining interpersonal relationships, and the development of team cohesion, in a virtual environment requires adjunct skills and abilities. Interaction and engagement will be an increasingly important skill as the world around us embraces technological advancement, automation, and virtualization. Our training system will support the growth of virtual collaboration skill and ability through learning and in practice. We will take advantage of appropriate opportunities to convert knowledge-based training from a traditional in-person classroom to a virtual classroom, leading the organization by example and demonstrating best practices for interpersonal relationship growth from afar.

MRL ACTION PLAN

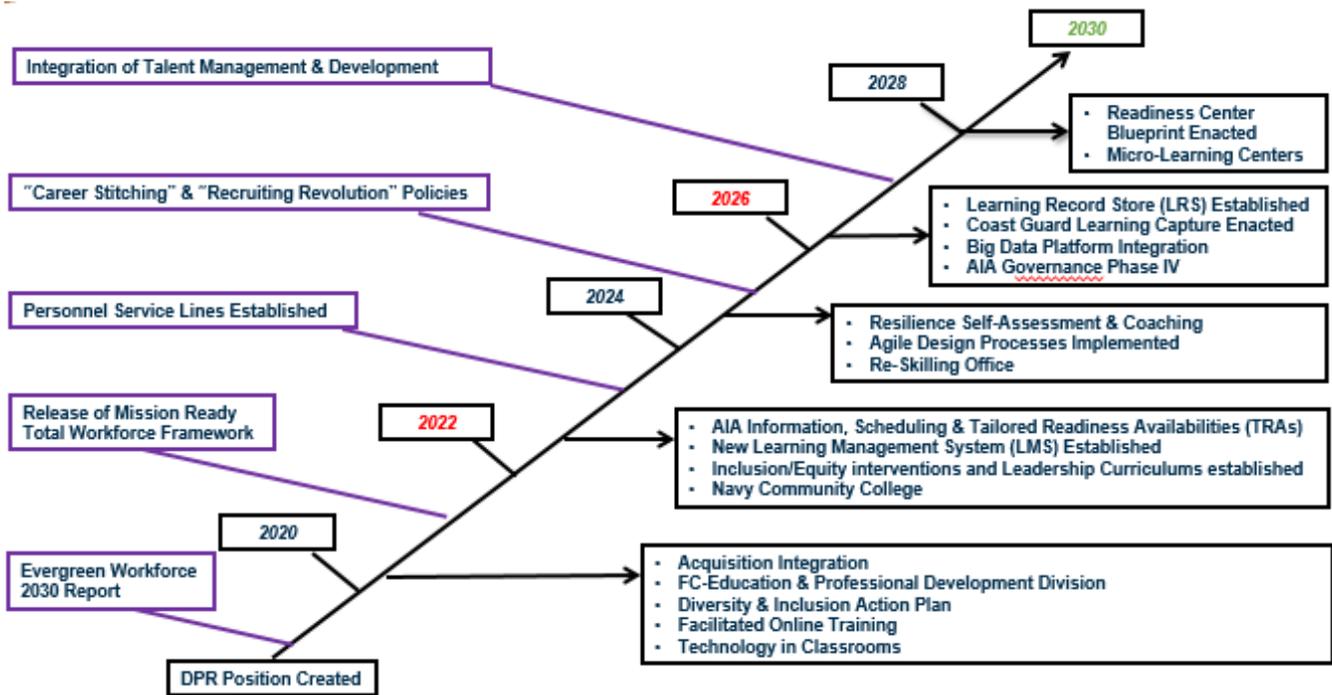


Figure 2. Proposed Action Item Timeline for Modernized Ready Learning