Proposal Title: *Prove It!* Statewide Capacity Building for Competency Based Career and Technical Education

Timeline: January 1, 2017 – June 30, 2018 (18 months)

Requested Amount: $69,248

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Participants: 4-8 representatives from each of six Nebraska community colleges, 24-48 participants statewide

Abstract

Prove It! will provide Nebraska postsecondary educators with professional development to build competency based career and technical education (CBCTE) programs that a) respond to the workforce needs of area industries and b) meet US Department of Education criteria for financial aid eligibility for competency based postsecondary education programming. The initiative will include two levels of training. A Level I, two hour simulcast overview training will be provided for teams of stakeholders at each Nebraska community college (such as administration, financial aid staff, faculty, and instructional designers). Level 2 training will include a multi-site livestream "boot camp" of two six-hour days, followed by four hours of follow-up consultation for each community college. Each community college will engage a team of four to six individuals to participate in the boot camp and follow-up consultation. The end result of the boot camp will be a Road Map specific to each college, outlining their next steps for incorporating competency based education (CBE) in career and technical education (CTE). The result of the follow-up consultation will be measurable, college-specific progress on CBCTE Road Map implementation, such as draft policies, acquisition of new tools to support competency based design, skill acquisition (such as increased faculty ability to develop measurable, competency based learning outcomes or rubrics), or draft course outlines that incorporate CBE in CTE. The longer term vision for *Prove It!* implementation is the statewide development and delivery of career education programs in which students a) "prove" their preparedness through demonstrations of essential workplace competencies and b) access federal financial aid to support their participation in competency based career education programs.

Vision and Purpose

Connection(s) to the PFI Areas of Focus and Purpose Statement

Project *Prove It!* responds to the **PFI Area of Focus** for "Professional Development: Plan and coordinate professional development that may include skill training in emerging curricula, technical skill development and training in new instructional strategies for secondary and postsecondary instructors." *Prove It!* proposes to plan and coordinate statewide professional development on competency based career and technical education (CBCTE), through both direct training and follow-up expert consultation. Professional development on CBCTE responds to emerging trends in curriculum development and delivery, including new strategies for instruction, assessment, and credentialing of student competencies.

Prove It! responds to the **PFI Statement of Purpose** by proposing statewide professional development that will advance a more consistent, effective approach to competency based career and technical education across all Nebraska community colleges. The *Prove It!* approach to professional development aligns with PFI's charge to build a better statewide system of CTE, through simultaneous, statewide training. Teams across all Nebraska community colleges will develop common understandings of competency based career and technical education as part of a state-wide professional learning community, while each team creates an actionable individualized plan for their respective college. By expanding competency based career and technical education, *Prove It!* also proposes to improve student career and technical preparedness, advancing the competitive edge for businesses across Nebraska.

Why *Prove It!* is Innovative

Project *Prove It!* is innovative in three ways – content, format, and outcomes. The **content** of *Prove It!* professional development will be focused on innovative, effective approaches to designing, delivering, and funding competency based education – a model that has been demonstrated to be more responsive to students and industry needs – yet is provided on a limited basis within the Nebraska community college system. The **format** of *Prove It!* professional development will be innovative, combining statewide simulcast boot camps with follow-on expert consultation with each community college team to support long-term results. In addition to using a synchronous, accelerated learning model, this team-based approach requires ongoing application of learning at each community college site, while also building upon the shared framework made possible through the broader context of a long-term statewide cohort-based learning experience. *Prove It!* **outcomes** are also innovative. *Prove It!* team road maps and deliverables will advance statewide implementation of competency based career education. Each participating community college will be able to provide observable evidence of the advancement of innovative approaches to competency based CTE. *Prove It!* will support community colleges throughout the state in developing a competency based education roadmap to overcome roadblocks in aligning funding eligibility for CBCTE at each college.
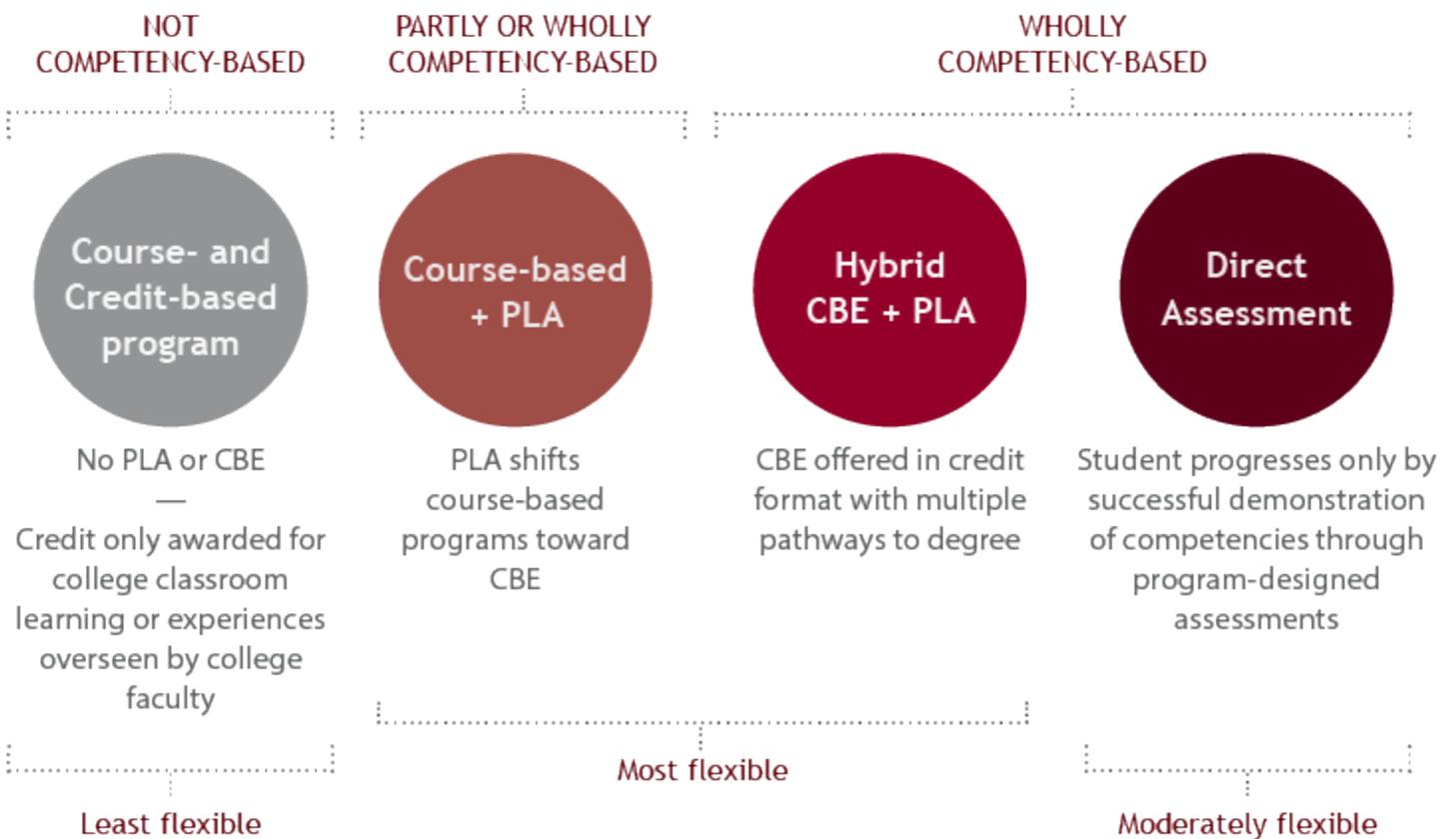
Overall *Prove It!* Outcomes

Prove It! outcomes will include increased knowledge of competency based career and technical education (CBCTE) across Nebraska community colleges, including the development of teams of four to six internal experts within each community college. As these teams share their knowledge and products through statewide meetings and conferences, literally hundreds of other educators will also build their knowledge of CBCTE. *Prove It!* outcomes will also include the concrete advancement of CBCTE within all Nebraska community colleges, as Action Teams develop and implement college-specific CBCTE Road Maps. While specific *Prove It!* outcomes will vary somewhat across the six participating community colleges, Action Team deliverables will show evidence of the implementation of CBCTE throughout the Nebraska community college system, based on the readiness and priorities of each participating community college. Examples of college specific outcomes could include non-credit, competency based workshops toward industry competencies and credentials; new college processes for the development and approval of competency based career education

offerings that meet the requirements of federal financial aid; or a proposal for a competency based Associates technical education degree, ready for presentation to the Nebraska Coordinating Commission for Postsecondary Education.

Need for the *Prove It!* Initiative

Postsecondary competency-based career training programs—programs that focus clearly on what students know and can do—are sharply on the rise. These competency based programs do not assume that successful completion of a series of courses results in the acquisition of priority workplace skills; rather, they confirm students' knowledge and skills through demonstration and rubrics. Models of competency-based career and technical education (CBCTE) are varied, including online formats, multiple modes of learning activities (such as a combination of classroom, lab, and online activities), and structures that permit students to learn and demonstrate required competencies through portfolios, Prior Learning Assessments, or at their own pace. While some competency based programs are incorporated within credit hour course structures, others operate apart from a credit-hour system. The models of CBCTE are varied and recently growing in demand.

NOT COMPETENCY-BASED	PARTLY OR WHOLLY COMPETENCY-BASED		WHOLLY COMPETENCY-BASED
Course- and Credit-based program	**Course-based + PLA**	**Hybrid CBE + PLA**	**Direct Assessment**
No PLA or CBE — Credit only awarded for college classroom learning or experiences overseen by college faculty	PLA shifts course-based programs toward CBE	CBE offered in credit format with multiple pathways to degree	Student progresses only by successful demonstration of competencies through program-designed assessments
Least flexible	Most flexible		Moderately flexible

Competency based postsecondary education programs have been operating since the 1960's, but the national demand for CBCTE has grown significantly over the last decade. This expanding call for CBCTE is largely in response to a) public concerns about both the quality and cost of higher education, b) employers' vocalized need for stronger and more advanced skills within their workforce, and c) students' expectations for more personalized, accelerated options for career training. Recently, the doors have been opened for students to access federal financial aid for competency based postsecondary education, incentivizing colleges to develop and deliver more competency based offerings. Many colleges are now scrambling to better understand CBCTE and build capacity to offer competency based career and technical education.

Nebraska drivers for increased CBCTE offerings echo those seen nationally, particularly employer needs, student demands, and the availability of government aid. Through their advisory roles, Nebraska employers are increasingly advocating for various forms of competency based training to help ensure candidates are work ready. While Nebraska community colleges are increasingly aligning training with industry competencies and credentials, these CBCTE efforts are typically job or credential specific and often still incorporate vestiges of traditional education, such as paper-pencil (or online) exams, rather than the demonstration of competencies. These local efforts to deliver something akin to CBCTE also generally occur without the benefit of sufficient levels of professional development (such as, training to identify measurable competencies or to develop assessments that validate competencies) or college infrastructure (such as systems for transcripting competencies and related credentials). Nebraska students are also prompting community college exploration of CBCTE, as students have a growing number of options for career development, including accelerated, competency based career training through professional associations, employers, and code schools. Nebraska students are also increasingly able to access government funding for alternative, accelerated career training opportunities, such as through Workforce Innovation and Opportunity Act (WIOA) offerings, the new GAP training programs supported by Nebraska's lottery funds, and now federal financial aid.

To better address this growing demand for competency based workforce training, *Prove It!* proposes to build the capacity of Nebraska community colleges to develop and deliver CBCTE. *Prove It!* will engage teams of key internal stakeholders from each Nebraska community college in training, consultation, and the design and launch of college-specific Road Maps for implementing CBCTE. Nearly fifty internal community college stakeholders will be directly involved in *Prove It!* professional development, including up to eight representatives from each Nebraska community college (Western Nebraska Community College, Mid-Plains Community College, Central Community College, Northeast Community College, Southeast Community College, and Metropolitan Community College).

Source: Nebraska Community College System
http://www.ncca.ne.gov/ncss/areamap.htm

The direct impact on internal community college stakeholders will include increased knowledge, skills, and resources related to CBCTE; improved infrastructure to enable CBCTE; and measurable progress on the implementation of CBCTE. Impacts on employer stakeholders will include increased assurance of student competencies through expanded CBCTE offerings. Student stakeholders will be impacted through access to expanded community college CBCTE offerings, including training supported by government funding. This will enable students to access additional training options that are affordable and have the potential to offer accelerated employment and workplace advancement.

Prove It! Work Plan: Goals, Objectives, Activities and Timelines

Project *Prove It!* Goal: Advance the capacity of Nebraska community colleges to develop and deliver innovative, competency based career and technical education (CBCTE)

Objective 1: Establish and Operate a Competency Based Career & Technician Education Action Team at each Nebraska Community College

Activities	Deliverables/Evidence	Timeline
1.1 Project summary provided to all community colleges, including information on the roles/expectations of Action Teams	Contact List *Prove It!* Project Summary (document, slides)	1/15/17
1.2 Statewide phone conference of 1-2 key leaders at each community college, for project overview and discussion	Participant List Agenda and Meeting Notes	2/1/17
1.3 Colleges provide letters of commitment, identifying 4-6 representatives from each college who will serve on the Action Teams and 1 leader for each team	Letter of commitment from each college Confirmed list of Action Team members + leaders	2/15/17
1.4 Conference call(s) provide orientation for and input from all CBCTE Action Team members (including sharing draft plans for Levels I and II training)	Participant list Agenda and Meeting Notes	3/1/17
1.5 Through surveys, email, phone calls, and other means, operational plans are developed to enable the collaborative work of Action Teams	Meeting schedule and format(s) (conference calls, work groups, etc.) List of tools to enable work (such as One Drive, Canvas, Skype, etc.)	3/15/17
1.6 Action Teams operate as planned throughout the project period	Agendas, Participants, Meeting Notes	3/15/17-6/30/18
1.7 Action Teams complete self-assessment and identify strategies for improved team operations, as needed (ex.: schedules, communication tools, etc.)	Brief written summaries of team self-assessments Bullet lists of any changes for team operations	9/1/17 + 2/1/18
1.8 Action Teams submit brief written plans for sustainability of their work on competency based career and technical education	One page plans for sustainability of work on CBCTE at each community college	3/15/18

Objective 2: Increase shared foundational knowledge of competency based career and technical education (CBCTE) within and across statewide community college CBCTE Action Teams		
Activities	Deliverables/Evidence	Timeline
2.1 In coordination with proposed trainer(s), outlines are drafted for Level I and Level II CBCTE training (schedule, objectives, activities, assessments, etc.)	Written draft outlines for Level I and Level II training	2/1/17
2.2 Agenda, invitations and registration information sent to all community colleges for March 10 Level I training	Level I training agenda Invitation to Level I training	2/15/17
2.3 Via conference call with Action Teams and follow-up surveys with Action Team Leaders, all teams provide feedback to MCC on proposed plans for Level II two day boot camp training	Notes on Team Leader feedback on Level II training	3/1/17
2.4 Two hour simulcast training provided for all community colleges, on competency based career and technical education	Agenda, participant list Recording of simulcast uploaded to YouTube Slides or summary written highlights of simulcast	3/10/17
2.5 Action Team members share and review resources on CBCTE provided through selected online portal, such as One Drive or Drop Box	*Prove It!* project portal (such as One Drive)	3/10/17, ongoing
2.6 Training outlines are revised based on statewide input from Action Teams	Final written outlines for Level I and Level II training	3/15/17
2.7 MCC instructional designer works with trainer to customize training for 2 day synchronous online format, to meet the needs of statewide Action Teams (Training days likely not consecutive)	Complete written learning plans developed Plans entered into MCC's electronic curriculum design database Additional resources developed/secured as needed (such as a Canvas site or activities to be reviewed or completed prior to the boot camp)	4/15/17
2.8 Two day, online, synchronous Level II training provided for Action Teams in all Nebraska community colleges Training will include team work sessions, including the completion of a checklist summarizing college status in implementation of CBCTE and identification of priority next steps to move forward on CBCTE.	List of training participants Training packets/online resources Individual pre-post assessments CBCTE status checklists completed by each team Written bullets of priority next steps for each community college	TBD, between 5/1–6/8 2017

Objective 3: Each Action Team develops and implements a CBCTE Road Map for incorporating competency based career and technical education at their college		
Activities	**Deliverables/Evidence**	**Timeline**
3.1 Action Teams obtain feedback on CBCTE status checklist results and proposed priority next steps from their key college stakeholders	One page summary of CBCTE status checklist and proposed priority next steps Notes on stakeholder feedback	6/10/17
3.2 Action Teams develop school-specific Road Map for CBCTE implementation, including specific one year goals with activities, measurable deliverables, timelines, and milestones	School-specific Road Maps for CBCTE implementation	By 7/1/17
3.3 Action Teams implement their Road Map activities	Notes from monthly statewide calls Evidence of deliverables included in Road Map	7/1/17 – 6/30/18
3.4 Each Action Team meets virtually (Skype, phone) with the project trainer/consultant for guidance on Road Map implementation and suggestions for helpful resources	Meeting date, time, participant list Notes from consultant guidance meeting	By 8/1/17
3.5 Teams share progress updates, resources and peer support through monthly one hour statewide conference calls, email and portal (such as One Drive)	Notes from monthly statewide conference calls Deliverables (such as competency maps, policy drafts, etc.) are posted in shared portal	4/1/17 – 6/30/18
*Objective 4: Participating colleges develop and share summaries of project accomplishments, impacts, learnings, and recommendations for statewide advancement of competency based career and technical education		
Activities	**Deliverables/Evidence**	**Timeline**
4.1 Action Team Leaders identify priority conferences/meetings for project presentations and assignments for submitting presentation proposals and presenting (including the Nebraska Career Education Conference and PFI Leadership Council)	List of meetings/conferences, dates, locations, Copies of submitted proposals to present	7/1/17, ongoing
4.2 Action Team Leaders present at the Nebraska Career Education Conference and other state/national conferences	List of presentation events, dates, presenters Presentation slides, packets, summaries	1/6/18 , ongoing
4.3 Action Team Leaders facilitate discussion among each of their teams to identify a list of their strongest accomplishments, impacts, learnings, and recommendations for advancing CBCTE in Nebraska community colleges	Document from each team listing their accomplishments, impacts, learnings, and recommendations	6/5/18

4.4 Action Teams ensure they have submitted all evidence of impact to the project portal (ex.: course competency maps, policy drafts, etc.)	Evidence submitted to the portal and included in the project written report	6/5/18
4.5 Action Team Leaders identify strategies for making project products available to others	List of sources for project products	6/5/18
4.6 MCC staff develops and submits a brief executive summary for publication in the PFI newsletter and/or state/national education association publications	Copies of publications including executive summary of project	6/7/18
4.7 MCC staff develops and submits a full, written project report for the full PFI Leadership Council	Written project report, including samples of project products	6/30/18
*Activities included under Objective 4 meet PFI requirements for evaluation and dissemination activities		

The Number of Students, Teachers, and/or Partners Involved

Prove It! will engage nearly fifty faculty and staff from all six Nebraska community colleges in training, consultation and Action Teams to advance statewide implementation of competency based career and technical education (CBCTE). Training and consultation will be accessed through the Council for Adult and Experiential Learning (CAEL), a 501c(3) nonprofit driven by a vision for "meaningful learning, credentials, and work for every adult." CAEL is able to provide training, consultation, and resources and/or offer recommendations and contact information from among their members and clients who are deeply engaged in competency based career education, such as Salt Lake Community College.

> Mission statement, Council for Adult and Experiential Learning (CAEL)
> We advocate and innovate on behalf of all adult learners, regardless of their socio-economic circumstances, to enhance their economic and educational opportunities. We do this is partnership with postsecondary institutions, employers, government, and communities. We conduct research and develop

Prove It! Impact on Professional Growth

Level I professional development will involve approximately eight individuals from each community college, all of whom will develop a shared, foundational understanding of competency based career and technical education, including knowledge of the various models of CBCTE, federal expectations for CBCTE programs to be eligible for financial aid, the benefits of CBCTE for developing a strong workforce, challenges in developing and launching CBCTE, and resources available. A smaller core group of four to six individuals will be involved in Action Teams, with each team designating a Team Leader. These teams will participate a two day simulcast "boot camp" on CBCTE and follow-up consultation to develop a deeper knowledge base on best practices in CBCTE, such as in curriculum design/development, policies/procedures, and assessment (including assessments of prior learning). The impact of _Prove It!_ Action Team members' professional growth will be evidenced in pre-post training measures, team members' assessments of their college's readiness for CBCTE, their development of a Road Map for CBCTE, their success in achieving the milestones and deliverables included in their CBCTE Road Maps, and information and achievements shared through presentations and written reports. It is also expected that the statewide approach of _Prove It!_ will grow peer collaboration across Nebraska community colleges.
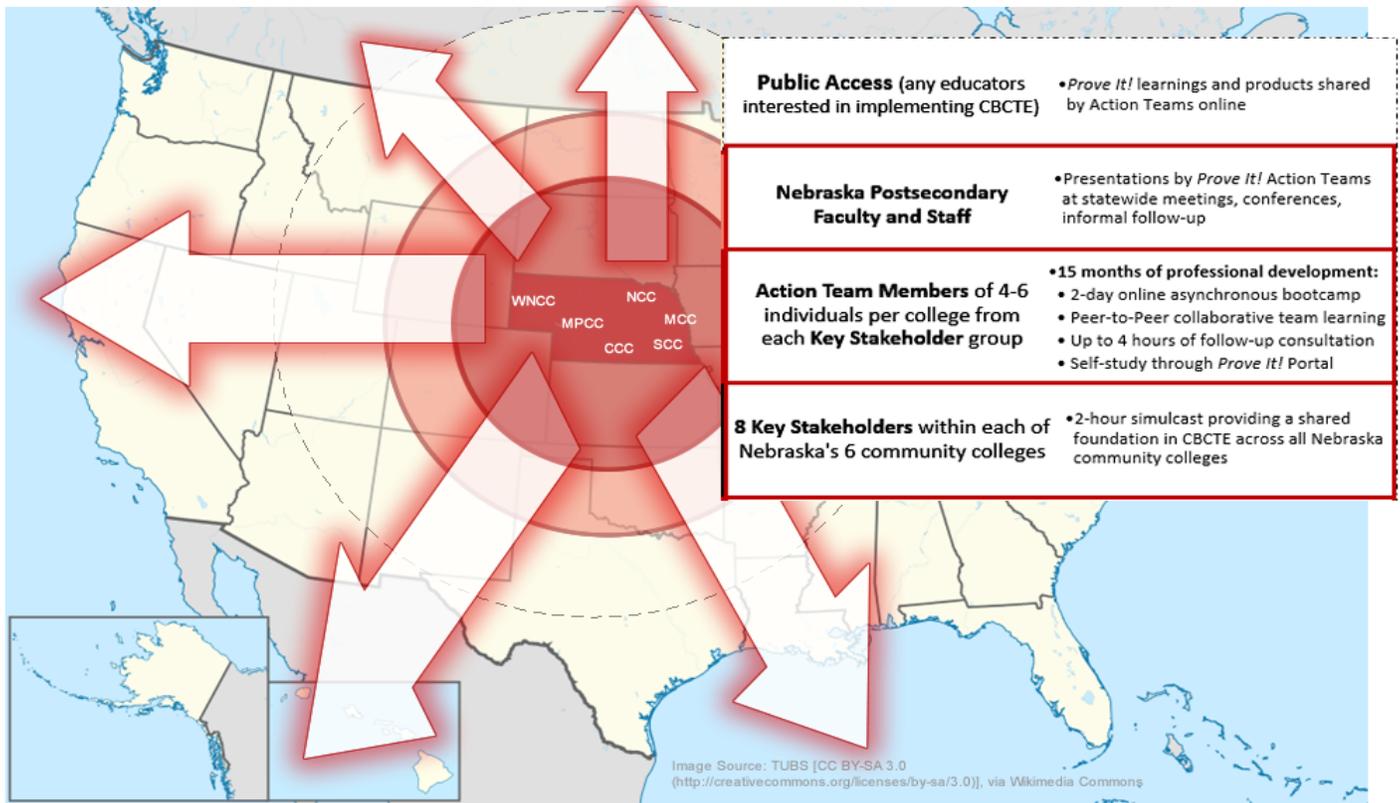
Prove It! Relevance to Nebraska Career Field Model, Economic and/or Workforce Development Statewide

The Nebraska Career Field Model will be shared with all Level II training participants, to ensure that Nebraska's model is a foundational element of participants' preparedness for implementing CBCTE. _Prove It!_ professional development will build the capacity of Nebraska community colleges to implement CBCTE across any field included within the Nebraska Career Field Model. _Prove It!_ is directly and highly relevant to statewide workforce development, as CBCTE will enable schools to verify and communicate students' specific job related competencies to prospective employers. CBCTE will enable a stronger alignment between students' skills and particular job opportunities, supporting more effective hiring and increased workplace success of new hires coming from Nebraska community colleges. CBCTE will also be supportive of Nebraska's economic development efforts, as a) a more appropriately-skilled workforce will strengthen business success and b) the CBCTE approach among Nebraska community colleges will be attractive to businesses considering a relocation to Nebraska. When Nebraska colleges are able to confidently know and <u>prove</u> students' specific workplace competencies, companies can be confident they will have a skilled workforce pipeline available to their businesses.

How *Prove It!* will Reach Secondary/Postsecondary Consortia Members and Proposed Delivery Methods

Prove It! professional development will reach three key postsecondary consortia audiences through multiple delivery methods: Nearly 50 key community college stakeholders, community college CBCTE Action Teams, faculty and staff from across Nebraska postsecondary institutions, and the general public, including educators outside of Nebraska.

Public Access (any educators interested in implementing CBCTE)
- *Prove It!* learnings and products shared by Action Teams online

Nebraska Postsecondary Faculty and Staff
- Presentations by *Prove It!* Action Teams at statewide meetings, conferences, informal follow-up

Action Team Members of 4-6 individuals per college from each **Key Stakeholder** group
- 15 months of professional development:
- 2-day online asynchronous bootcamp
- Peer-to-Peer collaborative team learning
- Up to 4 hours of follow-up consultation
- Self-study through *Prove It!* Portal

8 Key Stakeholders within each of Nebraska's 6 community colleges
- 2-hour simulcast providing a shared foundation in CBCTE across all Nebraska community colleges

Image Source: TUBS [CC BY-SA 3.0 (http://creativecommons.org/licenses/by-sa/3.0)], via Wikimedia Commons

Key *Prove It!* Postsecondary Consortia Audiences	
1: Key Stakeholders (8 individuals) at each Nebraska Community College	The first postsecondary consortia audience is comprised of approximately **eight key stakeholders within each of Nebraska's six community colleges**, for a total of nearly 50 thought leaders. This first group will engage in professional development through a two-hour simulcast, providing representatives across all Nebraska community colleges with a **shared foundation of information about CBCTE**.
2: Action Teams (4-6 individuals) comprised of Key Stakeholder groups at each Nebraska Community College	The second audience will be a subset of the first, through **Action Teams of four to six individuals from each community college**. Action Team members will engage in multiple forms of professional development over the course of approximately fifteen months, including two days of an online, asynchronous boot camp; peer-to-peer learning through collaboration within and across Action Teams; up to four hours of follow-up expert consultation with each Action Team; and self-study supported through the provision of a shared *Prove It!* portal for resources such as video, research reports, and case studies. Action Team members will be engaging at a much deeper level and will become internal experts of CBCTE for each community college.

3: Postsecondary Faculty & Staff at each Nebraska Community College	The third key *Prove It!* audience for professional development will be **faculty and staff from across Nebraska colleges**. Through presentations at statewide meetings and conferences and informal follow-up, *Prove It!* Action Team members will share what they learn and develop with postsecondary educators across the state.
Additional Audiences (Expected Reach)	
4. Secondary educators and educators outside Nebraska	It is expected that presentations from *Prove It!* Action Team members will also reach secondary educators and educators outside Nebraska, though these audiences are not specifically targeted in *Prove It!* dissemination activities. Action Team members will also be posting *Prove It!* learnings and products for public access (such as through a website), supporting a broad, ongoing reach for educators who desire to learn about and implement CBCTE.

Prove It! Collaboration with External Stakeholders/Partners

A known external *Prove It!* collaborator will be the Council for Adult and Experiential Learning (CAEL). CAEL is a nonprofit organization with significant experience, resources, and networks of colleges implementing competency based career and technical education and related efforts such as Prior Learning Assessments. CAEL provides resources such as research reports, webinars, online tools, conferences, and consultation for postsecondary institutions, employers, and communities working to strengthen their workforce talent ecosystem. CAEL is engaged with a network of postsecondary institutions across the nation engaged in the implementation of competency based career education, such as Salt Lake Community College, the Colorado Community College System, and the University of Southern New Hampshire. In addition to collaborating with CAEL, it is expected that a portion of the two day boot camp training will include representatives from one or two colleges implementing CBCTE. Boot camp training will include brief summaries and contact information for community colleges engaged in CBCTE and Action Team members will be encouraged to reach out to experienced colleges as they work to implement their CBCTE Road Maps. *Prove It!* will also coordinate closely with the Partnership for Innovation to seek guidance on implementation and to leverage the most effective opportunities for sharing *Prove It!* findings and products (such as through statewide meetings and conferences and the PFI online newsletter). Additional external partners will most likely be engaged, based on the goals and strategies of each community college Action Team. For instance, if the Road Map for a participating community college identified the need to formalize competency based education for welding training, related employers would no doubt be partnering on the colleges CBCTE efforts. Therefore, the nature of external partnerships will likely vary across the six community colleges.

Nebraska Career Clusters or Fields Addressed

Prove It! professional development on competency based career education is not exclusive to a particular career cluster or field, rather, the knowledge, strategies and resources gained by participants will be applicable across all areas of career education. If a participating community college desires to focus on implementing CBCTE in a particular occupational training area, they will have guided access to individuals at institutions across the U.S. that are working on the implementation of CBCTE across a range of career fields, such as healthcare, information technology, manufacturing, and business.

Evaluation and Dissemination

Objective 4 of the *Prove It!* Work Plan includes activities and deliverables that meet and exceed PFI requirements for project evaluation and dissemination. While Objective 4 is focused on sharing "summaries of project accomplishments, impacts, learnings, and recommendations for statewide advancement of competency based career and technical education," it fully addresses the need for accountability, concrete deliverables, evidence of impact, and dissemination of project findings and products.

Evidence of *Prove It!* Impact Based on Project Goals and Objectives

All *Prove It!* objectives and activities include related, measurable deliverables such as presentation packets, slides, and recordings; written pre-post training knowledge checks; CBCTE Road Maps for each community college, and other deliverables included in Road Maps, such as draft policies, competency maps, or competency based assessments. The strongest evidence of impact will be seen in products that demonstrate implementation of CBCTE at each community college, such as documents related to non-credit workshops for industry credentials, a credit class, a proposal for a competency based Associates degree program, or an adopted college process for the design and development of CBCTE. While an ultimate, longer term goal of *Prove It!* professional development is to design and offer competency based career education approved for federal financial aid, this impact may not be achievable within the project timeline, depending on the readiness and priorities of each community college. Evidence of impact will be shared through a full, written project report, which will include appendices with Action Team products. Impact will also be evident through resources (such as sample documents and slides) made available through an accessible online portal, a **brief executive summary for publication in the PFI newsletter, presentations at the Nebraska Career Education Conference, and a written (and possibly oral) report to the PFI Leadership Council.** Early on in the project, Action Teams will also identify other statewide meetings and conferences that would provide valuable opportunities to share project findings and products and expand project impact. Proposals will be submitted to present at these meetings and conferences and evidence will be shared of these presentations (such as copies of conference agendas and presentation resources).

Budget Plan Budget Narrative

	Prove It! Budget Narrative			
Item	Description & Computation	Grant Funds	In-Kind	Total
Personnel	MCC project management: (16 hrs/month x 18 months) x ~~$46/hr~~ **$35 Hour**	**$10,080** ~~13,248~~		
	MCC instructional design services: Co-develop two day Level II CBCTE online boot camp, coordinating with expert presenter		3,000	
Travel	N/A as professional development will occur online and via simulcast and phone			
Supplies	N/A			
Equipment	N/A			
Contractual	Training/Consultation - Center for Adult and Experiential Learning (and/or recommended presenter(s) outside CAEL) staff, to co-develop and provide: • Level I two-hour statewide simulcast workshop ($2,000) • Level 2 two-day statewide CBCTE online synchronous boot camp ($9,600) • Follow-up phone or videoconference consultation with each team, up to 4 hours per team ($100 x 24 hrs = $2,400)	14,000		
	CBE Level I + Level II (boot camp) participation (6+ participants x 6 teams) x $500		18,000	
	Stipends – Action Team members including staff/faculty at each community college, to implement CBCTE road map (4+ team members x 6 teams) x 10 days x $150/day	36,000	Stipends are for summer work	
	~~Institutional memberships in the Center for Adult and Experiential Learning (CAEL) ($1,035 x 6)~~	~~6,210~~		
Indirect	N/A			
Total		**$60,080** ~~$69,458~~	$21,000	$90,458

Project Management services include coordinating with PFI and participating colleges, full responsibility for successful project implementation, facilitating communications and collaboration, tracking progress, documenting deliverables, arranging meetings/trainings, and reporting. Rates for **Training/Consultation** were based on conversations with CAEL staff and on a similar format used for recent MCC team training on the retention and recruitment of women in IT. **Stipends** are requested for Action Team members, as it will be essential they have time dedicated to the development and implementation of their college Road Map for implementing CBCTE. **Institutional memberships** in CAEL are not required for CAEL training/consultation, but the memberships will provide colleges with access to a range of resources such as research reports, webinars, online tools, and discounts on annual conferences and contracted training/consultation. CAEL memberships also provide a more direct link to a network of colleges across the nation who are CAEL members working on the implementation of CBCTE and similar workforce training initiatives.

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