GENERAL SERVICES ADMINISTRATION
Federal Supply Service

Authorized Federal Supply Schedule Price List

On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order are available through GSA Advantage®, a menu-driven database system. The INTERNET address GSA Advantage® is: GSAAdvantage.gov.

Multiple Award Schedule

FSC Group: Professional Services    FSC Class: Training

Contract number: GS-00F-188GA

For more information on ordering from Federal Supply Schedules go to the GSA Schedules page at GSA.gov.

Contract period: May 11, 2017 – May 10, 2027

American Society for Training and Development, Incorporated
1640 King St STE 300
Alexandria, VA 22314-2743
Phone: 703-683-8108
Fax: 703-683-1523

www.td.org

Contract’s Administration Source: Jason Underwood
junderwood@td.org

Business size: Large

Price list current as of Modification #PO-0011 effective July 21, 2022

Prices Shown Herein are Net (discount deducted)
CUSTOMER INFORMATION

1a. Table of awarded special item number(s) with appropriate cross-reference to item descriptions and awarded price(s).

<table>
<thead>
<tr>
<th>SINs</th>
<th>Recovery</th>
<th>SIN Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>611430</td>
<td>611430RC</td>
<td>Professional and Management Development Training</td>
</tr>
<tr>
<td>OLM</td>
<td>OLMSTLOC OLMRC</td>
<td>Order-Level Materials (OLM’s)</td>
</tr>
</tbody>
</table>

1b. Identification of the lowest priced model number and lowest unit price for that model for each special item number awarded in the contract. This price is the Government price based on a unit of one, exclusive of any quantity/dollar volume, prompt payment, or any other concession affecting price. Those contracts that have unit prices based on the geographic location of the customer, should show the range of the lowest price, and cite the areas to which the prices apply. See Page 14.

1c. If the Contractor is proposing hourly rates, a description of all corresponding commercial job titles, experience, functional responsibility and education for those types of employees or subcontractors who will perform services shall be provided. If hourly rates are not applicable, indicate “Not applicable” for this item. See Page 14.

2. Maximum order:

<table>
<thead>
<tr>
<th>SINs</th>
<th>Maximum Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>611430</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>OLM</td>
<td>$250,000</td>
</tr>
</tbody>
</table>

3. Minimum order: $100

4. Geographic coverage (delivery area). Domestic. 50 States, Washington DC, Alaska, Hawaii, Puerto Rico

5. Point(s) of production (city, county, and State or foreign country). US

6. Discount from list prices or statement of net price. Government Net Prices (discounts already deducted.)
7. Quantity discounts. Quantity Discount on 3 courses or more. 3% discount per Multi-course order. Must be ordered at the same time.

8. Prompt payment terms. Information for Ordering Offices: Prompt payment terms cannot be negotiated out of the contractual agreement in exchange for other concessions. None.

9. Foreign items (list items by country of origin). None.

10a. Time of delivery. (Contractor insert number of days.) To Be Determined at the Task Order level

10b. Expedited Delivery. Items available for expedited delivery are noted in this price list. To Be Determined at the Task Order level

10c. Overnight and 2-day delivery. To Be Determined at the Task Order level

10d. Urgent Requirements. Contact Contractor.

11. F.O.B. point(s). Destination

12a. Ordering address(es). Same as Contractor.

12b. Ordering procedures: For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPA’s) are found in Federal Acquisition Regulation (FAR) 8.405-3.

13. Payment address(es). Same as Contractor.

14. Warranty provision. N/A

15. Export packing charges, if applicable. N/A

16. Terms and conditions of rental, maintenance, and repair (if applicable). N/A

17. Terms and conditions of installation (if applicable). N/A

18a. Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices (if applicable). N/A

18b. Terms and conditions for any other services (if applicable). N/A
19. List of service and distribution points (if applicable). N/A

20. List of participating dealers (if applicable). N/A

21. Preventive maintenance (if applicable). N/A

22a. Special attributes such as environmental attributes (e.g., recycled content, energy efficiency, and/or reduced pollutants). N/A

22b. If applicable, indicate that Section 508 compliance information is available on Electronic and Information Technology (EIT) supplies and services and show where full details can be found (e.g. contractor’s website or other location.) The EIT standards can be found at: www.Section508.gov/. N/A

23. Unique Entity Identifier (UEI) Number. TJD4RMVMKVKY1

24. Notification regarding registration in System for Award Management (SAM) database. Contractor registered and active in SAM.
American Society or Training and Development, Incorporated
Db a Association for Talent Development
GSA Course Descriptions

1 ATD MASTER TRAINER™ PROGRAM

Course Description and Objectives:
This program is a unique assessment-based offering that covers the entire process of delivering training, including assessment, preparation, creating a positive learning environment, facilitating learning, and evaluating learning. Grounded in theory and focused on practice and application, this program will develop your professional capacity in this area of expertise.

Course Topics:
- Introductions
- Diagnose your current ability in delivering training, with the ATD Master Trainer Self-Assessment tool.
- Prepare for a training session.
- Conduct a needs and audience analysis to determine the need for training.
- Identify measurable learning objectives
- Apply adult learning principles
- Establish an environment conducive to learning.
- Create diverse opportunities for participants to connect with the content
- Facilitate learning techniques.
- Practice learner-centered training methods and alternatives to lectures.
- Develop strategies for different learning needs.
- Identify challenges in the classroom and select and apply the most effective solutions.
- Enhance your capacity to design effective audio visuals and learning aids and use them successfully in the training.
- Evaluate training at the “Four Levels” participant satisfaction, learning, application and behavior change and business impact.
- Identify strengths of delivering face-to-face training and online learning, and determine best practices that apply to both environments.
- Demonstrate core and comprehensive knowledge in delivering training, including principles, models, and trends.
- Demonstrate the ATD essential skills in delivering training, including preparation, creating a positive learning environment, facilitating learning, managing challenges, and evaluating learning.

Course Specifics:

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>ATD Master Trainer™ Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Length of Course (hours/days)</td>
<td>4 Days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part 1. Fundamentals (online)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Three weeks prior to Part 2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part 2. Core Course (face-to-face)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part 3. Elective and Wrap-Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Select one of the program electives and complete within three months after Part 2.</td>
</tr>
<tr>
<td>3</td>
<td>Minimum/Maximum Number of Participants</td>
<td>8-16 Participants</td>
</tr>
<tr>
<td>5</td>
<td>Support Materials Provided</td>
<td>Access to key program materials and resources.</td>
</tr>
</tbody>
</table>
2 ATD MASTER INSTRUCTIONAL DESIGNER™ PROGRAM

Course Description and Objectives:
As the learning and development landscape continues to evolve, you are tasked with maximizing resources, while delivering quality learning solutions. This unique assessment-based program provides you with the opportunity to evaluate real-world projects, and work with expert facilitators to help you master the skills required to create formal and informal learning solutions. You’ll benefit from peer collaboration and individualized feedback to reinforce your learning, and gain a customized toolkit of resources to use immediately back on the job.

Course Topics:
- Introduction
- Conduct a needs assessment for learning programs that:
  o Aligns organizational objectives and the learning opportunity
  o Addresses target populations’ specific needs
  o Identifies constraints and/or problems affecting design success
  o Includes basic outcomes of the learning solution linked to business problems or opportunities.
- Design learning solutions that reflect adult learning theories, and best address the needs of the learners and the organization through formal classroom training, blended learning, online learning, and informal approaches.
- Use a collaborative approach with stakeholders (such as internal clients and subject matter experts) throughout a learning design project to:
  o Plan and design the solution
  o Select and/or create effective learning materials
  o Establish sign-off and approval processes for each step of the design process.
- Create learning solutions including:
  o Measurable learning objectives
  o Instructional content that reflects the diversity of the learners
  o A variety of learning methods and emerging technologies to reach learning outcomes
- Identify appropriate evaluation techniques and apply them to measure the impact of the learning solution.

Course Specifics:

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>ATD Master Instructional Designer™ Program</th>
</tr>
</thead>
</table>
| 2 | Length of Course (hours/days) | 3 Days.  
Part 1. Fundamentals (online)  
Take this online portion three weeks prior to Part 2:  
Core Course  
Part 2. Core Course (face-to-face)  
Three day face-to-face learning immersion.  
Part 3. Elective and Learning Project (online or face-to-face) |
| 3 | Minimum/Maximum Number of Participants | 8-16 Participants |
| 5 | Support Materials Provided | Access to key program materials and resources. |
3 COACHING CERTIFICATE (AVAILABLE AS BOTH CLASS AND PAX (PER PERSON))

Course Description and Objectives:
Improve your clients’ ability to set goals and achieve satisfying results by helping them identify and take advantage of their natural strengths. Participants will learn a model that outlines a coaching process they can use with individuals, teams, or an entire organization, and will practice foundational coaching competencies through role plays, group exercises, and case studies.

Course Topics:
- Introduction
- The Workplace Learning and Performance Professional as Coach
- Building the Foundation
- Co-Creating the Partnership
- Collecting and Feeding Back Data
- Designing and Taking Action
- Measuring and Tracking Results
- Planning and Managing the Coaching Program

Course Specifics:

<table>
<thead>
<tr>
<th>1</th>
<th>Course Title</th>
<th>Coaching Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Length of Course (hours/days)</td>
<td>2 Days</td>
</tr>
<tr>
<td>3</td>
<td>Minimum/Maximum Number of Participants</td>
<td>5-15 Participants (for class) 16-25 Participants (for PAX)</td>
</tr>
<tr>
<td>5</td>
<td>Support Materials Provided</td>
<td>N/A</td>
</tr>
</tbody>
</table>

4. CONSULTING SKILLS CERTIFICATE (AVAILABLE AS BOTH CLASS AND PAX (PER PERSON) ONSITE OR ONLINE)

Course Description and Objectives:
Learning professionals must demonstrate strong consulting skills to successfully guide their organizations toward optimal performance. Ensure your ability to practice the most effective behaviors and processes for internal consulting within your organization. Explore ATD’s 5-D model and practice 30 fundamental consulting competencies with tools that can be put to use on the job immediately. External consultants will find that they will also benefit from the concepts covered in the course.

Course Topics:
- Introduction
- Understand the functions of a learning professional in the role of consultant.
- Demonstrate exemplary internal consulting competencies, and the corresponding day-to-day behaviors required of an internal consultant
- Build relationships with clients, including techniques to effectively guide clients through the consulting process
- List questions to ask for a client during a contracting meeting and/or data gathering meeting
- Outline client goals and set expectations for success
- Apply tools to analyze business needs and gather information
Course Topics:

- Build credibility through communication to increase position as a knowledgeable, client-focused partner.
- Model the most appropriate way to conduct a data-gathering interview and a feedback meeting.
- Overcome resistance and difficult client behaviors
- Evaluate the solution/ change and identify areas for future improvement.

Course Specifics:

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>Consulting Skills Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Length of Course (hours/days)</td>
<td>Online - 6 Sessions*2 hours, 12 Hours Total</td>
</tr>
<tr>
<td>3</td>
<td>Minimum/Maximum Number of Participants</td>
<td>5 to 15 Participants (class) 16 to 25 Participants (PAX)</td>
</tr>
<tr>
<td>5</td>
<td>Support Materials Provided</td>
<td>Tools and templates to help apply what you learned on the job.</td>
</tr>
</tbody>
</table>

5 DESIGNING LEARNING CERTIFICATE (AVAILABLE AS BOTH CLASS AND PAX (PER PERSON) ONSITE OR ONLINE)

Course Description and Objectives:

Developed for participants new to instructional design or for those who want to gain a comprehensive skill set, this is the complete workshop for designing outcome-based training. The program content is based on key knowledge and actions defined by the ATD Competency Model Area of Expertise for Instructional Design. You will leave knowing how to design a complete program that aligns with your business goals, including participant guides, instructor guides, and other materials. In addition, you will have an opportunity to work on the design and development of your own training program throughout the workshop.

Course Topics:

- Introductions
- Describe and apply the ADDIE model.
- Conduct a training needs assessment that aligns performance needs with organizational results
- Select and use data collection techniques as part of the training needs assessment process
- Demonstrate how to structure instructional events that address psychological learning processes
- Apply the ROPES phases of instruction to construct effective learning events
- Write complete learning objectives based on observable actions or behaviors
- Select learning methods and media to support the attainment of learning objectives
- Apply guidelines to the use of visuals, text, and audio in instructional materials
- Create participant guides, facilitator guides, and supporting materials.
- Prepare reports that document the training needs assessment, program design, and recommendations for training implementation, including pilot tests and rollout.
- Develop and evaluation strategy for training initiatives.
Course Specifics:

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>Designing Learning Certificate</th>
</tr>
</thead>
</table>
| 2 | Length of Course (hours/days)     | Onsite - 3 Days, 8 Hours Each Day  
|   |                                   | Online - 7 Sessions* 3 Hours, 21 Hours Total |
| 3 | Minimum/Maximum Number of Participants | 5 to 15 Participants (class)  
|   |                                   | 16-25 Participants (PAX) |
| 5 | Support Materials Provided        | Tools and templates to help apply what you learned on the job. |

**INTRODUCING HUMAN PERFORMANCE IMPROVEMENT CERTIFICATE (AVAILABLE BOTH AS CLASS AND PAX (PER PERSON) ONSITE OR ONLINE)**

Course Description and Objectives:

In this highly interactive workshop, learn the three primary principles that underlie Human Performance Improvement (HPI). Understand how contributors from such disciplines as behaviorism, management sciences, organization development, and systems theory have created a systematic approach to solving organizational problems. See how the HPI model unites these principles under a common process, and jumpstart your move to a performance improvement mindset today.

The HPI process helps your clients take a holistic approach to improving performance. Using the HPI model, you will be able to work with them to articulate their business goals, link these goals to human performance, diagnose the current state of performance in the organization, identify root causes for performance deficiencies, and consider the best solutions. During the program, experience what it feels like to do performance consulting, see what it takes to manage the change that accompanies solutions, and determine whether you have the core skills it takes to be a performance consultant.

This program aligns with the Performance Improvement Area of Expertise in the ATD Competency Model.

Course Topics:

- Introduction
- Describe the three principles that underlie HPI
- Explain the relationship between the steps in the HPI process
- Apply analysis models to determine performance gaps and their root causes
- Describe approaches to evaluate the impact of solutions
- Outline a strategy for addressing the root causes of performance gaps

Course Specifics:

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>Introducing Human Performance Improvement</th>
</tr>
</thead>
</table>
| 2 | Length of Course (hours/days)     | Onsite - 2 Days, 8 Hours Each Day  
|   |                                   | Online - 6 Sessions*2 Hours, 12 Hours Total |
| 3 | Minimum/Maximum Number of Participants | 5 to 15 Participants (class)  
|   |                                   | 16-25 Participants (PAX) |
| 5 | Support Materials Provided        | This program includes tools and templates to help you apply what you learned on the job. |
Course Description and Objectives:
The thought of giving a presentation often ranks at the top of the list of what people fear most. This new program will give you the framework needed to develop and deliver an effective, memorable presentation. You will learn proven tips and examples that will guide you through the presentation process no matter how large the audience.

Course Topics:
- Introduction
- Develop and structure an effective presentation based on your audience and purpose
- Create appropriate visual aids
- Make your presentation memorable with the right kind of pizzazz
- Include facilitation techniques to engage your audience
- Deliver a flawless presentation under any situation

Course Specifics:

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>Project Management for Learning Professionals Online Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Length of Course (hours/days)</td>
<td>2 Days, 8 Hours Each Day</td>
</tr>
<tr>
<td>2</td>
<td>Minimum/Maximum Number of Participants</td>
<td>5 to 15 Participants (class) 16-25 Participants (PAX)</td>
</tr>
<tr>
<td>3</td>
<td>Support Materials Provided</td>
<td>Access to key program materials and resources.</td>
</tr>
</tbody>
</table>

Course Description and Objectives:
We all have good intentions, but once we start a new training project along with all the other projects we've got going, the projects can take a life of their own. In this workshop, developed in partnership with Russell Martin & Associates, participants will learn how to better manage the critical project management role that helps us deliver learning and performance solutions in a way that supports business goals. The workshop provides concrete steps to improve project management skills and a method that is repeatable yet flexible.

Course Topics:
- Introduction
- Differentiate between project management and project work
- Define roles of the project manager, project sponsor, and other key individuals on a project
- Create a project charter
- Build a project plan including schedules, resource allocations, and budgets
- Create activity networks (PERT, Gantt, and CPM) and other tools for communicating project scope and activities
- Create criteria for monitoring and reporting progress, including control point, identification charts, project costing charts, and milestone charts
- Identify and manage project risks
• Determine and anticipate changes that occur during project execution
• Develop a detailed work plan to accurately determine the project completion date
• Accurately estimate project activities
• Manage external vendors more effectively
• Discover the power of the review process to improve future performance

Course Specifics:

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>Project Management for Learning Professionals Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Length of Course (hours/days)</td>
<td>Onsite - 2 Days, 8 Hours Each Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online - 6 Sessions*2 Hours, 12 Hours Total</td>
</tr>
<tr>
<td>2</td>
<td>Minimum/Maximum Number of Participants</td>
<td>5 to 15 Participants (class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16-25 Participants (PAX)</td>
</tr>
<tr>
<td>3</td>
<td>Support Materials Provided</td>
<td>Access to key program materials and resources.</td>
</tr>
</tbody>
</table>

9 TEST DESIGN & DELIVERY CERTIFICATE (AVAILABLE BOTH AS CLASS AND PAX (PER PERSON) ONSITE OR ONLINE)

Course Description and Objectives:
Learning professionals use tests for a variety of reasons, yet the guidelines and best practices for developing reliable and valid tests are not widely known. The Test Design and Delivery Certificate program provides a comprehensive approach to ensuring your tests measure what they claim to measure consistently and reliably. Through examples and application exercises, learn the entire test development and delivery process, including planning the test, creating the test items, creating the test form, delivering the test, and evaluating the test. Ample time will be dedicated to item writing so learners can gain experience generating well-crafted test items.

ATD has partnered with premier testing organization ACT, Inc. on the content of this program. Professional test developers from ACT combined their expertise to develop this program. The facilitators are real-world consultants whose entire professional focus is to help organizations improve their testing practices.

Course Topics:
• Introductions
• Develop a test content outline and understand its value to the testing process
• Identify the hallmarks of a good test question, and apply them to developing and evaluating test questions
• Develop test forms including writing directions for examinees, page layout, and item sequencing
• Use item analysis to identify and correct problem items
• Use professionally accepted methods for setting a passing score for a test
• Determine the appropriate mode of delivery, what score reports are needed, and who should have access to score reports
• Evaluate a test to determine if the individual items and the overall test are functioning properly.
**Course Specifics:**

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>Test Design &amp; Delivery Certificate</th>
</tr>
</thead>
</table>
| 2 | Length of Course (hours/days) | Onsite - 2 Days, 8 Hours Each Day  
Online - 6 Sessions * 2 hours, 12 Hours Total |
| 3 | Minimum/Maximum Number of Participants | 5 to 15 Participants (class)  
16-25 Participants (PAX) |
| 5 | Support Materials Provided | Access to key program materials and resources. |

**Course Description and Objectives:**

Gain a practical, how-to overview of the entire training function. Through modeling of the best practices and latest techniques in training delivery, discover the 4Ps of training: Purpose & Assessment, Planning & Preparation, Presentation & Facilitation, and Performance & Evaluation. New trainers will gain a strong foundation in critical training skills and seasoned trainers will be introduced to new approaches for delivering powerful training.

**Course Topics:**
- Introduction
- Describe the training cycle
- Identify and determine the need for training – what, who, and how
- Write effective learning objectives
- Design participant-oriented learning materials and exercises
- Apply adult learning concepts, develop supportive climates, and customize off-the-shelf materials
- Use training activities and alternatives to lecture, strategize for different learning needs, and create effective questioning techniques
- Prepare properly for a training session, and prepare participants to foster learning
- Manage and encourage participants of all backgrounds and learning styles
- Address challenging participants and behaviors
- Present and facilitate a training program, including use of audio visuals and handouts
- Evaluate program impact at different levels using a variety of methods.
- Identify the five levels of evaluation

**Course Specifics:**

<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>Training Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Length of Course (hours/days)</td>
<td>3 Days, 8 Hours Each Day</td>
</tr>
</tbody>
</table>
| 3 | Minimum/Maximum Number of Participants | 5 to 15 Participants (class)  
16-25 Participants (PAX) |
| 5 | Support Materials Provided | Access to key program materials and resources. |
## GSA Awarded Pricelist

<table>
<thead>
<tr>
<th>Item #</th>
<th>SIN</th>
<th>Course Title</th>
<th>Course Length</th>
<th>Min. Participants</th>
<th>Max. Participants</th>
<th>Unit of Issue</th>
<th>Price to GSA (including IFF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>611430</td>
<td>ATD Master Trainer™ Program</td>
<td>4 days</td>
<td>5</td>
<td>16</td>
<td>Per Class (1-16)</td>
<td>$ 28,831.23</td>
</tr>
<tr>
<td>2</td>
<td>611430</td>
<td>ATD Master Instructional Designer™ Program</td>
<td>3 days</td>
<td>5</td>
<td>16</td>
<td>Per Class (1-16)</td>
<td>$ 27,408.06</td>
</tr>
<tr>
<td>3</td>
<td>611430</td>
<td>Coaching Class</td>
<td>2 days</td>
<td>5</td>
<td>15</td>
<td>Per Class (1-15)</td>
<td>$ 15,521.41</td>
</tr>
<tr>
<td>4</td>
<td>611430</td>
<td>Coaching Class PAX</td>
<td>2 days</td>
<td>16</td>
<td>25</td>
<td>Per Person (16-25)</td>
<td>$ 859.58</td>
</tr>
<tr>
<td>5</td>
<td>611430</td>
<td>Consulting Skills Class (Onsite or Online)</td>
<td>2 days</td>
<td>5</td>
<td>15</td>
<td>Per Class (1-15)</td>
<td>$ 16,209.07</td>
</tr>
<tr>
<td>6</td>
<td>611430</td>
<td>Consulting Skills Class PAX (Onsite or Online)</td>
<td>2 days</td>
<td>16</td>
<td>25</td>
<td>Per Person (16-25)</td>
<td>$ 859.58</td>
</tr>
<tr>
<td>7</td>
<td>611430</td>
<td>Designing Learning (Onsite or Online)</td>
<td>3 days</td>
<td>5</td>
<td>15</td>
<td>Per Class (1-15)</td>
<td>$ 18,173.80</td>
</tr>
<tr>
<td>8</td>
<td>611430</td>
<td>Designing Learning Pax (Onsite or Online)</td>
<td>3 days</td>
<td>16</td>
<td>25</td>
<td>Per Person (16-25)</td>
<td>$ 908.70</td>
</tr>
<tr>
<td>9</td>
<td>611430</td>
<td>Introducing Human Performance Improvement (Onsite or Online)</td>
<td>2 days</td>
<td>5</td>
<td>15</td>
<td>Per Class (1-15)</td>
<td>$ 16,209.07</td>
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<tr>
<td>10</td>
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<td>Introducing Human Performance Improvement Pax (Onsite or Online)</td>
<td>2 days</td>
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<td>Per Person (16-25)</td>
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<tr>
<td>11</td>
<td>611430</td>
<td>Presentation Skills</td>
<td>2 days</td>
<td>5</td>
<td>15</td>
<td>Per Class (1-15)</td>
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<td>Course Code</td>
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<td>Quantity</td>
<td>Per Person</td>
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<td>2 days</td>
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<td>(16-25)</td>
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<td>(1-15)</td>
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<td>13</td>
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<td>2 days</td>
<td>5</td>
<td>(16-25)</td>
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<td>16</td>
<td>(16-25)</td>
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<td>Test Design &amp; Delivery Pax (Onsite or Online)</td>
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<td>Training Certificate</td>
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**Note 1:** Pax stands for Per Person/Per Additional Participant

**Note 2:** Quantity Discount on 3 courses or more: 3% Discount Per Multi-Course Order. Must be ordered at the same time

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