



**Fiscal Year 2022
Competency-Based Education
Program Development**

Application Due Date/Time: Friday, January 21, 2022 5:00 p.m. CST

Submit Application To: iccb.cte@illinois.gov

**Uniform Notice of Funding Opportunity (NOFO)
Summary Information**

1.	Awarding Agency Name:	Illinois Community College Board (ICCB)
2.	Agency Contact:	Whitney Thompson
3.	Announcement Type:	Initial announcement
4.	Type of Assistance Instrument:	Grant
5.	Funding Opportunity Number:	684
6.	Funding Opportunity Title:	Competency-Based Education Program Development
7.	CSFA Number:	684-00-2549
8.	CSFA Popular Name:	Perkins Leadership
9.	CFDA Number(s):	84.048
10.	Grant Period	March 1, 2022- June 30, 2023
11.	Anticipated Number of Awards:	4-8
12.	Estimated Total Program Funding:	\$400,000-\$1,000,000
13.	Award Range	Maximum: \$200,000
14.	Source of Funding:	Federal pass-through
15.	Cost Sharing/Matching Requirement:	No
	Indirect Costs Allowed	Yes
16.	Restrictions on Indirect Costs	Yes, up to 5% of the total grant award per the Strengthening Career and Technical Education for the 21st Century Act.
17.	Posted Date:	November 12, 2021
18.	Closing Date for Applications:	January 21, 2022, 5:00 p.m.
19.	Technical Assistance:	Technical assistance will be provided by ICCB and its partners throughout the grant period to grant recipients.

Notice of Funding Opportunity: Competency-Based Education Program Development

A. Program Scope

In alignment with the State's Career and Technical Education Plan (Perkins V) and the Higher Education Strategic Plan, the ICCB is soliciting requests for proposal for competency-based education development by Illinois community colleges. Competency-based education focuses on determining a student's achievement by evaluating proficiency within a set of learning outcomes and objectives moving away from traditional time-based constraints. This grant is designed to support competency-based education program development in the community college system for the following high-demand sectors: Manufacturing, Allied Health, and Finance and Business Services. Using an equity-guided, community of practice approach, the goal of this grant is to a) build capacity in planning and program development, b) build institutional support, engagement, and knowledge, and c) ultimately, guide and support the institution in transitioning to implementation of a competency-based education program. Grantees will be required to complete three main objectives of the grant project:

1. **Conduct Competency-Based Education Action Planning-** Grant recipients will utilize the grant period to plan and develop a CBE program, with guided support from ICCB and its partners, to ideally be implemented beginning in Academic Years 2023-2024 or 2024-2025. Planning will include:
 - a. Developing or defining competencies for the selected program in collaboration with employers and other cohort colleges;
 - b. Collecting and reviewing data to inform program planning, to ensure program development will ultimately address an existing inequity, address labor market demand, and support and improve student learning.
 - c. Collaborating with other departments, including admissions, enrollment management, financial aid, information technology, institutional research, student support services, etc. in order to identify needed or revised processes for CBE program implementation;
 - d. Providing or participating in professional development in order to build institutional knowledge and capacity for CBE implementation;
 - e. Completing and submitting an implementation plan for the CBE program to the ICCB that demonstrates the college can or will meet the [Standards of the Quality Framework for Competency-Based Education Programs](#) (C-BEN, 2018);
 - f. Completing any required applications/submissions to the HLC or the ICCB in order to implement CBE programming following the grant period.
 - g. (Encouraged, not Required) Piloting a CBE course to assist in program development.
2. **Participate in a Learning Community** - Grantees will be required to participate in a learning community facilitated by the ICCB and its partners who will provide comprehensive support and professional development. Colleges will be matched according to program selections. The learning community will meet no more than once a month, with additional/individual meetings as requested by participating colleges.

The objectives of this grant adhere to Section 125 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Performance Outcomes:

Specific and measurable performance outcomes and grant deliverables will be outlined by the grantee in the proposal. Other deliverables include:

- Statewide Collaboration: Participate in periodic conference calls, webinars, or site visits as requested.
- Programmatic and Financial Reporting as detailed in Section F of this NOFO.

B. Funding Information

Grant Period:

This grant is provided through Illinois Community College Board (ICCB) federal Perkins Leadership funds. The grant period is from March 1, 2022- June 30, 2023.

Funding Availability:

Grants will be funded at a minimum amount of \$50,000 and a maximum amount of \$200,000 per project, and 4-8 projects are expected to be funded. Applicants may not submit more than one grant proposal. In order to be eligible to receive funding, recipients must complete a grant proposal per the guidelines, which can be found on the ICCB website at <http://www2.iccb.org/iccb/grant-opportunities/>.

Funding is contingent upon appropriation of and authorization to the ICCB to expend federal Perkins Leadership dollars.

Funding Deadlines:

- Grant funds must be obligated by June 30, 2023.
- Good/products must be ordered by June 30, 2023/received by August 31, 2023.
- Services must be rendered by June 30, 2023.
- Grant funds must be requested by August 01, 2023.
- Grant funds must be expended by August 31, 2023.

Supplanting:

These grant funds should supplement, not supplant, non-federal funds expended for CTE activities.

Cost Sharing or Matching:

Not applicable.

Indirect Costs:

Indirect costs/general administration is limited to no more than five percent (5%) per the Strengthening Career and Technical Education for the 21st Century Act.

Allowable and Unallowable Expenditures:

Grant recipients must adhere to the Education Department General Administrative Regulations (EDGAR) Part 2 C.F.R. 200, the Grant Accountability Transparency Act (GATA). For additional guidance on allowable and unallowable expenditures, please contact the grant contact.

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR) ALLOWABLE EXPENDITURE CATEGORY GUIDELINES	
Compensation— Personnel 2 CFR 200.430	Compensation for personnel services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.
Compensation— Fringe Benefits 2 CFR 200.431	Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity.
Travel Costs 2 CFR 200.474	Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip.
Equipment 2 CFR 200.33	Equipment is defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000. Please also see 2 CFR §200.439 Capital Expenditures.
Supplies 2 CFR 200.94	All tangible personal property [other than those described in §200.33 Equipment]. Generally, supplies include any materials that are expendable or consumed during the course of the grant.
Contractual Services 2 CFR 200.318	All products or services which are procured by contract. “Contract” means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award.
Training and Education 2 CFR 200.472	The cost of training and education provided for employee development.

<p>Indirect Cost/General Administration</p>	<p>An indirect cost rate of up to 5% of the total grant is allowable. This is in adherence to EDGAR 2 CFR 200.</p> <p>Indirect costs: those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. Indirect costs must be classified within two broad categories: “Facilities” and “Administration.” “Facilities” is defined as depreciation on buildings, equipment and capital improvement, interest on debt associated with certain buildings, equipment and capital improvements, and operations and maintenance expenses. “Administration” is defined as general administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures.</p>
<p>Other Expenditures</p>	<p>Must first be approved in writing by appropriate ICCB staff. Please include a short description of any costs listed under this Budget Category.</p>

C. Eligibility Information

Eligible Applicants:

Eligible grant recipients include Illinois community colleges. *Institutions that participated in the CBE Equity Collaboratory will receive priority selection.*

Grant recipients must comply with all applicable provisions of state and federal laws and regulations pertaining to nondiscrimination, sexual harassment and equal employment opportunity including, but not limited to: The Illinois Human Rights Act (775 ILCS 5/1-101 *et seq.*), The Public Works Employment Discrimination Act (775 ILCS 10/1 *et seq.*), The United States Civil Rights Act of 1964 (as amended) (42 USC 2000a-and 2000H-6), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), The Americans with Disabilities Act of 1990 (42 USC 12101 *et seq.*), and The Age Discrimination Act (42 USC 6101 *et seq.*).

An entity may apply for a grant but will not be eligible for a grant award until the entity has pre-qualified through the Grant Accountability and Transparency Act (GATA) Grantee Portal, www.grants.illinois.gov. During pre-qualification, Dun and Bradstreet verifications are performed including a check of Debarred and Suspended status and good standing with the Secretary of State (see below). The pre-qualification process also includes a financial and administrative risk assessment utilizing an Internal Controls Questionnaire. If applicable, the entity will be notified that it is ineligible for award as a result of the Dun and Bradstreet verification. The entity will be informed of corrective action needed to become eligible for a grant award.

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM):

Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d)) is required to:

- Be registered in SAM before submitting its application. If you are not registered in SAM, this link provides a connection for SAM registration: <https://governmentcontractregistration.com/sam-registration.asp>;
- provide a valid DUNS number in its application;
- continue to maintain an active SAM registration with current information at all times during which it has an active Federal, Federal pass-through or State award or an application or plan under consideration by a Federal or State awarding agency. It also must state that the State awarding agency may not make a Federal pass-through or State award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements and, if an applicant has not fully complied with the requirements by the time the State awarding agency is ready to make a Federal pass-through or State award, the State awarding agency may determine that the applicant is not qualified to receive a Federal pass-through or State award and use that determination as a basis for making a Federal pass-through or State award to another applicant.

D. Application and Submission Information

Application:

Applications submitted under this grant program will undergo a merit-based review process. All parts of the application package must be completed by the deadline in order to be considered. Applicants will receive a receipt of application. However, applicants will not be notified if there are items that are missing from their application. Applicants must use the templates provided on the ICCB website: <http://www2.iccb.org/iccb/grant-opportunities/>

The application must be organized as listed below.

1. Uniform Application

Applicants must complete each section of the Uniform Application in its entirety. If a question is not applicable, please enter NA. *A template is provided.*

2. Cover Page

The applicant must complete the Cover Page Template (*template provided*) which encompasses applicant information and a synopsis of the grant.

3. Application Narrative and Action Plan Template

The eligible applicant must submit a narrative as well as the CBE Action Plan Template, addressing the following elements. Please note that institutions may submit a completed Action Plan Template or answer, or supplement answers, from

the prompts of the Action Plan Template within a Word document as the PDF Template may not allow enough space to adequately address each area.

- I. **Statement of Need:** the applicant should describe in a narrative both programmatic and fiscal need for grant funding. The applicant should also describe labor market need for the identified program.
- II. **Action Plan Template:** the applicant must address the following prompts/tables within the Action Plan Template (or through a supplemental document as described above), created by C-BEN and JFF through its CBE Equity Collaboratory. Other areas of the Action Planning Template will be completed by applicants during the grant period, if funded.
 - a. *Problem Identification (pages 1-2):* Identify the nature and extent of the problem or opportunity you plan to address or continue to address through a CBE program.
 - b. *Theory of Change (page 3):* Identify a theory of change, informed by stakeholders, that details the inputs, environment, and overall impact expected with implementing CBE programming. Resources on Theory of Change are noted within the Template. Institutions may also utilize other assessment or TOC models such as Astin's I-E-O model (https://www.vumc.org/faculty/sites/default/files/Assessment/AstinAlexanderW_2012_Chapter2_AssessmentForExcellen.pdf).
 - c. *Methods and Strategies (pages 4-10):* Complete sections A-E as well as the Action Planning Timeline, informed by your project team. Funded applicants will be able to dive deeper into these sections and revise as necessary during the grant period. Section F will be completed by funded applicants during the grant period.
 - d. *Resources Needed (pages 11-16):* Complete Sections A, B, and D to determine initial resource needs for both program evaluation and stakeholder engagement. Section C: Budgeting will be completed by funded applicants during the grant period.
 - e. *Additional Considerations (page 17):* Complete this section to identify overarching program goals, barriers, and needs. Additionally, describe other institutional processes or timelines, not specifically identified in the Action Plan, that will be necessary for consideration during the development of a CBE program. These may include: ICCB program approval, curricular review committee processes, program accreditation, HLC approval/substantive change. *Note: this grant is designed to prepare colleges for applicable approval and submissions in order to move toward implementation after the grant period.*
- III. **Applicant Capacity and Effectiveness:** the applicant should describe in the narrative the applicant's capacity to execute the project or how the grant will create needed capacity for successful program development. Applicants should also demonstrate past ICCB-funded project performance as evidence of successful implementation and capacity. The ICCB will consider success of past grants and ability to carry out

deliverables, including reporting requirements as indicators of capacity and effectiveness.

4. Uniform Budget

All applicants must submit a proposed budget on the State of Illinois Uniform Grant Budget Template (*template provided*). Applicants should submit budgets based upon the total estimated costs for the project. Costs should be in line with allowable costs under the Grant Accountability and Transparency Act. For information on allowable uses of funds and other administrative requirements: <https://www2.illinois.gov/sites/GATA/Pages/ResourceLibrary.aspx>.

Submission:

- **Applications are due by 5 p.m. on January 21, 2022 to iccb.cte@illinois.gov.** All application documents should be signed and dated, where appropriate.
- All questions, applications, and required reports should be submitted electronically to iccb.cte@illinois.gov. Paper copies are not permitted. Applicants will receive confirmation of receipt.
- All applicants, funded or not funded, will be notified by February 15, 2022.

E. Application Review Information

Criteria:

Applicants must demonstrate that they meet all requirements under this NOFO as described throughout. Applications that fail to meet the criteria as identified in Section C, "Eligibility Information" may not be scored and considered for funding. Submissions that are late or are in any way incomplete will not be considered for funding. Likewise, any submissions which contain unallowable expenditures will not be considered. All applications will be scored and ranked using a merit-based review points-based rubric. Applications scoring 60 points or higher (out of 100 points) will be considered for funding, contingent upon availability of funds. The following criteria will be used to evaluate applications:

Need (15)

- The college should identify both programmatic and financial need for the grant.
- Labor market need is thoroughly demonstrated for the related program.

Quality of Action Plan (70)

- The Action Plan is completed per the Program Narrative instructions.
- Activities within the Action Plan are thoroughly described, include specific tasks and timelines, and relate to the identified objectives of this NOFO.
- The Action Plan demonstrates institutional commitment and broad partnership across the college and externally (e.g. community, employers, etc.).
- The applicant demonstrates that the proposal and future planning will be led by equity-minded, data-informed decision making (e.g. utilizing disaggregated data to inform each area of the Action Plan).

Project Capacity and Sustainability (10)

- The applicant describes their capacity to execute the project and/or describes how this grant will increase and create capacity for CBE development.
- Considerations will be taken into account for grant recipients who have previously received grant funding from the ICCB in which grant deliverables were not met or where significant funds were left unexpended.
- The applicant describes institutional commitment to CBE development and a clear vision for sustainability following the project.

Completion and Submission of All Required Documents (5)

The applicant submits an application that is accurate, complete, and cost-effective.

- Uniform Application
- Cover Page
- Application Narrative/ Action Plan Template
- Uniform Budget
 - The submitted budget is accurate and reasonable.

Priority Selection (5-10)

- Applicants who *actively participated* as a part of the CBE Equity Collaboratory will receive an additional 10 points.
- Applicants who *participated* as a part of the CBE Equity Collaboratory will receive an additional 5 points.

Review and Selection Process:

A team of agency staff will use the criteria listed in this section of the NOFO to review the applications, and will award points accordingly. Decisions to award grants and the funding levels will be determined per application based upon compliance with the requirements of this NOFO and the grant proposal. The ICCB holds the authority to fund or not fund applications based on the above criteria and applicants may not appeal the ICCB's final funding decision based on their evaluation score. Applicants may, however, appeal the evaluation/selection process. This appeals process can be found within the [Merit Based Review Policy](#) on pages three and four.

Merit Based Review, 2 CFR 200.204. *For competitive grants unless prohibited by Federal statute, the Federal awarding agency must design and execute a merit review process for applications. This process must be described or incorporated by reference in the applicable funding opportunity (see Appendix I to this part, Full text of the Funding Opportunity.) See also Section 200.203 Notices of funding opportunities. An appeals process must be described and incorporated with the merit based review process.*

F. Award Administration Information

State Award Notices:

Successful applicants will be notified in writing by the ICCB (note that this notification is not an authorization to begin performance). Subsequently, a Notice of State Award (NOSA) will be distributed by the ICCB prior to the issuance of a grant agreement. The

NOSA will specify terms and conditions added to the award based on the results of the fiscal and administrative internal control questionnaire and the programmatic risk assessment. All components as relayed above will be provided electronically to the email address provided by the recipient in the grant proposal. All applicants, funded or not funded, will be notified by January 30, 2022.

Administrative and National Policy Requirements:

Refer to Section B, “Funding Information”, Indirect Costs for details on indirect rate requirements and limitations.

Required Programmatic and Financial Reporting:

Recipients are required to submit quarterly programmatic and expenditure reports to iccb.cte@illinois.gov. The reporting schedule is detailed below. Reporting templates and other instructions will be made available to grant recipients at a later date.

Reporting Schedule		
Quarter	Period	Date Due
1	March 1, 2022- March 31, 2022	April 30, 2022
2	April 1, 2022 – June 30, 2022	July 30, 2022
3	July 1, 2022- September 30, 2022	October 30, 2022
4	October 1, 2022- December 31, 2022	January 30, 2023
5	January 1, 2023 – March 31, 2023	April 30, 2023
6	April 1, 2023- June 30, 2023	July 30, 2023
Final Report/Summary Brief		August 30, 2023

G. State Awarding Agency Contact(s)

Questions:

Please direct all questions to iccb.cte@illinois.gov.

Whitney Thompson, Deputy Director for Workforce Education
 (217) 558-0318 / whitney.thompson@illinois.gov

H. Other Information

Technical Assistance:

Technical assistance during the grant period will be provided by the ICCB staff and its partners.

Resources:

The following resources are available to applicants and may assist in the development and implementation of this grant.

[Career Pathways Dictionary](#) -This document includes the overarching Illinois State definition for Career Pathways. It also defines terms essential to career pathway program and system elements.

[Competency-Based Education Network \(C-BEN\)](#) - C-BEN, a non-profit organization comprised of educational leaders, is committed to spreading its knowledge and expertise through programming and support services that can help others move through the learning curve competently – accelerating development, adoption, and continued innovation. C-BEN’s efforts focus on three main priorities: growing demand, building capacity, and removing barriers.

- [CBE Quality Framework](#)

[ICCB CBE Community Resources](#) – A Google drive has been created by ICCB to host various resources for CBE development.

[Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#)- The ICCB CTE’s Perkins V webpage will provide applicants with several resources about Perkins V, including the State’s CTE Plan.

[State of Illinois Program of Study Models](#) – Various program models have been developed by representatives and stakeholders from these program areas to support program of study implementation across secondary and postsecondary CTE systems. The program of study models identify key technical and employability competencies.

[IBHE Strategic Plan for a Thriving Illinois](#) – Endorsed by, and developed in partnership with, the ICCB, the strategic plan is designed to close equity gaps, create educational paths that are financially sustainable for students and higher education institutions, and foster economic and institutional growth for a thriving Illinois. Strategies such as competency-based education are identified as notable for implementation.

ICCB Competency-Based Education Development Grant Cover Page

College Name:

Funding Amount Requested:

The applicant should identify the project lead (main point of contact for the grant) as well as at least 3 other project members. At least one should be faculty.

Project Lead:

Project Member 1 (name/title/email):

Project Member 2 (name/title/email):

Project Member 3 (name/title/email):

Other Project Members (name/title/email):

Fiscal Contact (name/title/email):

Industry Sector Focus (Select One):

Manufacturing

Finance and Business Services

Allied Health

Program Name/ 6-Digit CIP of Program

List any and all stackable credentials, industry certifications, licensure requirements within the program:

Project Goals:

Identify all project goals the college intends to meet or complete by grant end outside of the project deliverables of the grant.



EDUCATION NETWORK

THE EQUITY COLLABORATORY

The CBE Equity Collaboratory Action Plan

ACTION PLAN

The CBE Equity Collaboratory Action Plan is a resource meant to support active participants in either developing or revising their CBE programming. This action plan builds on the previous months workshops, highlighting the following in particular: Problem Identification, CBE Theory of Change, Resources Needed, and Methods & Strategies. Specifically, this action plan will ask participants to think critically around their next steps for developing and launching a CBE program or revising their current CBE program to best reach and support students.

It is important to note that this action plan is meant to serve as an initial framework for developing and revising CBE program development. There are several areas not included in this action plan (accreditation, faculty unions, communication and engagement, advising, etc.) that will be important for participants to still consider as they continue with their program development.

1. PROBLEM IDENTIFICATION

Identify the nature and extent of the problem or opportunity you plan to address or continue to address through CBE programs. Include qualitative and quantitative data on the scope and magnitude of the barriers students currently face.

This section will help institutions clearly identify who is not well served by the current program model(s), what aspects of the current program model(s) are not working for this student group, and what additional barriers to success should be considered in the program design.

Discussion Prompts

What aspects of your traditional program structures/ current CBE model pose the greatest barriers for your target population? What data informs your answer?	
If you already have a CBE program in place, what aspects of the current CBE model pose the greatest barriers for your target population? What data informs your answer?	
What else do you know about the barriers faced by the population(s) you have identified? What data informs your answer?	
How do the problems identified align with your institution's strategic priorities and overall mission?	

The CBE Equity Collaboratory Action Plan

Action Planning

Priority	Key Action Steps	Who is Responsible?	Milestones and Deadlines
Gather disaggregated data on enrollment and completion to understand where there are equity gaps			
Conduct student surveys or focus groups to gather qualitative data on the student experience			
Conduct a process mapping exercise to identify common barriers to success across the student experience (connection through completion)			
Facilitate sensemaking sessions to define the problem using the data gathered.			
<i>Add other priorities below</i>			

The CBE Equity Collaboratory Action Plan

2. THEORY OF CHANGE

Theory of Change (TOC) is a participatory process whereby stakeholders identify their long-term goals and conditions they believe are necessary in order to achieve their desired change. TOC development typically includes inputs (resources needed), outputs (actions), key activities, outcomes (anticipated results), and the overall impact this change would have. Develop a comprehensive description or statement of how and why a desired change is expected to happen in a particular context.

This section will help college teams develop or revise their TOC as it relates to their CBE programming. Participants will be asked to think about key components of a theory of change statement: inputs, activities, outputs, outcomes, and impact.

For TOC examples, please [click here](#).

Discussion Prompts

INPUTS What resources (financial, human, material) are needed to activate your new or redesigned CBE Theory of Change?	
ACTIVITIES What key activities are associated with this CBE Theory of Change?	
OUTPUTS What actions need to take place in order to work towards your CBE Theory of Change?	
OUTCOMES What short-term changes do you anticipate occurring as a result of your CBE Theory of Change?	
IMPACT What overall long-term effect(s) do you anticipate occurring as a result of your CBE Theory of Change?	

THEORY OF CHANGE STATEMENT:

The CBE Equity Collaboratory Action Plan

3. METHODS AND STRATEGIES

Please use the sections below to think through CBE methods and strategies that are needed in order to support your CBE program development. This section builds on content addressed through the Equity Collaboratory workshops, including defining CBE, utilizing Labor Market Information, creating student-centered design and supportive systems, and job placement.

A. Definitions

How does your institution or system define the following? Is there an official definition, or does one need to be created?

Competency	
Competency-Based Education	
Mastery/Proficiency	
Equity	

The CBE Equity Collaboratory Action Plan

B. Core Program Features

Consider how your CBE program is distinctively different from current academic offerings. What are the hallmark features? You might consider this from multiple viewpoints—student, faculty, student services staff, etc.

Feature	Traditional/Current CBE Academic Offerings	CBE Program OR Redesigned CBE Program
Flexibility in Pacing		
Personalization of Content		
Curriculum Development Process		
Consistency Across Faculty and Sections		
Assessment Approach		
Faculty Model		
Employer Engagement		
Coaching/Advising Model		

The CBE Equity Collaboratory Action Plan

C. Labor Market Information

Consider how your CBE program is distinctively different from current academic offerings. What are the hallmark features? You might consider this from multiple viewpoints—student, faculty, student services staff, etc.

	What data sources inform this? (e.g. labor market data, student data, employer input)	How will the data be used?
Program/credential selection		
Competencies and level of mastery needed		
Assessment strategy		
Program refinement		

The CBE Equity Collaboratory Action Plan

D. Recruitment

What are your learner personas for the CBE program? How does this learner population differ from your traditional offers? How will you reach this learner population with your marketing message?

What are your learner personas for the CBE program?	
How does this learner population differ from your traditional offers?	
How will you reach this learner population with your marketing message?	

The CBE Equity Collaboratory Action Plan

E. Curriculum Development & Learning

<p>1. Describe your approach to competency-based curriculum development (e.g. backward design). If you have a CBE curriculum development process, how can that process be improved?</p>	
<p>2. Describe how learners have/will have meaningful access to faculty subject matter experts.</p>	
<p>3. How are learners made aware of what is needed to demonstrate competence and earn a credential?</p>	
<p>4. How is learner progress monitored? How is learner progress made visible to the learner?</p>	
<p>5. How will the institution/system communicate what graduates can do beyond course listings and grades to external stakeholders? If you have an existing program, please include examples.</p>	

The CBE Equity Collaboratory Action Plan

F. Supporting Students in CBE Programs—from Awareness through Completion and Beyond

Pre-program supports might include onboarding, orientation, and advising to help students select the right program, help with financial aid, and other pre-program coaching.

Supports during enrollment might include proactive advising, coaching, tutoring, career exploration, referrals for non-academic supports, counseling, childcare, etc.

Post-program supports might include resumé prep, mock job interviews, job search assistance, internships, career fairs, and other ongoing coaching.

	Describe the supports available	What departments/ roles/ partners are involved?
Pre-program		
During enrollment		
Post-program		

Discussion Prompts

How are students made aware of the support available at each phase?	
What data can you use to assess the effectiveness of these supports?	
What professional development might advisors and support staff need to put your plans into action?	

The CBE Equity Collaboratory Action Plan

ACTION PLANNING

Priority	Key Action Steps	Who is Responsible?	Milestones and Deadlines

The CBE Equity Collaboratory Action Plan

4. RESOURCES NEEDED

Please use the questions below to identify key resources needed to support your CBE program development and delivery. You may draw on your answers to section two (Theory of Change) to complete this section. Key resources include but are not limited to program timeline, evaluation, key stakeholders, and budgeting. This section will also allow you to expand on what potential barrier(s) may surface and proposed solutions.

This section will help institutions think through the specific programmatic resources that are needed in order to develop and/or maintain CBE programs at the institution.

A. Program Evaluation

Please use the chart below to consider how you will track and analyze key metrics that can give you insight into the efficacy of your CBE program. Some of these may already be regularly collected and reported on, but others may be new metrics. Consider which are highest priority for your institution.

cberesearch.org/outcomesdata

Early Evidence About the Efficacy of Postsecondary Competency-Based Education Programs

Key Metrics for CBE Practitioners	Current Status	Areas of Improvement	Key Next Steps
Race/Ethnicity/ Gender			
Retention			
Completion			
Pell Status			
Time to Completion			
Pacing			

The CBE Equity Collaboratory Action Plan

Key Metrics for CBE Practitioners	Current Status	Areas of Improvement	Key Next Steps
Median Cumulative Tuition			
Employment within 6 months in field of study			
Employer Satisfaction			
Student Satisfaction			
Add other key metrics			

The CBE Equity Collaboratory Action Plan

B. Key Stakeholders

Please provide detailed information on the various key stakeholders who will be integral to your CBE program development. Be sure to include the individuals' qualifications and experiences which make them a right fit for the success of the project.

See [C-BEN's Quality Framework for CBE Programs User's Guide](#)

See [C-BEN's Employer Engagement Best Practices Toolkit](#)

Stakeholder	Interest & Issue Areas (Areas of expertise or interest that this stakeholder represents)	Next Steps for Engagement
Registrar		
Financial Aid		
IT		
Institutional Research		
Student Services		
Admissions		
Employer Partners		

The CBE Equity Collaboratory Action Plan

Stakeholder	Interest & Issue Areas (Areas of expertise or interest that this stakeholder represents)	Next Steps for Engagement
External Audiences such as Chamber of Commerce, Workforce Development Boards, etc.		
Add other key metrics		

The CBE Equity Collaboratory Action Plan

C. Budgeting

Please consider reviewing the following links to help you think through core elements of a CBE budget, including resources needed for successful implementation and completion.

[NCHEMS Competency-Based Education Cost Model](#)

The National Center for Higher Education Management Systems (NCHEMS) has developed a cost tool related to developing competency-based education programs for institutions, with support from the Lumina Foundation. This cost model is designed to help institutional leaders unpack the activities, costs, and revenue related to starting and maintaining CBE programs. (NCHEMS, 2021)

[C-BEN ROI Estimator User Guide](#)

The Return on Investment (ROI) Estimator was designed to help calculate and predict the ROI and break-even point for CBE programs and potential new workforce partnership programs.

Things to consider when budgeting:

- Personnel costs, including faculty release time
- Consultants
- Data access (e.g. Burning Glass)
- Technology

Discussion Prompts

What resources do you need now to get the work started?	
What is your comprehensive budget for long-term sustainability?	

The CBE Equity Collaboratory Action Plan

D. Program Timeline

Based on the information identified above, please use the chart below to map out your program timeline

Priority	Key Action Steps	Who is Responsible?	Milestones and Deadlines	Progress to Date

The CBE Equity Collaboratory Action Plan

5. ADDITIONAL CONSIDERATIONS

Discussion Prompts

<p>How do you plan to evaluate this project? How will you monitor your expected outcomes and any applicable quantitative metrics? How will you assess progress and adjust the timeline, as needed?</p>	
<p>What are some potential barriers which could hinder or slow project completion? What are your proposed solution for overcoming these barriers?</p>	
<p>What are some dependencies that will dictate the kind of CBE program you are developing and your overall next steps? For example, is there a particular industry your program is trying to target? What kind of employers will you work with as a result, and how will this inform your curriculum development, support services, etc.?</p>	