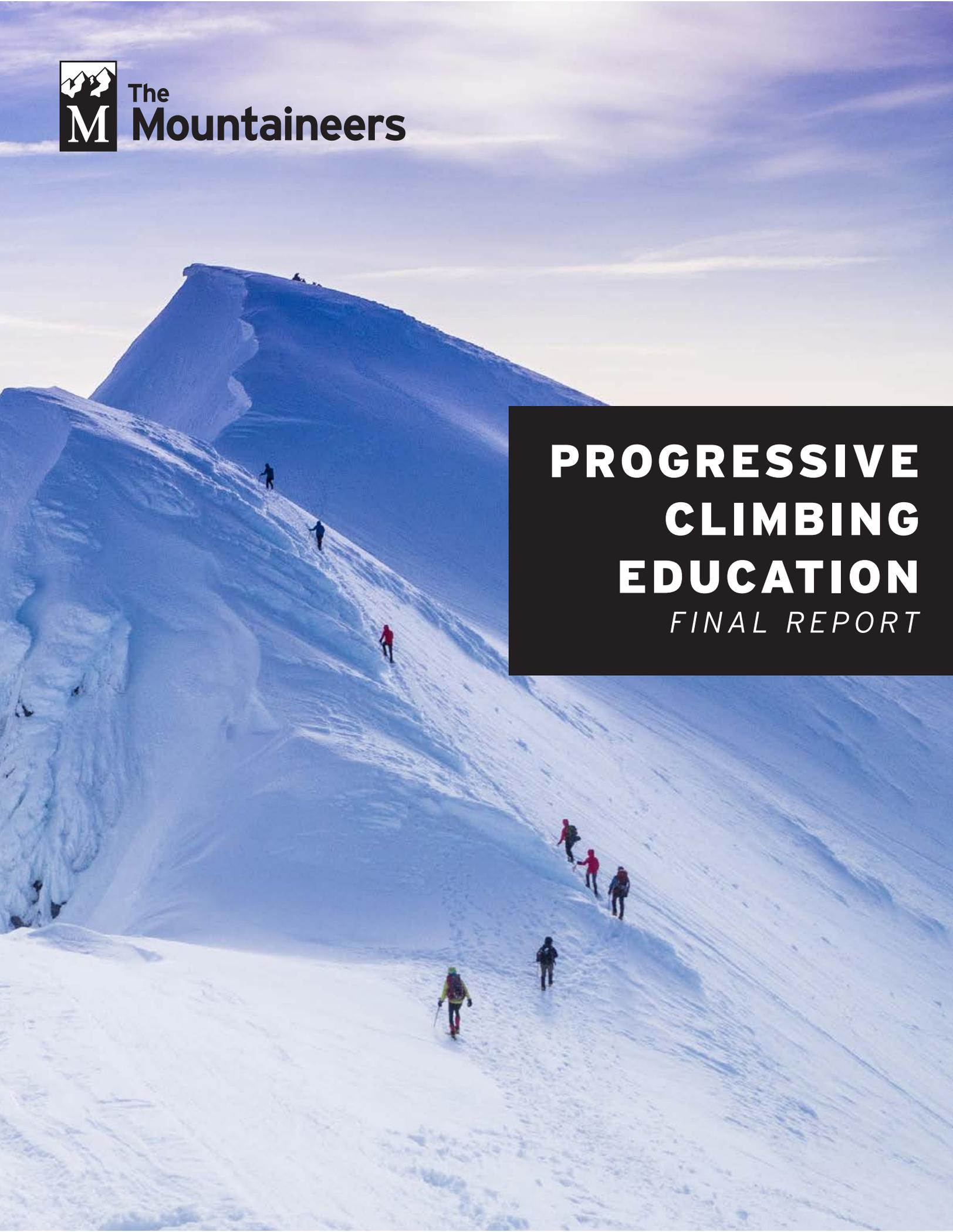




The
Mountaineers



**PROGRESSIVE
CLIMBING
EDUCATION**
FINAL REPORT



Photo by Mike Warren

EXECUTIVE SUMMARY

The Mountaineers is known for world-class, volunteer-led climbing education.

Re-imagining the way we deliver and support climbing education has been one of our top priorities over the last year. It was an essential element of our five-year strategic plan and was kicked off earlier this year with the support of our Board of Directors. Climbing education is at the core of our heritage and will guide us as we create our legacy.

Just like embarking on a long climb, it's essential to have a plan before getting started. Yet we recognize we will need course corrections along the way. The plan for Progressive Climbing Education reflects the combined wisdom and experience of many people from The Mountaineers as well as the broader climbing community. It's a highly compelling road map. We believe that we have the responsibility and the capacity to:

- » Be recognized as the best volunteer-led climbing education organization in the country, perhaps the world.
- » Be progressive while honoring our heritage.
- » Provide unparalleled support for our leaders so that volunteering is rewarding and fun.
- » Adhere to consistent, high-quality standards in order to promote safety and the best possible experience for both students and leaders.
- » Provide students and leaders a progression of experiences, supporting a lifetime of climbing with The Mountaineers.
- » Act as strong advocates and stewards of our climbing areas in order to ensure future access.
- » Contribute to and collaborate with the broader climbing community in meaningful ways.
- » Welcome all people who want to learn to climb safely and responsibly and become part of The Mountaineers community.



Every journey of a thousand miles begins with a single step. Now is the time to embark on the journey of Progressive Climbing Education.

Handwritten signature of Tom Vogl.

Tom Vogl, CEO
January 2017

EXECUTIVE SUMMARY

Progressive Climbing Education is the product of an intensive seven-month planning effort by Mountaineers throughout the organization. Its purpose is to describe a shared vision for the future of our climbing education and to chart a realistic course for getting there together. In doing so, this document outlines a coordinated means of investing in, and accelerating, ideas our volunteer leaders have wanted to tackle for years.

The pages that follow describe not only the vision and strategic directions of Progressive Climbing Education, but also how they came to be and how they will be accomplished.

Here is how you should read this report:

Vision (page 7) articulates a desired future for climbing education, supported by our guiding principles. **The Challenge** (page 8) is a summary of the threat we face if we do not evolve, along with the justification for conducting this effort in the first place. **Listening to Our Community** (page 11) describes the components of a multi-pronged engagement effort, including one-on-one stakeholder interviews, the formation of a Climbing Education Advisory Committee, two online surveys, and six Town Hall events reaching all branches. **The Key Themes** (page 14) offer a broad synthesis of the lessons learned from this discovery process.



Photo by Mike Warren



Photo by BDS Planning & Urban Design

The Progressive Climbing Education **Strategic Directions** (page 19) are the crux of this report; they describe the operational channels into which The Mountaineers' board, staff, and volunteers will direct their time and resources in order to achieve the shared vision. The strategic directions are as follows:

- LEADERSHIP** Volunteer recruitment and training for long-term engagement.
- CURRICULUM** Consistency and reach for top quality curriculum.
- ACCESS & STEWARDSHIP** Expanded access with lower impact on climbing areas.
- COMMUNITY** A welcoming and supportive community for everyone.



Photo by Ida Vincent

Each of these strategic directions is supported by a set of investments. The report describes each of these investments individually—their scope, implementation timeline, and expected outcomes. The final section, the **Business Case** (page 41), maps out the financial plan for carrying out Progressive Climbing Education, including a 5-year cost benefit analysis.

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Plus, the 200+ anonymous survey respondents!

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Photo by Ida Vincent



VISION

PROGRESSIVE CLIMBING EDUCATION:

DEFINITION Reimagining The Mountaineers' climbing program design to achieve consistent excellence while responding to growing demand and changing needs, and honoring our legacy and core values.

VISION The Mountaineers is known for world class, volunteer-led climbing education.

TENETS Develop Safe Climbers | Develop Good Stewards | Create a Welcoming Community

GUIDING PRINCIPLES

Volunteerism

Support the volunteer culture, enhancing the volunteer experience and building a vibrant community.

Outward Focus

Seek out partnerships with like-minded organizations to expand capacity, leverage resources, and reach more climbers.

Capacity

A community that welcomes everyone, with the ideal of making everyone a safe climber and good steward.

Quality

Build on a legacy of pioneering climbing education and grow that legacy as a long-term, high-quality, and sustainable force in the climbing community.

S T R A T E G I C D I R E C T I O N S

LEADERSHIP

VOLUNTEER RECRUITMENT AND TRAINING FOR LONG-TERM ENGAGEMENT.

CURRICULUM

CONSISTENCY AND REACH FOR TOP-QUALITY CURRICULUM.

ACCESS & STEWARDSHIP

EXPANDED ACCESS WITH LOWER IMPACT ON CLIMBING AREAS.

COMMUNITY

A WELCOMING AND SUPPORTIVE COMMUNITY FOR EVERYONE.

THE CHALLENGE



Our climbing programs are at a pivotal moment. A variety of internal and external factors support the need for strategic investment.

RELEVANCY AT RISK

While The Mountaineers' climbing course serves hikers who wish to advance onto more technical terrain, today many future climbers begin to learn in the gym and come to us with very different backgrounds and skills. If we don't look at our climbing course design and think about accommodating the majority of new climbers today, we risk becoming irrelevant.



"I'LL ADD YOU TO THE WAIT LIST"

Our membership is growing along with the Pacific Northwest, and we're committed to meeting the needs of all people wanting to get outside. One way to meet our mission as an outdoor education organization is to be sure that our courses are always open to anyone who wants to attend.



Photo by Ida Vincent

VOLUNTEER COMMITMENTS LEAD TO BURNOUT

Our volunteers are dedicated people who want to give to others what was once given to them. But our volunteers also have jobs, families, and lives outside The Mountaineers, and with increasing needs from students, we ask a lot of them.



LACK OF CONFIDENCE IN STUDENT READINESS

Some leaders will lead climbs only with students they've seen climb because they don't trust that other leaders have properly evaluated student readiness. Other climb leaders will lead climbs only with students within their own branch, because the inconsistency between branches makes them nervous to take students who've learned elsewhere.

PROGRESSION OF EXPERIENCES

While we offer a number of opportunities for beginning and intermediate climbers, we need to offer more to our most advanced climbers. We don't want our climb leaders to run out of opportunities to improve their own climbing skills within The Mountaineers. We want to make sure that there are always new things to learn and it's easy to connect with other Mountaineers to organize climbs.



ACCESS AT RISK

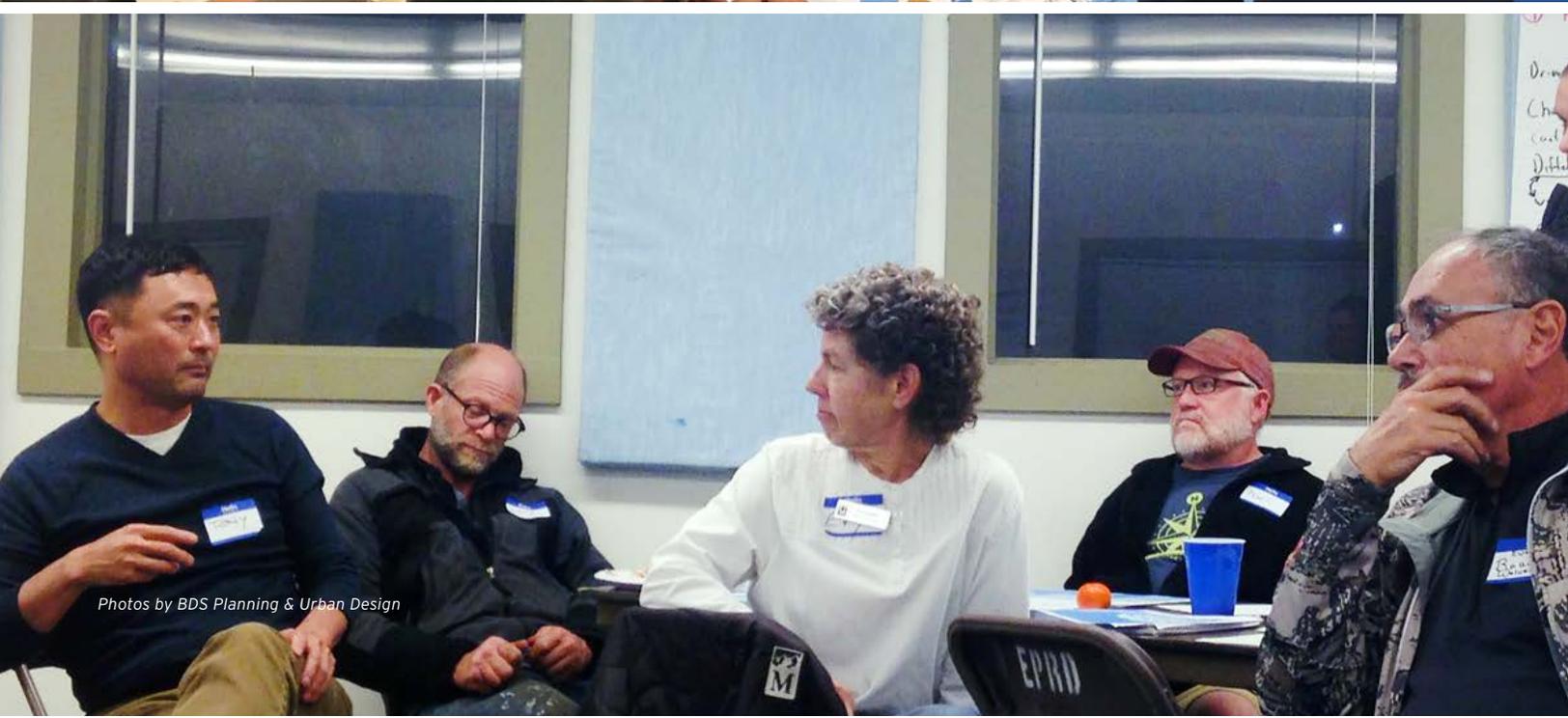
Our crags and mountains are seeing more and more crowds of inexperienced people. The potential for accidents increases, as does the damage to our natural resources. We're trashing our crags. This has the potential to put our access at risk as land managers limit access to preserve the land.

CLIMBING EDUCATION IS OUR RESPONSIBILITY

Our community is looking to The Mountaineers to educate the climbing public. Since 1906, we have taught people to climb, connected people with a climbing community, and established a strong conservation ethic. Our responsibility today is even greater.



Photo by Ida Vincent



LISTENING TO OUR COMMUNITY

An intensive seven-month planning process, comprising many layers of engagement with both Mountaineers and the broader climbing community, has laid the foundation for Progressive Climbing Education.

In June 2016, one-on-one stakeholder interviews with our volunteers and staff, as well as with climbers outside our organization, helped to establish the scope of three Town Hall meetings—North Sound, South Sound, and Seattle—which gave over 60 Mountaineers the opportunity to weigh in about existing climbing programs. In July, an online survey tested out early themes from this discovery phase.

To help ensure that this initiative was shaped by the best thinking from both inside and outside The Mountaineers, we brought together 14 local climbing leaders to form a Climbing Edu-

cation Advisory Committee (CEAC). This committee

(page 4) was made up of six representatives from our branch Climbing Committees, as well as two American Mountain Guides Association guides, regional conservation and outdoor education peer organizations, climbing gear manufacturers and local climbing gyms. The CEAC met four times between July and November 2016 to identify problems and issues, consider options, and help refine the final recommendations of this report.

At a second round of Town Hall meetings in October, our members evaluated potential strategic investment options, providing input about the relative merits and risks of each investment concept. Priority exercises helped to rank options, highlight cautions, and identify missing concepts in Progressive Climbing Education. A second online survey collected similar input on investment priorities from members of The Mountaineers community at large.

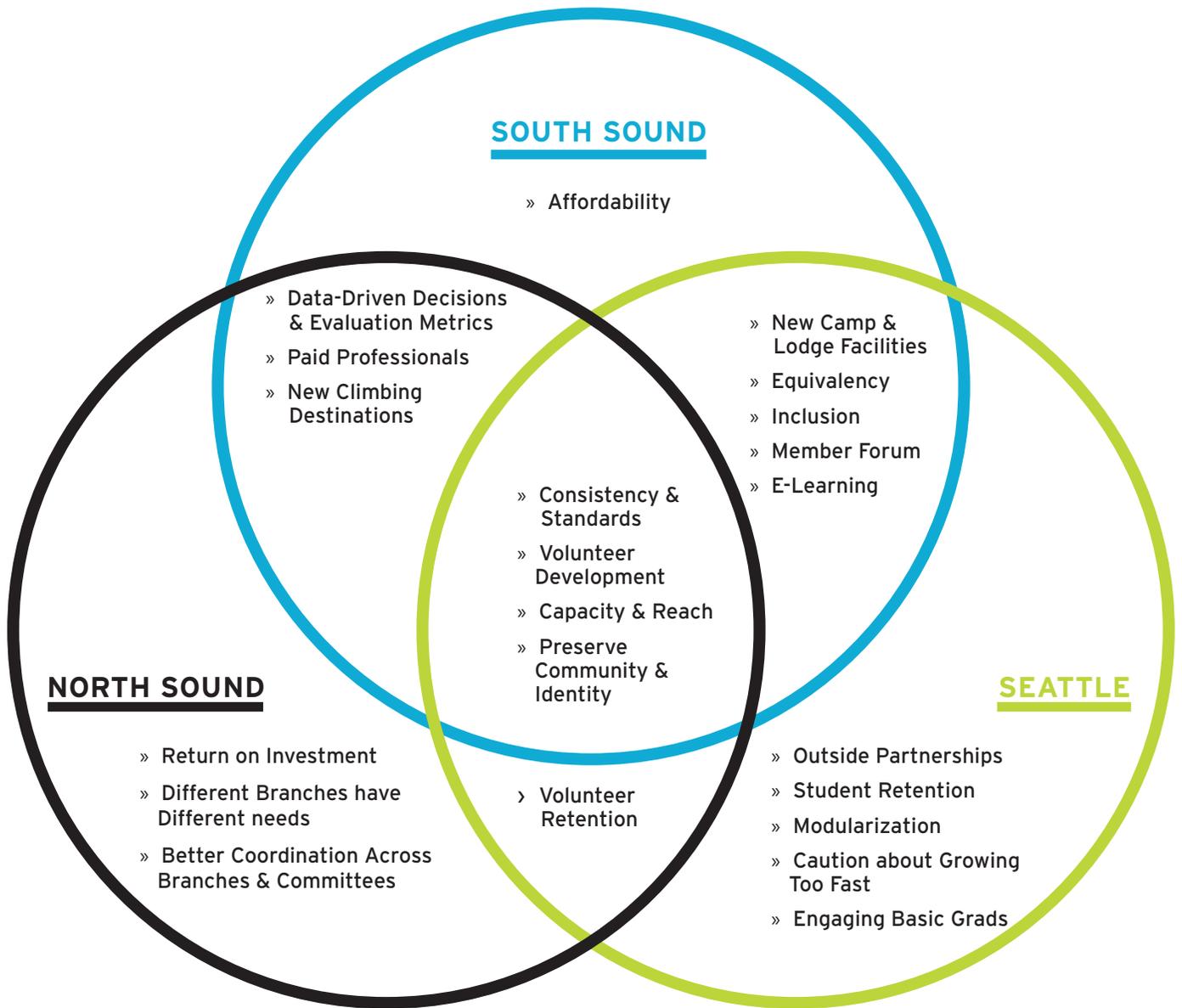
JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
TOWN HALLS				TOWN HALLS		LEADERSHIP CONFERENCE
STAKEHOLDER INTERVIEWS STAFF VOLUNTEERS EXTERNAL	ADVISORY COMMITTEE PROBLEMS & ISSUES	ADVISORY COMMITTEE OPTIONS	ADVISORY COMMITTEE REFINED OPTIONS		ADVISORY COMMITTEE FINAL PLAN	
	ISSUES SURVEY			FEEDBACK SURVEY		
EXISTING PROGRAMS REVIEW	ISSUES & OPTIONS			PRELIMINARY PLAN	FEEDBACK	FINAL PLAN

WHAT WE HEARD



Photos by BDS Planning & Urban Design

The October Town Halls helped to highlight what matters most to our branches and also to identify areas of consensus. Mountaineers participating in these sessions listened to a presentation on potential areas of investment before breaking into small groups to discuss which ideas they liked, which they disliked, and which seemed to be missing. Each small group then summarized to the larger group three to five key takeaways from its discussion. The diagram on the facing page combines all of the small group key takeaways from each of the branches, summarizing them for clarity. It represents a community-wide view of our members' focused thinking about what Progressive Climbing Education ought to be.



FROM ALL REGIONS:

- » Consistency & Standards
- » Volunteer Development
- » Capacity & Reach
- » Community & Identity

FROM TWO REGIONS:

- » Data and Metrics
- » Paid Professionals
- » New Climb Destinations
- » Volunteer Retention
- » Equivalency
- » Camp & Lodge Facilities
- » Inclusion
- » Member Forum

KEY THEMES FROM ENGAGEMENT

CONSISTENCY & STANDARDS VOLUNTEER DEVELOPMENT CAPACITY & REACH

These engagement activities—complemented and augmented by work sessions with staff, board members, and climbers outside The Mountaineers—gave rise to three key themes of Progressive Climbing Education: Consistency & Standards, Volunteer Development, and Capacity & Reach. These key themes from the engagement process are described in more detail on the following pages.

Definitions of terms commonly used in this report are specified on this page.



DEFINITIONS

CURRICULUM

noun | cur-ric-u-lum

The subjects comprising a course of study.

We are using “curriculum” to describe the skills learned in a particular course. For example, in a Sport Climbing Class, the student might learn to read a guidebook, to lead belay, to hold leader falls, to clean sport anchors, and to rappel. Curriculum may also be used to refer to the collection of courses comprising the climbing program. For example, “The Tacoma Climbing Program Curriculum includes the Basic Alpine Course, Intermediate Alpine Course and Sport Climbing Course.”

TECHNIQUE

noun | tech-nique

A way of carrying out a particular task.

We are using “technique” to describe the specific technical skills we teach, including the use of ropes, protection devices and movement techniques on rock and snow. For example, extended rappel, munter rappel, rappel on an ATC with an auto-block, and carabiner brake rappel are all techniques that could be taught in the curriculum component we’d refer to as “rappelling”.

PEDAGOGY

noun | ped-a-go-gy

Instructional methods.

We are using “pedagogy” to describe the way in which curriculum is delivered. For example, an instructor in Bellingham might choose to have students read case studies about rappelling accidents as part of the rappelling instruction, while an instructor in Kitsap may utilize a combination of E-Learning and having students demonstrate the ability to talk someone through a rappel as part of the rappelling instruction.

CONSISTENCY & STANDARDS

Mountaineers want their organization to be known for employing the best climbing curriculum in the country.

Mountaineers want their organization to be known for employing the best volunteer-led climbing curriculum in the country, if not the world.

One of the three key themes to emerge from the Progressive Climbing Education engagement process was a desire from our members to have nationally recognized, consistent standards across all of The Mountaineers' branches. This theme was supported, vetted, and refined through many layers of involvement with the Mountaineers community.

All three of the October 2016 Progressive Climbing Education Town Halls voiced the need for greater consistency of curriculum and techniques in our climbing education. A proposed Technical Advisory Committee (page 28)—responsible for staying connected with current industry standards and gear, reviewing curricula, and making recommendations for

TECHNICAL ADVISORY COMMITTEE WAS THE MOST POPULAR PROPOSED COMMITTEE

#1

program updates—was the most popular committee developed during these Town

Halls. During an exercise designed to capture our members' priorities on proposed investments, the hiring of an Equivalency Support person (page 37) to conduct a regular, ongoing equivalency program for all branches' climbing programs was a high priority.

Strong backing for this theme also came directly out of the Climbing Education Advisory Committee (CEAC) and a widely distributed anonymous on-line member survey. During one CEAC meeting, members reached agreement that we should help shape American Alpine Club standards through that organization's participation in our work. In a survey following the October Town Hall meetings, nearly all respondents supported investing in E-Learning modules to offer consistent online course material for our members across branches.

Feedback from later stages of the engagement process also helped to improve the proposed investments and approach within this key theme.

93%
OF SURVEY PARTICIPANTS SUPPORT INVESTING IN E-LEARNING MODULES

VOLUNTEER DEVELOPMENT

Mountaineers care deeply about recruiting, retaining, and developing volunteers within their community.

Mountaineers care deeply about supporting a strong culture of volunteerism by recruiting, retaining, and developing volunteers within their community.

Focusing on volunteer recruitment and training to support long-term engagement of climbers within our community was a second key theme to come out of the Progressive Climbing Education planning process. "Without volunteers, there would be no Mountaineers" was a common refrain from members who participated in the development of this plan. Support for this theme came from all corners of the engagement process, including the Town Halls, one-on-one interviews, the CEAC, and the on-line survey.

Halls. Members enthusiastically supported a proposed task force to assess student-instructor-leader progression within The Mountaineers' climbing community.

At one meeting, Climbing Education Advisory Committee members advanced the idea that a very important principle of Progressive Climbing Education should be to retain the culture of the volunteer instructor community but also to support it with paid help. This could include hiring certified guides to lead advanced courses as well as training and developing volunteer climb leaders, a proposal garnering unanimous support from participants in the online survey.

The engagement process helped to shape this theme as well, with lots of encouragement from process participants for an improved system to monitor and track leadership development within the community.

SURVEY PARTICIPANTS SUPPORT UTILIZING PAID CERTIFIED GUIDES TO TRAIN CLIMB LEADERS AND LEAD ADVANCED COURSES

#1 KEY PRINCIPLE: RETAIN CULTURE OF VOLUNTEER INSTRUCTION, BUT SUPPORT IT WITH PAID HELP."

-CEAC

The need to target volunteer leadership development was a point of convergence for Mountaineers of all three branches participating in the Town

KEY THEME

CAPACITY & REACH

Mountaineers envision a big, vibrant, and inclusive community of climbers who are responsible stewards of our natural environment.

We envision a big, vibrant, and inclusive community of climbers who are responsible stewards of our natural environment.

The third key theme to emerge from the Progressive Climbing Education engagement process was the importance of ensuring broader access to climbing opportunities while also protecting the natural resources that are critical to both The Mountaineers and the larger climbing community. This key theme arose from Progressive Climbing Education engagement and garnered broad support within our organization.

There was consistent agreement in each of the Town Hall meetings about the need to improve access and overcrowding by scouting and developing new camping and climbing locations. The Climbing Education Advisory Committee members also gave voice to this theme through various iterations of their meetings. CEAC members stressed the importance of using new camp locations to support

overnight events, with a focus on building community and camaraderie.

The CEAC also found that making

investments in volunteer education around sensitivity of place and climbing etiquette would be important tools for

ensuring that the next generation of Mountaineers continue to be responsible stewards.

Throughout the development of this plan, our climbers reinforced the notion that access is not only about physical places. Many articulated the opportunity for a single place to “meet” online and coordinate trips with fellow members, helping to avoid congested areas. The overwhelming majority of survey-takers supported the idea of investing in this digital means of advancing connection, access and stewardship within our community.

SOUTH SOUND, NORTH SOUND, & SEATTLE

ALL VOICED

THE NEED FOR A NEW CLIMBING FACILITY OR CLIMBING DESTINATION



Photo by Ida Vincent



STRATEGIC DIRECTIONS

LEADERSHIP

VOLUNTEER RECRUITMENT AND TRAINING FOR LONG-TERM ENGAGEMENT.

INVESTMENTS:

- » PROFESSIONALS FOR LEADER TRAINING
- » LEADER EVALUATION/REPORTING SYSTEM
- » LEADERSHIP PROGRESSION DESIGN GROUP
- » PROFESSIONALS TO LEAD ADVANCED COURSES

CURRICULUM

CONSISTENCY AND REACH FOR TOP QUALITY CURRICULUM.

INVESTMENTS:

- » CURRICULUM SHARING
- » CURRICULUM COMMITTEE
- » TECHNICAL ADVISORY COMMITTEE

ACCESS & STEWARDSHIP

EXPANDED ACCESS WITH LOWER IMPACT ON CLIMBING AREAS.

INVESTMENTS:

- » ACCESS & STEWARDSHIP COMMITTEE

COMMUNITY

A WELCOMING AND SUPPORTIVE COMMUNITY FOR EVERYONE.

INVESTMENTS:

- » MEMBER FORUM
- » CAMP/LODGE OPTIONS NEAR CRAGS

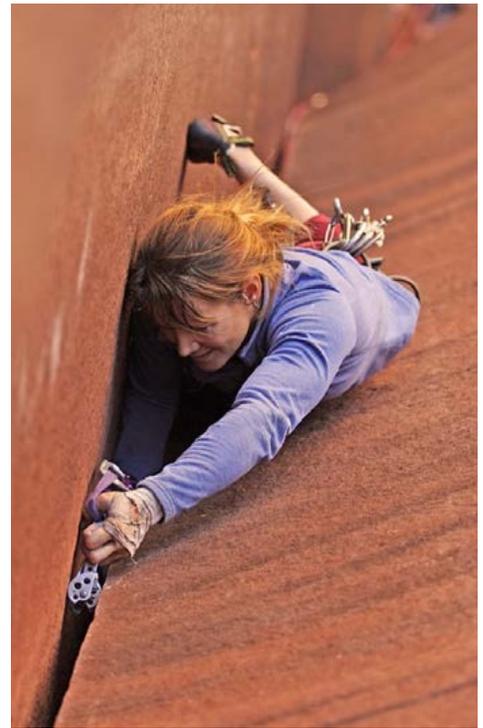
SUPPORTING INVESTMENTS

- » CLIMBING EDUCATION MANAGER
- » EQUIVALENCY SUPPORT
- » E-LEARNING FOR LEADER TRAINING & COURSE CONTENT

LEADERSHIP



Photo by Ida Vincent



The current and future success of our climbing programs depends on investing in our volunteer leaders. We need to support our leaders' continued development in both leadership and technical skills. We need to invest in support systems for recruiting and easy on-boarding of new leaders. We need to reduce overhead and red tape that make leading time consuming and burdensome. We need to invest in support systems for easy collaboration among leaders to promote consistency and trust in standards. Through these investments in our leadership, we will reduce volunteer burnout, increase our capacity to serve our community, improve our level of consistency, improve our ability to provide advanced training for our top leaders, and collectively affect our public lands in a more positive way.



LEADERSHIP **PROFESSIONALS FOR LEADER TRAINING**

DESCRIPTION

Work with certified guides and other professionals to provide targeted training for our leaders. The goal is to provide personal and professional development to our leaders so that they have top-notch skills in teaching, leadership, and technique.

SCOPE

This program will allocate funds for our leaders to attend industry training events such as the Wilderness Risk Management Conference, the AMGA SPI Course, and Wilderness First Responder. It will also fund courses and seminars hosted by The Mountaineers for leaders using contracted industry experts to provide topic-specific training. These trainings may include leadership skills such as conflict resolution and crisis management, teaching skills such as student-centered teaching and adult learning styles, and technical skills such as advanced rescue techniques or research that supports climbing techniques. The scope of this program may also include contracting with high level professionals like AMGA or NOLS trainers to provide guidance and mentorship to leaders during courses or trips.

TIMELINE/MILESTONES

Currently, this program sends leaders to industry trainings. For the past two years, we have sent a handful of leaders to AMGA SPI trainings and to the Wilderness Risk Management Conference. We will continue to do this through winter 2017. In spring 2017, the Climbing Education Manager (page 35) will work with the Climbing Chairs and Technical Advisory Committee (page 28) to identify a preliminary list of training needs, seek out the appropriate professionals, and develop a plan for targeted trainings in the late summer and fall of 2017. Throughout 2017-2018, we will pilot trainings and evaluate their effectiveness. We expect to have an annual training cycle established by the 2018-2019 course season, with both regularly scheduled and unique events each year.

EXPECTED OUTCOMES

Providing professional training for our leaders will improve leader satisfaction and retention; will provide incentives for members to become leaders, thereby increasing our overall capacity; will improve the quality and consistency of our instruction; and will help strengthen a community of learners.



LEADERSHIP PARTICIPANT EVALUATION/ REPORTING SYSTEM

DESCRIPTION

Our website features a built-in feedback system that invites participants to provide anonymous feedback after a trip, course, or other event. Leaders can see feedback they've received in an aggregate format, and they can see feedback for each individual course, trip, or other event they've led. Committee chairs can view each individual leader's aggregate feedback, but there currently isn't a way to get a comprehensive report on all feedback within a committee. We will invest in technology development so that committee chairs have the tools they need to support their leaders.

SCOPE

At minimum, we'll work with committee chairs to develop a flexible aggregate reporting mechanism that allows committee administrators to filter and segment a comprehensive report of feedback for the activities facilitated by that committee. This will allow committee chairs to acknowledge leaders who are having the greatest positive impact, to encourage new leaders, and to provide support for leaders who receive constructive feedback. Developers will need to work with committee chairs to fully scope the technological components of this system.

TIMELINE/MILESTONES

We anticipate building the actual development into the 2018 technology plan. In the fall of 2017, the Climbing Education Manager (page 35) will work with committee chairs to provide input to our developers.

EXPECTED OUTCOMES

By providing the tools our committee chairs need to support their course and activity leaders, we will be able to improve our quality and consistency, enhance the volunteer experience, address burnout early to help volunteers stay engaged in meaningful ways, and build a supportive, trusting environment among leaders. The success of this investment is partly contingent upon investing in leader training (page 21) to ensure that our top leaders have the tools and skills to make use of feedback in compassionate, supportive ways.



LEADERSHIP PROFESSIONALS TO LEAD ADVANCED COURSES

DESCRIPTION

Although we've offered advanced climbing courses such as Aid, Big Wall, and Water Ice in the past, we don't currently have a large enough volunteer base with the skills to teach these courses, making it hard to consistently offer these and other advanced courses. To address this, we will contract certified climbing guides or other qualified professionals to offer advanced courses and to help us develop a volunteer instructor pool to support these courses.

SCOPE

Paying high-end professionals to offer advanced courses is a way for our top leaders to continue to advance their own skills, and to expand our offerings to experienced students. We will price the courses to cover the costs of the paid instructors, while offering significant discounts to our top volunteers. We envision that, after several cycles of this model, some of the students will receive mentorship to become assistant instructors, expanding our capacity for these courses. These may be courses that operate like our AIARE courses, with paid professionals leading the courses and volunteer assistant leaders being mentored and supporting them in order to make the program sustainable. We will evaluate the courses as we go.

TIMELINE/MILESTONES

In 2017, the Seattle Branch Climbing Committee is planning to hire AMGA guides to run advanced courses, which will be a great pilot for this model. Courses would be available to leaders from all branches. The Curriculum Committee (page 27) and the Technical Advisory Committee (page 28) will have opportunities to recommend new courses, which we will implement in 2018.

EXPECTED OUTCOMES

By investing in advanced opportunities, we will expand our relevancy to the climbing community, better meet the development needs of our top leaders, expand our core skill set, and provide higher quality instruction for our students. We will also better retain our top leaders and motivate new leaders to continue to grow in their own leadership with The Mountaineers.



LEADERSHIP LEADERSHIP PROGRESSION DESIGN GROUP

DESCRIPTION

Our current leadership development model poses a variety of challenges: Individuals often find it difficult to navigate the requirements to become a leader; each branch has different climb leader categories with different requirements; students who would like to become leaders get discouraged by the bureaucracy; a lack of tiered leadership means that it can take years of alpine experience to become qualified just to take some students to climb at Vantage. We want to expand the number of our leaders in order to meet the growing needs in the community. The Leadership Progression Design Group will be a task force comprising climb leaders from each branch and possibly some partner organization representatives, facilitated by the Climbing Education Manager (page 35). This group will be charged with designing a consistent and adaptable leadership progression that provides early entry points into leadership, maintains or enhances the safety and risk mitigation through leader identification and certification, and provides ongoing leadership development.

SCOPE

While specifically focused on developing a leadership progression for climbing, the Leadership Progression Design Group will be charged with ensuring that the model fits well with similar activities (e.g., scrambling, snowshoeing, BC skiing) and can reasonably be applied across the organization. The group will

work closely with the Curriculum Committee (page 27) and Equivalency Support staff (page 37). Several possible models have surfaced through the Progressive Climbing Education process that will be provided to the group for consideration, although ultimately the group is responsible for developing a leadership progression that can adapt as the climbing environment evolves.

TIMELINE/MILESTONES

The Climbing Education Manager (page 35) will begin working with Climbing Committees to recruit members of the Leadership Progression Design Group in mid 2017. The group will meet monthly, with the goal of having a proposal written and approved by branch climbing committees by the fall of 2017. The concept proposal will then be presented to the Safety Committee and Branch Leadership Committee for approval, after which a budget and timeline for implementation (including any needed technology development) will be built, with the goal of full execution and adoption completed by the fall of 2018.

EXPECTED OUTCOMES

Redesigning our leadership progression will improve consistency and trust among branches and the broader climbing community, will improve the quality of leadership and instruction our students receive, and will provide earlier entry points to leadership as well as a clearer pathway to leadership, thereby growing our capacity to serve more students and to better execute our mission.

CURRICULUM



Photos by Ida Vincent



Our climbing course curriculum is the foundation for all of our climbing activity. We are known for and take pride in high quality training. Our challenges are to achieve consistency in both content and technique as well as to adapt quickly to the evolving national and international climbing arena. We need to be sure that our curriculum is easily adaptable, consistent, accessible to all our instructors, provides opportunity for instructor and leader creativity and innovation, meets the needs of a great diversity of incoming students, offers a logical progression of skill building, and fosters trust that our students are safe, responsible stewards of our public lands. Through these investments, our students and volunteers will have an enhanced experience; we will be able to meet the needs of more new and seasoned climbers, reducing our waitlists and increasing our relevance; and we'll continue to promote a positive climbing ethic and fulfill our responsibilities to the climbing community.



CURRICULUM **CURRICULUM SHARING**

DESCRIPTION

The Mountaineers does not currently have a single, user-friendly system for cataloging, accessing, and sharing course curricula. Many courses don't have a written curriculum to be passed from leader to leader. This makes it nearly impossible to strive for consistency, because a committee wishing to start a new course, for example, has no way of learning whether other committees offer something similar, and what that course curriculum is. The result is that we have multiple courses across branches with the same name and different content; the leader of a course cannot discern which skills students have based on courses they've already taken, leading to student and leader frustration as well as potential safety hazards. We must invest in a single, reliable, user-friendly system to catalog, access, and share curricula.

SCOPE

This system may be a combination of volunteer coordination, staff support and technology development. It will, at minimum, facilitate the documentation and sharing of our curriculum across committees and branches. It has the potential to facilitate sharing with other organizations, leading to potential reciprocity between organizations.

TIMELINE/MILESTONES

During the fall of 2017, the Climbing Education Manager (page 35) will work with climbing committees to assess the current state of our curriculum: where it is stored, who updates it, and which courses have no written curriculum. The Climbing Education Manager will work with the Curriculum Committee (page 27) to make a recommendation for a storage and sharing system. Once the proposal has been reviewed, revised and approved by the Branch Leadership Committee, a timeline will be developed for implementation, with the goal that committees can access and update their curriculum using the new system at the end of the 2017-2018 course year, in preparation for the 2019 course year.

EXPECTED OUTCOMES

Having a system for an easily shared curriculum will reduce overhead and red tape for volunteers, thereby reducing burnout; improve consistency and build trust in standards among our leaders and the broader community; create efficiencies that will improve our adaptability to an evolving climbing world; and allow us to readily offer reciprocity with other organizations, which will help us improve our relevance to a greater diversity of incoming students.



CURRICULUM CURRICULUM COMMITTEE

DESCRIPTION

We recognize that our current climbing course curriculum faces a number of challenges: It is inconsistent across branches, sometimes leading to student and leader frustration; it is limited and may fail to meet the needs of many incoming students; in many cases, it produces safe, technically savvy climbers but does an inadequate job of developing leaders; and it is not easily updated. We must invest significant resources in reviewing and aligning our curriculum across branches, ensuring that we provide a natural progression of skill building, that our courses are compatible with one another, and that we offer enough variety to meet the diverse needs of a growing climbing community. The Curriculum Committee will be a group of leaders from all branches tasked with accomplishing these goals.

SCOPE

The Curriculum Committee will review existing courses and revise the curriculum such that all courses by the same name are teaching the same, agreed-upon curriculum. This is the first and most critical objective. Once curriculum is standardized, the committee will assess any inefficiencies or gaps in skill progression and leadership development. It will work with the Leadership Progression Design Group (page 24) to ensure that our curriculum provides the necessary leadership development training; it will also work with the Equivalency Support staff (page 37) to assess opportunities for

reciprocity with partner organizations. The committee will then propose new courses including short-course modules that are directly compatible with our longer courses and potentially reciprocal with courses offered elsewhere. It will propose curriculum changes to courses as needed to close gaps, reduce duplication, and improve efficiency in course delivery. All proposals will be presented to the climbing summit for questions and revisions. Additionally, the committee will develop a system whereby leaders and course chairs can make curriculum recommendations that will be reviewed by the committee in collaboration with each branch's committee(s) and will either be declined with reasons provided or accepted and implemented with the committee's facilitation.

TIMELINE/MILESTONES

In the spring of 2017, the Climbing Education Manager (page 35) will work with the climbing committees to recruit members of the Curriculum Committee. The committee will meet beginning in the fall of 2017, taking careful inventory of all climbing courses and seminars offered by all Mountaineers branches. It will target the spring of 2018 to present curriculum proposals and the summer of 2018 to release an agreed-upon standard curriculum in preparation for the 2019 course season. Beginning in the fall of 2019, the committee will engage in ongoing assessment of our course offerings and make subsequent recommendations for new or additional modules, course changes, and reciprocity opportunities.

EXPECTED OUTCOMES

By investing in curriculum development, we will provide consistency that builds trust across branches and the broader climbing community, we will provide new options to help meet diverse student needs and skill levels, we will reduce inefficiencies in our existing programs, and we will create opportunities for graduates of partner organizations' courses to receive equivalency, thereby allowing us to fast-track more new members into leadership roles.



CURRICULUM **TECHNICAL ADVISORY COMMITTEE**

DESCRIPTION

One of the Mountaineers' key challenges is to more efficiently adopt new techniques and apply them consistently across branches. We also have an opportunity to play a meaningful role in the American Alpine Club's development of national climbing standards. The Technical Advisory Committee will consist of members from each branch, potentially assisted by volunteers from the greater climbing community, and will be responsible for staying current on cutting-edge climbing technology, working with partner companies such as Petzl and Black Diamond to understand the nuances of gear and techniques and to bring those ideas back to The Mountaineers.

SCOPE

The Technical Advisory Committee will partner with national leaders in climbing technology to make annual recommendations to climbing committees for the implementation of new skills, techniques, and devices. These recommendations will be reviewed and approved by the climbing summit. The committee will coordinate regular training events and symposia similar to Seattle's Forefront event in 2016 to ensure that all branches' committees have a clear understanding of the techniques we teach. The committee will have a representative who works as a liaison to the AAC standards committee, and it will also work directly with Mountaineers Books to ensure that publications are relevant and up to date.

Additionally, the committee will develop a system whereby leaders and course chairs can make recommendations of techniques.

TIMELINE/MILESTONES

The Education Director will work with the Climbing Education Manager (page 35) to begin working with committees in the spring of 2017 to recruit members for the Technical Advisory Committee. The Technical Advisory Committee will draft its charter and begin by offering a symposium of recommended techniques in the fall of 2017. It will partner with national leaders in climbing technology, e.g., by visiting facilities such as the Petzl Foundation and Black Diamond's research and development facility. It will meet regularly and develop an annual training calendar, appoint a liaison to the American Alpine Club, and review new techniques on an ongoing, consistent basis. It will also liaison with Mountaineers Books to ensure that Mountaineers books are relevant and timely.

EXPECTED OUTCOMES

By investing in technique development, we anticipate achieving greater consistency among courses and with other organizations, leading to a greater degree of trust. By working with the American Alpine Club, we will increase our relevance in the broader climbing community, and we will be better prepared to adopt new techniques into our courses.

ACCESS & STEWARDSHIP



Photos by Ida Vincent



As the outdoor recreation population grows in the Pacific Northwest, clubs like The Mountaineers, gyms and land managers are challenged to respond to increased demand. We've seen our crags getting trashed and our alpine routes losing the wilderness feel to crowds. We've also seen the impact of our under-resourced land managers responding to demand in a way that conflicts with our ability to serve more people. We must partner with our land managers and with the broader climbing community to respond to this growing demand. We must invest in access and stewardship by modeling low-impact recreation, by reducing our footprint in high-use areas, by partnering with land managers and other organizations to steward our public lands, and by discovering and developing new teaching areas. Investing in access and stewardship is imperative to achieving all of our educational outcomes. It will lead to protecting existing access, expanding access to new and limited areas, reducing red tape that leads to volunteer burnout, and improving our ability to fulfill our responsibility to the climbing community.



ACCESS & STEWARDSHIP ACCESS & STEWARDSHIP COMMITTEE

DESCRIPTION

In order to protect access to our existing climbing areas and gain access to new areas, we must manage our footprint and partner with other local organizations to engage in stewardship and advocacy. Recent regional and national successes—such as the Vantage toilet, the Washington Pass climbing access trail project, and the federal recognition of the outdoor recreation economy as a significant component of our GDP—are evidence that focused work, strong partnerships, and funding can achieve both public land protection and responsible access. The Access & Stewardship Committee will be a group of representatives from each branch, facilitated by our Conservation and Advocacy Director, tasked with assessing and managing our footprint and partnering with local agencies and land managers to steward our public climbing areas, protect existing climbing areas, and seek out new climbing areas.

SCOPE

The Access & Stewardship Committee (ASC) will take inventory of our annual footprint in all climbing areas and, where feasible, make recommendations to minimize our footprint. This may include a reduction in maximum party size in some of the most popular climbing areas. It may also include working with the Curriculum Committee (page 27) to add low-impact recreation training components. All recommendations that impact the execution of our climbing programs will be reviewed and approved by

the climbing summit. The ASC will also work in partnership with land managers and organizations such as the Washington Climbers Coalition and the Access Fund to identify and respond to stewardship needs at our crags and alpine environments and to identify, gain access to, and develop new climbing areas for instructing (e.g. Sam Hill in Icicle Creek and Newhalem in North Cascades National Park). The ASC will work to stay apprised of current issues in public lands in our region.

TIMELINE/MILESTONES

The Conservation and Advocacy Director will begin recruiting volunteers for the ASC in the winter of 2017. The committee will meet at least bimonthly—more often as needed. It will take inventory of The Mountaineers' footprint through the spring and summer of 2017, including investigating the factors leading to our high use of relevant areas, and will make recommendations to the climbing summit for reducing our footprint in these areas by the fall of 2017. The ASC will then take annual inventory of our footprint to ensure that our students and leaders are modeling a strong climbing ethic for the broader climbing community. In 2017, the ASC will develop a plan for staying connected to issues around our existing climbing areas as well as a plan for assessing new climbing areas.

EXPECTED OUTCOMES

Expanding our access to public lands while reducing impact will ensure that space is available to educate more students in both safe climbing techniques and a strong climbing ethic to use the land responsibly.

COMMUNITY



Photos by Ida Vincent

Community is the heart of The Mountaineers. Some join seeking community, others join seeking skills, but all those who stay are here for the community. Currently, there are few options for people who want to climb with The Mountaineers without being enrolled in a course, and there are few advanced options for our highly skilled instructors. In some cases our focus on delivering a curriculum to large numbers of students takes priority over fostering community. We need to invest in support systems that create opportunities for people to get engaged and stay engaged in The Mountaineers whether or not they are enrolled in a course. Investing in community will enhance volunteer recruitment, improve our ability to serve more people, facilitate mentorship and leader development, engage more people in stewardship and advocacy work, and allow us to better meet the needs of the broader climbing community.



COMMUNITY MEMBER FORUM

DESCRIPTION

Mountaineers want to provide ample climbing opportunities for course graduates who are not enrolled in a subsequent course. This will support a strong community of climbers. A member forum will allow members to connect with other members and set up “unofficial” climbs, conditioning hikes, and practice sessions.

SCOPE

The Mountaineers will invest in forum software that will integrate with our website to allow members to connect with other members. Members will be able to sign up for notifications from forums they are interested in and view the badges held by participants in the forum, differentiating this investment from public forums such as Cascade Climbers or branch Facebook pages. Members will have a place for discussing technical gear, coordinating trips, and meeting other hiking and climbing needs.

TIMELINE/MILESTONES

We will work with our developers in 2018 to research software options, with the goal of scoping and costing out development and website integration to be written into the technology development budget. Implementation will occur by the spring of 2019. Staff capacity to moderate and maintain this site is not currently scoped in this investment, but depending on needs, investment in a moderator/site maintenance staff may be necessary in the future.

EXPECTED OUTCOMES

A member forum inherently promotes community and inter-branch communication. The forum would provide a way for members, especially those who may not immediately go past the basic climbing sequence, to stay actively engaged with fellow Mountaineers. By supporting an engaged community, we will inspire more members to remain part of the community and become volunteer instructors and leaders, thereby building our capacity to serve more students.



COMMUNITY CAMP/LODGE OPTIONS NEAR CRAGS

DESCRIPTION

Members make deep connections with other members through extended outdoor experiences. This includes the camaraderie of camping together. We see a need to invest in communal camping space near our high-use climbing areas such as Leavenworth, Vantage, and Squamish.

SCOPE

The Mountaineers will investigate options for purchasing property near our popular climbing areas. At minimum, this would provide a place for students and instructors to stay during courses--eliminating the stress of finding group campsites--and ensure that we provide an opportunity for our community to grow. These locations will likely be available for use by all members, as well as the wider climbing community (when courses are not using the maximum capacity), providing more opportunity for members to connect with others who are climbing in the same area. A donation-based use of the space or rental facility for non-Mountaineers would become a resource to the broader climbing community.

TIMELINE/MILESTONES

We will begin investigating land options in the summer of 2017, likely first focusing on Leavenworth.

EXPECTED OUTCOMES

By supporting an engaged community, we will inspire more members to become volunteer instructors and leaders, thereby building our capacity to serve more students. We'll also be providing a service to the broader climbing community.

SUPPORTING INVESTMENTS



Photos by Ida Vincent

Change and growth must be driven and guided by our volunteer leaders, and this requires effective communication, facilitation, project management, and work. We need to invest in staff and technological support systems that can usher forward a collaborative process without burdening already over-taxed volunteers. Investing in these support systems will increase our efficiency, reduce overhead, prevent burnout for volunteers, facilitate meaningful collaborative work, improve our leader recruitment, and provide consistently positive experiences for students and volunteers.



SUPPORTING INVESTMENT
**CLIMBING EDUCATION
MANAGER**

DESCRIPTION

In order to effectively pursue our goals, we need to invest in staff who can support and drive committee work, manage communications and outreach, and execute on work products. The Climbing Education Manager will work with volunteers and committees to do this.

SCOPE

The Climbing Education Manager will have content expertise in climbing education, including experience in a professional capacity—whether IFMGA, NOLS, Outward Bound, or equivalent experience. The Manager will establish and maintain relationships with Mountaineers Climbing, BC Ski, Scramble, and Snowshoe programs, with a focus on climbing. Twenty percent of the Manager’s time (about one day a week) will be spent in the field, taking and helping to teach Mountaineers courses, going on Mountaineers trips, and building a community with students, instructors, and leaders. The Manager will convene summits at least twice a year for each program and ensure that decisions made in each program align with the others. The Manager will work with committees

to facilitate curriculum development and sharing, volunteer recruitment and recognition, and consistency across branches and with the broader community. The Manager will also provide staff leadership for the Technical Advisory Committee (page 28), the Curriculum Committee (page 27), and the Leadership Progression Design Group (page 24).

TIMELINE/MILESTONES

The Mountaineers will post the job opening for the Climbing Education Manager during the week of January 16, 2017, with the target start date between March 1 and April 1.

EXPECTED OUTCOMES

Investing in staff support will enable us to move forward with purpose, create assertive but achievable timelines, and improve our overall efficiency, quality, productivity, and mission impact. Without staff support, implementing the other components of this initiative would be nearly impossible.



SUPPORTING INVESTMENT **E-LEARNING**

DESCRIPTIONS

Through our E-Learning pilot project in the Wilderness Navigation Course, we have learned that E-learning can significantly reduce volunteer overhead, improve consistency in content delivery, and better prepare students for experiential field trips. There is potential to replace lecture components of our courses with on-line learning components and to develop leader training modules in an online learning format. An E-learning investment will invest in the costs of course development and production, the maintenance costs of the learning platform, the development costs of syncing our learning platform with our member database, and a full-time staff position to facilitate and manage these modules.

SCOPE

The E-Learning Manager will work with the Curriculum Committee (page 27) to develop an online curriculum that complements our existing curriculum. The Manager will also work with the Leadership Progression Design Group (page 24) to develop an on-line curriculum for leader training. As our collection of online learning opportunities grows, the E-Learning Manager will be responsible for ensuring that these new products sync with our database, collaborating with committees to integrate the new modules and working with the Technical Advisory Committee (page 28) and Curriculum Committee to update as needed.

TIMELINE/MILESTONES

In the spring of 2017, a Board Fellow will present a comprehensive list of curricula that have the potential to be transitioned to E-learning. The Climbing Education Manager will work with climbing committees to identify a pilot project and will work with additional staff and volunteer support as needed to implement a pilot E-learning module for climbing in the fall of 2017.

EXPECTED OUTCOMES

By investing in E-learning, we will provide creative opportunities for volunteers who prefer to teach content over skills, while reducing the burden on skilled volunteers to help with lectures. This will improve our overall efficiency and reduce volunteer burnout. We will improve consistency in content delivery and enhance the overall quality of our instruction and ensure students are well-prepared for field trips. We will become more relevant to more people living at a distance from a branch location who otherwise wouldn't be able to attend a lecture, and we will help leaders improve their leadership skills as well as provide easy on-boarding for new leaders. E-Learning courses may also be offered to people in places outside the Pacific Northwest. E-learning has the potential to multiply the impact of our investments in Leadership Development (page 20), Curriculum (page 25), and Access and Stewardship (page 29).



SUPPORTING INVESTMENT **EQUIVALENCY SUPPORT**

DESCRIPTIONS

We want to efficiently and wholeheartedly welcome newcomers who already have a background in climbing. While some branches have a formal equivalency program for courses such as the Basic Alpine Climbing Course and most conduct ad hoc equivalency evaluations for highly experienced people who join, in many cases it is difficult for students to get recognition for the skills they bring to The Mountaineers. We will provide Equivalency Support staffing to assist climbing committees and the Curriculum Committee (page 27) to establish an organization-wide evaluation process for students or future leaders who wish to be granted equivalency for certain skills. The Equivalency Support staff will then take responsibility for ensuring that equivalency opportunities are readily available for these students.

SCOPE

The Equivalency Support staff will work with the Curriculum Committee to establish evaluation standards and procedures and will be responsible for executing these on a regular basis. We envision this role to be a part-time staff member or contractor. We will also invest in technology development to create a Common Climbing Application, which will be managed by the Equivalency Coordinator. This will allow all members to build a comprehensive Climbing Resume through their profile on our website. It will pull in all climbs and courses from The

Mountaineers, and members will be able to input courses and private climbs they've taken elsewhere, as well as upload images of certifications.

TIMELINE/MILESTONES

The Equivalency Support staff will report to the Climbing Education Manager (page 35). The greatest near-term need for Equivalency Support is in the Seattle branch. It will be piloted in Seattle and other interested branches in 2017 with a goal of sharing learnings and a recommendation for broader rollout in a fall 2017 climbing summit. The Common Climbing Application will be scoped during the 2018 course season, with the goal of development in the fall of 2018 and full adoption by the summer of 2019.

EXPECTED OUTCOMES

Investing in equivalency will reduce inefficiencies by allowing students to “test out of” skills they already have, expanding our capacity to serve students who do not have those skills. By investing in equivalency, we will build our instructor and leader base—especially as the Leadership Progression Design Group (page 24) expands leadership opportunities—growing our capacity to serve more students. We will also increase our relevance to a more diverse group of incoming students. By investing in a Common Climbing Application, we will provide a service to our members, and we will reduce volunteer overhead by making it easy to evaluate students' readiness for a course. Investing in equivalency will help us fast-track members into leadership roles, in coordination with the Leadership Progression Design Group and the Curriculum Committee.

2017 TIMELINE

Q1 JANUARY TO MARCH

Q2 APRIL TO JUNE

INVESTMENTS



HIRE CLIMBING EDUCATION MANAGER



PROFESSIONAL LED LEADER TRAINING



SEATTLE EQUIVALENCY EVALUATOR PILOT



DISCOVERY & PRODUCTION

VOLUNTEER-LED SUPPORT



SEATTLE BRANCH PARTIAL MODULARIZATION



ASC CHARTERED, MEETING #1



TAC CHARTERED, MEETING #1



CLIMBING SUMMIT

STAFF-LED SUPPORT



MOU WITH AAC



RECRUIT ACCESS & STEWARDSHIP COMMITTEE (ASC)



RECRUIT TECHNICAL ADVISORY COMMITTEE (TAC)



"FOREFRONT" TYPE SYMPOSIUM FOR LEADER CONTINUING EDUCATION LED BY SEATTLE.CC



RECRUIT LEADERSHIP PROGRESSION DESIGN GROUP



IDENTIFY PILOT MODULE

Q3 JULY TO SEPTEMBER

Q4 OCTOBER TO DECEMBER

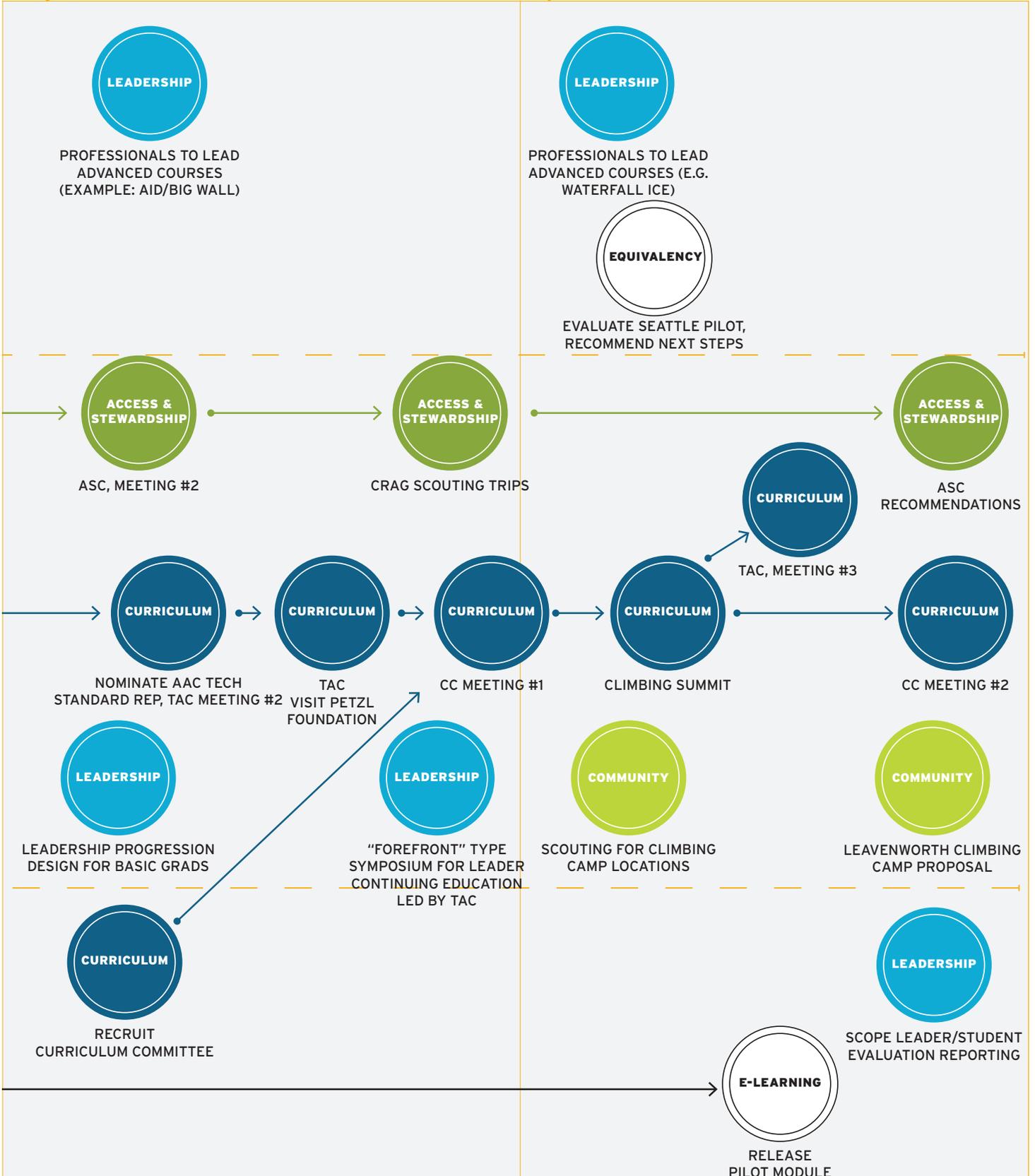




Photo by Ida Vincent



BUSINESS CASE

As outlined in the previous chapter, investments in the following Strategic Directions will materially improve climbing education at The Mountaineers, which is essential to achieving our vision:

LEADERSHIP	Volunteer recruitment and training for long-term engagement.
CURRICULUM	Consistency and reach for top quality curriculum.
ACCESS & STEWARDSHIP	Expanded access with lower impact on climbing areas.
COMMUNITY	A welcoming and supportive community for everyone.

The financial benefits of Progressive Climbing Education materialize in several important ways:

- » An increase in Course Revenue as we improve overall volunteer capacity and teach more students.
- » Growth in Membership Revenue as we expand our list of members.
- » A new stream of Revenue from E-Learning by licensing online modules to other organizations and enrolling students from around the country in online courses.
- » Sponsorship Support from companies (e.g., manufacturers of climbing gear) that want to encourage our efforts and that have a vested interest in our success.

Cumulative cash flow is projected to be positive over the initial five-year period of this analysis. Nevertheless, to jump-start Progressive Climbing Education in 2017 will require an investment of \$125,000, net of the benefits that will be realized in this first year. Investments total approximately \$131,000 in 2017 and \$1,160,000 over five years, while benefits total about \$6,300 in 2017 and \$1,180,000 overall.

SUMMARY OF INVESTMENTS & BENEFITS

The Progressive Climbing Education program requires an investment of \$125,000 in 2017, but sees positive cash flow over five years:

INVESTMENTS	2017	2018	2019	2020	2021	TOTAL
One-Time Investments	\$30,000	\$114,500	\$85,500	\$44,590	\$34,500	\$309,090
Ongoing Operating Investments	\$100,979	\$174,625	\$179,374	\$186,750	\$206,757	\$848,485
Total Program Investments	\$130,979	\$289,125	\$264,874	\$231,340	\$241,257	\$1,157,575

PROJECTED BENEFITS *	2017	2018	2019	2020	2021	TOTAL
Capacity Increase / Course Revenue	\$5,520	\$57,960	\$126,960	\$184,920	\$220,800	\$596,160
Membership Revenue	\$759	\$14,736	\$37,627	\$66,905	\$101,999	\$222,026
E-Learning Revenue	\$-	\$24,800	\$51,600	\$89,250	\$143,800	\$309,450
Sponsorship Support	\$-	\$6,000	\$11,000	\$15,500	\$20,000	\$52,500
Total Direct Benefits	\$6,279	\$103,496	\$227,187	\$356,575	\$486,599	\$1,180,136

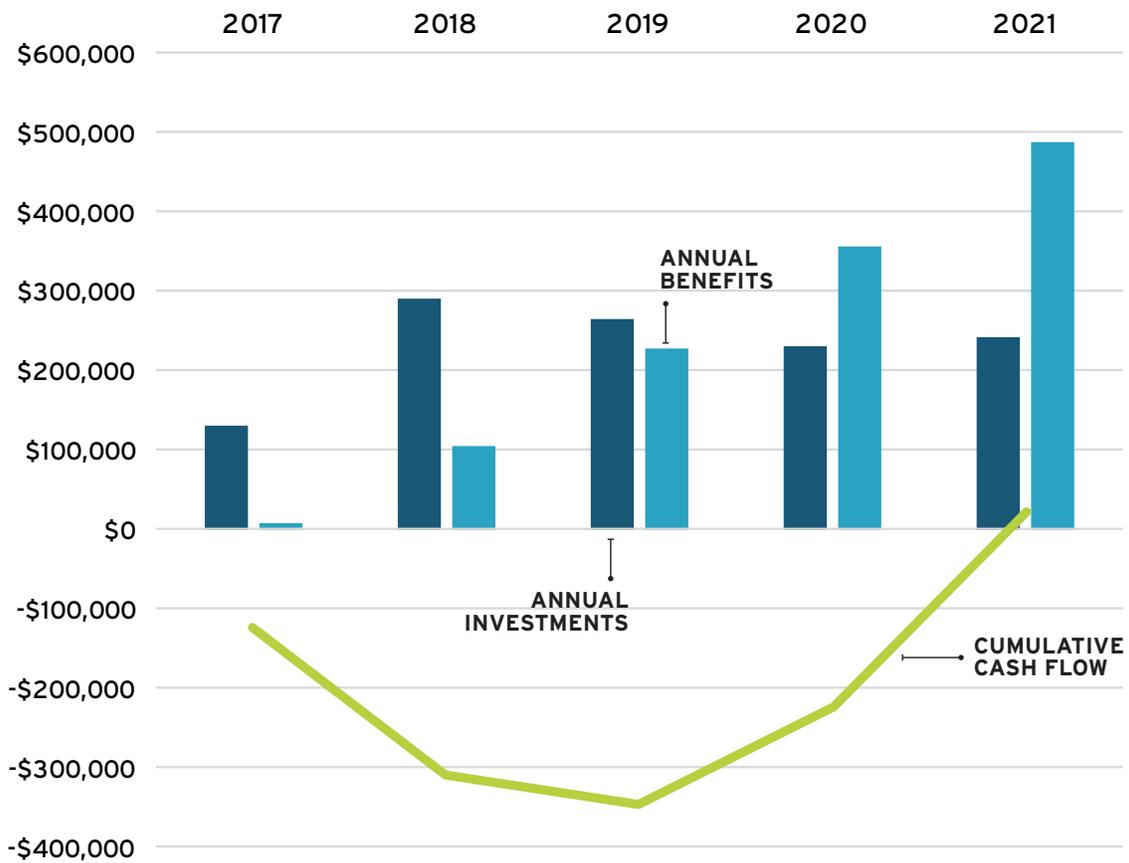
NET TOTAL	2017	2018	2019	2020	2021	TOTAL
Annual Cash Flow	\$(124,700)	\$(185,629)	\$(37,687)	\$125,235	\$245,341	\$22,561
Cumulative Cash Flow	\$(124,700)	\$(310,329)	\$(348,016)	\$(222,781)	\$22,561	

* Excludes incremental philanthropic contributions whether restricted, unrestricted, or capital campaign

One-Time Investments include systems such as Leader Evaluation/Reporting, Curriculum Sharing, and Member Forum as well as development of E-Learning content.

Ongoing Operating Investments include items such as leader training and development, committee expenses, and staff support.

INVESTMENTS, BENEFITS, & CUMULATIVE CASH FLOW



Negative cumulative cash flow peaks in 2019 because investments are front-loaded while benefits increase in the latter years. We nearly reach break-even in 2019, while in 2020 and 2021 projected benefits are significantly larger than investments. This nets positive cash flow of about \$125,000 and \$245,000 in 2020 and 2021, respectively. Cumulative cash flow becomes positive by 2021.

Projected cash flows do not include capital investments such as future enhancements to program centers or the purchase of property near climbing areas for camping/lodging. Such investments may be considered as part of the annual budgeting process and/or as part of a future capital campaign.

Investments will enable a material step forward in 2017, laying the foundation for significant benefits in the following years:

INVESTMENT DETAIL	2017
E-Learning Curriculum Development	\$25,000
Professionals to Lead Advanced Courses	\$5,000
One-Time Investments	\$30,000
LEADERSHIP	
Professionals for Leader Training	\$7,500
Leader Progression Design Group	\$2,000
CURRICULUM	
Curriculum Committee	\$4,000
Technical Advisory Committee	\$4,000
ACCESS & STEWARDSHIP	
Access & Stewardship Committee	\$3,000
SUPPORTING INVESTMENTS	
Climbing Education Manager	\$40,104
E-Learning Manager	\$34,375
Equivalency Support (Pilot)	\$5,000
Semi-Annual Climbing Summits	\$1,000
Total Ongoing Investments	\$100,979
TOTAL INVESTMENTS	\$130,979

**PROGRESSIVE
CLIMBING
EDUCATION**
FINAL REPORT



Cover Photo by Ida Vincent