Charting a Course For Success:

A Three-Year PSIA-AASI Strategic Education Plan

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Executive Summary

The PSIA-AASI Education Department was requested to develop a strategic education plan addressing the association's education and credentialing programs. This plan is submitted for consideration by volunteer leadership and the Board of Directors. Upon approval this plan will guide the PSIA-AASI Education Department's operations over a three year period, starting July 1, 2010.

<u>Purpose</u>

The objective of this plan is to guide the implementation of programs and processes developed to meet the following four strategic priorities. These priorities were developed by the Education Advisory Council - based on numerous studies and meetings conducted by PSIA-AASI and have been endorsed by the Board of Directors.

1. Increase the <u>ease and access</u> to all products, programs, and services; develop and communicate clear paths to success in our educational system.
2. <u>Develop a quality assurance system</u> to uphold standards for all products, programs, and services.
3. <u>Define success measures</u> in order to evaluate PSIA-AASI products, programs, and services.
4. <u>Implement a leadership development program</u> to ensure a broad pool of volunteers so new ideas and energy can be used to create new products, programs, and services.

Research conducted in support of the October 2007 Leadership Meeting and in support of this plan identified several themes:

- PSIA-AASI occupies the position of market leader in U.S. snowsports education and certification with a motivated volunteer core and dedicated membership.
- There is a perceived lack of consistency in the quality and implementation of PSIA-AASI's education programs and credentials.
- There is a recognized need to improve communication and engagement with members and other stakeholders, and to develop a deeper pool of motivated volunteer leaders.
- There is a recognized need to respond more quickly to changes in the snowsports education marketplace and the snowsports industry in general.

The comments below reflect these general themes that have been raised in our research and discussions with division leaders:

"Divisions and the national level need to reestablish unified content regarding topics for training, techniques, and processes for certification. This content should complement training delivered at the individual school level."
Ski and Snowboard School Directors Perceptions of PSIA-AASI, April, 2006

"PSIA-AASI is the dominant market leader in snowsports education and certification,"
Competitive Analysis, MarketSpark 2010

Overall Objectives/Benefits

Meeting the organization's mission, vision, values, and priorities underlie the Education Department's recommendation to achieve the following within the next 36 months:

1. Improve integrity and relevance of PSIA-AASI education and certification system
   a. Increased member sense of value in a professional credential
   b. Increased value of PSIA-AASI credentials to area operators, school managers, and the snowsports public
   c. Standardize education and certification processes
   d. Create alignment with professional training and credentialing programs, practices, and standards outside of PSIA-AASI
      i. Opportunity to pursue third-party validation from organizations such as the National Commission for Certifying Agencies (NCCA) or the American National Standards Institute (ANSI)
   e. Improved risk management and ability to address legal concerns
2. Clarification of national and divisional roles
   a. Enhanced ability to act as one organization when communicating to and with members while maintaining unique divisional perspectives and services
   b. Improve member perception of a unified organization
3. Better alignment of association resources to increase effectiveness and efficiency of education programs
   a. Provide members with technically sound information, tools, and resources in a timely manner in the appropriate formats.
   b. Reduced duplication of effort and resources
   c. Better coordination between national and divisional initiatives
      i. Increased effectiveness of collaboration with divisional representatives
      ii. Decreased expense in implementing these initiatives
   d. Improved and reduced production cycles to create/update materials
4. Collect accurate data about member use of education materials, courses, and testing
   a. Inform association decisions regarding changes to existing products and services
   b. Better identification of new program opportunities as well as candidates for elimination
5. Expanded member and stakeholder communications and opportunities for input and feedback about education initiatives
   a. Increased member satisfaction with association education and certification programs
   b. Larger pool of volunteers to contribute to education initiatives
   c. Develop, increase and reinforce stakeholder relationships with PSIA-AASI

Steps to Completion

The timeline for completion is divided into three one-year periods beginning in June 2010 and ending in June 2013. *A comprehensive schedule is located in Appendix A, beginning on page 24.*

Year 1: Now through June 30, 2011

- Review and finalize Strategic Education Plan: report to Board of Directors by September 30, 2010
- Develop and propose publication schedule: April 1, 2011
- Propose multi-year budget: April 1, 2011

- Launch on-line communities for PSIA-AASI stakeholders pertinent to education and certification: October 1, 2010
- Begin face-to-face initiatives to gather stakeholder ideas and feedback regarding credentialing: July 2010–April 2011
- Initiate draft of credentialing plan, organizational structure and revised national/divisional business model for credentialing: January 1, 2011 (initial), May 1, 2011 (final)
- Circulate current education standards for review, with changes submitted to board for approval: May 1, 2011
- Recommendations and planning for 2012 Teams: May 1, 2011

Year 2: July 1, 2011 through June 30, 2012

- Implement credentialing plan: July 2011-June 2012
    - o Structural alignment in place and divisional/national roles clarified.
    - o Formalization of national/divisional credentialing business relationships complete
    - o Begin alignment of credentialing processes and practices with agreed divisional/national structure and business model.
- Evaluate and update Strategic Education Plan: Dec 2011
- PSIA-AASI National Team Selection: Completed by May 2012

Year 3: July 1, 2012 through June 30, 2013

- Implement and evaluate credentialing plan: July 2012-June 2013
    - o Present to the association board for approval an action plan and application for outside accreditation of two PSIA-AASI certification or certificate programs.
- Evaluate and update Strategic Education Plan: December 2012

Strategic Recommendations

In order to better help the organization fulfill its objectives and perpetuate its values, the PSIA-AASI staff recommends that the Board of Directors:

1. Empower staff to implement the PSIA-AASI Strategic Education Plan
2. Actively promote and communicate the Strategic Education Plan to all levels of the organization
3. Empower staff to obtain formal agreement between the national and divisional associations to comply with mutually agreed-upon national standards and credentialing framework
4. Actively promote, assess and enforce the consistent delivery of all PSIA-AASI-sponsored training programs and education materials to all levels of the organization
5. Empower staff to work with key stakeholders to review and revise the organization's education programs and materials with the goal that all PSIA-AASI-sponsored training programs and education materials are consistently deployed throughout the association

Organizational Overview

The American Snowsports Education Association, doing business as the Professional Ski Instructors of American (PSIA) and the American Association of Snowboard Instructors (AASI) is a Colorado-based, non-profit membership association. PSIA-AASI provides standardized education materials to its affiliated geographic divisions and nearly 30,000 members and other stakeholders. These programs and materials are developed collaboratively by the association's national staff alongside division and industry-based subject matter experts to meet specific education standards and learning objectives. Programs and materials are deployed for widespread use by division-based instructors. Learners who meet the established standards and objectives are eligible to receive certification or a certificate of learning, depending on the particular course taken.

PSIA-AASI, also known as the American Snowsports Education Association or ASEA, is a member-based 501(c)(6) non-profit organization that provides education materials, training and certification to ski and snowboard instructors throughout the United States. The organization also operates a 501(c)(3) education foundation. Founded in 1961, the combined organization is the most recognized and respected ski and snowboard teaching organization in the United States.

PSIA-AASI consists of a national office and nine geographic divisions. (Table 1) The organization is managed by an executive director that reports to a national board of directors to conduct the association's affairs. The national office is located in Lakewood, Colorado and consists of six departments. (Table 2) The managers of these departments report to the executive director.

PSIA-AASI Divisions
1. Alaska
2. Central
3. Eastern
4. Intermountain
5. Northern
6. Northern Rocky Mountain
7. Northwest
8. Rocky Mountain
9. Western

Table 1

The nine divisions operate as independent non-profit corporations managed by volunteer or paid staff, which may include an executive director who reports to a division-based elected board of directors. The divisions coordinate association/division-sponsored events and oversee member activities within the division. The divisions license the PSIA-AASI brands and logos from the national association and utilize PSIA-AASI's resources and educational materials (i.e., texts, programs) to deliver training, certification and other resources to division members.

Departments *(Nat'l Office)*
1. Communications
2. Education
3. Finance
4. Information Services
5. Marketing
6. Member Services

Table 2

Functionally, PSIA-AASI exists to provide standardized education and certification to ski and snowboard instructors to enable them to be an asset to a ski area's operational system.

Guiding Principles

Recent refinements to the organization's stated focus support four fundamental principles that are endorsed by the association's leadership:

1. What We Do: We get people excited about snowsports
2. Our Culture: Connection to people and ideas in unexpected ways and places
3. Our Direction: To be the first place members come for information about snow sports, teaching, and the industry
4. The Value of Membership: Access to people, resources, and more of the mountain environment

Numerous studies conducted by PSIA-AASI and goals articulated during the October 2007 Leadership Meeting of division and national leadership and staff contributed to four strategic issues developed by the Education Advisory Council and endorsed by the PSIA-AASI Board of Directors in support of the previously stated principles:

1. Increase the <u>ease and access</u> to all products, programs, and services; develop and communicate clear paths to success in our educational system.
2. <u>Develop a quality assurance system</u> to uphold standards for all products, programs, and services.
3. <u>Define success measures</u> in order to evaluate PSIA-AASI products, programs, and services.
4. <u>Implement a leadership development program</u> to ensure a broad pool of volunteers so new ideas and energy can be used to create new products, programs, and services.

Last, PSIA-AASI has adopted a philosophy known as the "Three C's" that it has implemented within the national office and is actively promulgating to all divisions. The Three C's are:

1. *Communication* within divisions and between divisions and national on all issues of mutual interest.
2. *Collaboration* within divisions and between divisions and national on all efforts, issues and initiatives to ensure consistency and standards.
3. *Consolidation* opportunities for divisions and national on all efforts, issues and initiatives that merit such a strategy to ensure efficiencies and effectiveness.

This philosophy, as well as the organization's objectives and overarching values were carefully considered when developing this strategic plan and are incorporated throughout.

Opportunity Overview

Standardization and consistency are two hallmarks of a national professional education and certification program and are essential to its universal acceptance. Failure to adhere to established standards or to ensure consistency when implementing training and/or credentialing processes can lead to inconsistent outcomes which can diminish the perceived value of the training and associated certification.

> "PSIA-AASI is the dominant market leader in snowsports education and certification," according to the 2010 *Competitive Analysis* conducted by MarketSpark. As the leader in ski and snowboard instructor training in the United States, PSIA-AASI has a duty and obligation to its members and stakeholders to ensure that its training programs, education materials and defined standards are consistently implemented.

PSIA-AASI stakeholder research suggests the association lacks consistent education and business processes, resulting in inconsistent application of organizational training and credentialing standards. From the 2006 research project *Ski and Snowboard School Director Perceptions of PSIA and AASI*:

> "What once was perceived as the primary benefit of the association—"a consistent, nationwide standard of training and certification"—has eroded over time[1]." This perceived benefit is undermined by a disconnect among the divisions as well as between the national level and the divisions. Philosophical differences and lack of communication have led to inconsistencies in

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[1] The *2002 Survey of Member Motivations and Satisfaction* reveals a similar sentiment from members: "Too much variance in the skills delivered within any certification level erodes respect for the system…." "Too often arbitrary and inconsistent grading on exams (some lesser people pass when other, better people fail, because of different examiners—and since the cost is so much more. This is very, very frustrating…."

accepted training content, clinic performance, and exam processes. This is resulting in an inability to identify meaningful national standards[2]. Here are some direct comments on these issues:

"The biggest thing that makes PSIA-AASI ineffective is that they can't agree on anything. Right now each division is doing its own thing instead of working together, for all of us. From division to division it has to be my way or the highway, and as a group that is what slows us down."

"I think what's slowing us down is the fractionalized divisions. They just don't ever talk to one another or agree on the best way to do something. I also think they ignore each other, ignore national, and do their own thing. Every division is doing something different so none of us are improving in the ways that are important to us."

"Divisions and the national level need to reestablish unified content regarding topics for training, techniques, and processes for certification. This content should complement training delivered at the individual school level."

Similar issues presented themselves as factors in the *2001 Survey of Heads of Ski and Snowboard Instruction Programs* and the *2002 Survey of Member Motivations and Satisfaction*.

These problems must be remedied in order to maintain credibility and relevance with members, stakeholders and the snowsports industry.

Additional Environmental Considerations

The Education Department has engaged national and divisional educational leadership in dialogue about the preceding strategic issues. In particular, several different nationally sponsored entities were pursuing similar issues independently, and not in collaboration with each other (i.e. the Cert/Unity Task Force, Children's Task Force, work groups addressing Alpine, Adaptive, and Snowboard Standards). Staff has worked with the volunteer groups to develop consistency across the standards projects and found strong support for these efforts. Also, assessment of PSIA-AASI business practices during implementation of the new association management software revealed additional information.

PSIA-AASI divisions have created "certifications" beyond those reviewed and approved by the PSIA-AASI Board of Directors. 20 core credentials are recognized as national awards- Alpine (3), Nordic (9), Snowboard (3), Adaptive (3), Children's (2). In total, divisions provide at least 73 additional "certification" awards beyond the base 20. The designations for many of these awards are inconsistent with contemporary definitions associated with credentialing programs. Collaboration with other organizations has reduced the need for redundant specialty education to be developed by PSIA-AASI (i.e. AMGA, USASA, USSA). Except for logo licensing agreements and board-approved national standards, there is no agreement among divisions about credentialing processes.

Although efforts are made to ensure consistency in the delivery of association-sponsored education programs and materials, anecdotal reports indicate that some education programs are altered by division and resort trainers to meet local needs. These changes are sanctioned by divisional leadership, either explicitly or passively. The quality, consistency, reliability and acceptance of the resulting certification are adversely affected by these changes to the training and credentialing outcomes.

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[2] This is also expressed in key findings from the *2001 Survey of Heads of Ski and Snowboard Instructional Programs,* conducted by Heimbach Research: "Directors project that there is much misunderstanding of cost, processes, and certification levels of PSIA/AASI."

At best, these inconsistencies diminish the perceived value of PSIA-AASI credentials with area management, school managers, and the membership. The value of certification is not immediately evident to an increasing number of stakeholders and there is an increasing perception among resort management that certification awards do not consistently correspond to the job of teaching snowsports. Additionally, these variances create problems with delivering consistent member service, including recognition for credentials on member cards and transcripts, as well as maintaining reciprocity across divisions. These inconsistencies diminish the association's ability to clearly communicate the value of education and certification programs to area management, members, and the international community.

At worst, these inconsistencies increase the association's risk management exposure if programs are not reviewed in a consistent, disciplined manner by the appropriate governing bodies. The association's general liability insurance requires board review of education programs. Also, education content and certification levels are researched by plaintiff's and defense attorneys in ski/snowboard injury cases.

Stakeholders and Markets

Stakeholders are those individuals, businesses, or organizations that are impacted by PSIA-AASI's operations and whose actions may in turn impact PSIA-AASI. PSIA-AASI has a wide range of stakeholder groups with varying needs. Because of this, every effort must be made to increase communications with stakeholders and to involve these groups in identifying, developing, piloting, revising, and assessing the quality of PSIA-AASI's products and services. Each of these stakeholders is impacted by the Strategic Education Plan, as they directly benefit from and contribute to its success.

Roles and Responsibilities
Each level of the organization (i.e., the national association, divisions and members) has inherent roles and responsibilities. To be effective, these levels must work cooperatively to ensure effective completion of the organization's business. Some roles and responsibilities overlap. For instance, every level of the organization is responsible for preserving the quality of the organization's education products and services.

The national association, through its Lakewood office, serves as the central repository for the association's education programs and materials. In fulfilling this role, it provides national standards, standardized education materials, and benefits to the divisions and members. The organization also works collaboratively with stakeholders to ensure the programs and materials it delivers are designed to meet the majority of stakeholder's needs.

The divisions serve as the primary provider of PSIA-AASI-sponsored training and certification. Therefore, the divisions are responsible for implementing and delivering PSIA-AASI certification programs within their geographic region in accordance with national standards. Divisions are also the primary contact to members and snow school directors and are therefore responsible for servicing these stakeholders at a local level.

Members serve as the embodiment of the organization's guiding values. As such, they are responsible for obtaining required training and for providing training that adheres to the national education and quality standards. They are also responsible for assisting the division and national office in identifying emerging trends and issues so that the organization can produce products and provide services and benefits that meet stakeholder needs.

Internal Stakeholders
- Member instructors
- Member schools
- Leadership and volunteers
    - PSIA –AASI Board of Directors
    - Education Advisory Committee (EAC)
    - Taskforces and workgroups
    - Division Leadership
        - Education Directors (e.g., paid staff)
        - Division BOD presidents (e.g., President's Council)
        - Volunteer leadership (e.g., discipline-specific committee chairs)
        - Volunteer workers (e.g., subject matter experts)
    - PSIA-AASI Teams
- National office staff

External Stakeholders (outside national office)
- Area management
- Snowsports school management (Directors, managers, supervisors)
- Partners
    - United States Ski and Snowboard Association (USSA)
    - National Ski Areas Association (NSAA)
    - American Mountain Guides Association (AMGA)
    - SnowSports Industries America (SIA)
    - Cross Country Ski Areas Association (CCSAA)
    - United States of America Snowboard Association (USASA)
    - Disabled Sports USA (DSUSA)
    - International instruction organizations (ISIA)
- Suppliers
    - Supplier product/brand managers
    - Differing needs/interests based on product segment
- Media (e.g., print, video, electronic)
- Non-member instructors who are not currently members of PSIA-AASI
    - Lapsed members
    - Others (e.g., ski/snowboard coaches, foreign instructors, volunteers and instructors who have never joined PSIA-AASI)
- General public (i.e., anyone interested in snowsports, "Friends of PSIA-AASI")
- Snowsports consumers
    - Lesson consumers
    - Non-lesson consumers

Markets

As previously indicated, there are several real and potential markets for the Education Department's products. The primary market is member-instructors while the secondary market includes snowsports school programs and the organization's nine divisions, which resell these products to their respective customer and member base. The tertiary market is less defined and includes the following, (among other potential customers):
- Other non-PSIA-AASI snowsport-related organizations and personnel
- International instructors working or seeking work in the U.S.

- Snow sports coaches
- Mountain guides
- General public

Strategic Education Plan 2010 – 2013

The 2006 MarketSpark report, which analyzed the perceptions of ski and snowboard directors' value of PSIA-AASI's services, indicated that 80% of respondents believe that "providing training and education" is the primary role of PSIA-AASI. Given this perception, much of the Strategic Education Plan focuses on improving the quality of the organization's existing products and, at the same time, developing new resources and processes that will help to build quality into existing and future products.

The strategic plan period is 36 months, beginning on July 1, 2010 and concluding on June 30, 2013. The first 12 months focuses on 3 areas:

1) Finalizing and affirming the plan
2) Increasing community engagement with a particular focus on credentialing
3) Completion of budgeted FY11 initiatives

The second 12 months continues ongoing projects while implementing the credentialing plan developed in the first twelve months.

The third 12 month period involves assessing the credentialing program with an eye towards becoming an accredited certification program while developing additional opportunities to refine education strategy. It is also important to acknowledge that the work begun and completed during the 36 month period will also directly impact the association and department beyond FY13. Examples include ongoing financial obligations to maintain accreditation, commitment to following documented processes and regular review and evaluation of our credential programs.

Meeting the organization's mission, vision, values, and priorities underlie the Education Department's recommendation to achieve the following within the next 36 months:

1. Improve integrity and relevance of PSIA-AASI education and certification system
   a. Strengthen the value and credibility of existing PSIA-AASI credentials
   b. Standardize education and certification processes
   c. Create alignment with professional training and credentialing programs and practices outside of PSIA-AASI
   d. Improved risk management and ability to address legal concerns
   e. Increased member sense of value in a professional credential
   f. Increased value of PSIA-AASI credentials to area operators, school managers, and the snowsports public
   g. Opportunity to pursue third-party accreditation from organizations such as the National Commission for Certifying Agencies (NCCA) or the American National Standards Institute (ANSI)
2. Clarification of national and divisional roles
   a. Enhanced ability to act as one organization when communicating to and with members while maintaining unique divisional perspectives and services
3. Better alignment of association resources to increase effectiveness and efficiency of education programs

      a. Provide members with technically sound information, tools, and resources in a timely manner in the appropriate formats.
      b. Reduced duplication of effort and resources
      c. Better coordination between national and divisional initiatives
          i. Increased effectiveness of collaboration with divisional representatives
      d. Improved and reduced production cycles to create/update materials
      e. Improve member perception of a unified organization

4. Collect accurate data about member use of education materials, courses, and testing
      a. Inform association decisions regarding changes to existing products and services
      b. Better identification of new program opportunities as well as candidates for elimination

5. Expanded member and stakeholder communications and opportunities for input and feedback about education initiatives
      a. Increased member satisfaction with association education and certification programs
      b. Larger pool of volunteers to contribute to education initiatives
      c. Develop, increase and reinforce stakeholder relationships with PSIA-AASI

Potential Risks Associated with Implementing the Plan

1. Potential to reinforce skepticism and suspicion about "national" motivations
      a. Galvanize protectionism

2. Diminished stakeholder enthusiasm derails the plan, reinforcing the perception of PSIA-AASI's inability to finish what it starts due to:
      a. Overreaching objectives combined with insufficient resources
      b. Moving too quickly and failing to gain sufficient agreement
      c. Seeking consensus rather than the majority opinion

3. Completion will require active and continuous engagement of volunteer leaders
      a. Failure of volunteers to follow through with commitments made will negatively impact the ability to meet the timelines and deadlines necessary to achieve the objectives of the plan

Potential Risks Associated with Failing to Implement the Plan

1. Continued dilution of PSIA-AASI credentials
      a. Ongoing divisional disagreement and misunderstanding about the difficulty, ease, and/or relevance of each other's examination processes
      b. Decreased member confidence in the exam process
      c. Erosion of confidence in PSIA-AASI credentials from school management and other stakeholders.
      d. Decrease in perceived value of membership if schools are not supporters of PSIA-AASI

2. Increased legal and insurance exposure

3. Credentials offered that do not have the backing of the association

4. Erosion of PSIA-AASI leadership position in snowsports education and training
      a. Decline in value and relevance of PSIA-AASI education, training, and membership to members and member schools
      b. PSIA-AASI members, potential members, and area operators increasingly look to competitors and other sources for education materials and training.

Components of the Strategic Education Plan

The SEP consists of four parts which are outlined below. A complete breakdown of the Strategic Education Plan, by category, including major tasks, and implementation timeline is presented in Appendix A.
1. Infrastructure Development
2. Quality Improvement
3. Credentialing
4. Opportunity Development

Infrastructure Utilization and Development
Numerous PSIA-AASI reports have documented the need for improved communication, alignment of resources, and unity across the association and to streamline the product development process so that opportunities may be pursued in a more timely and efficient fashion. In support of these goals, the Education Department seeks to utilize the improved internal infrastructure in the following ways:

- Increase communication channels: The Education Department will work with the IS Department to
    o Develop virtual stakeholder communities using Higher Logic and the CRM software system.
    o Expand its existing social network utilization (e.g., Twitter, Facebook, LinkedIn) to reach a greater number of members and potential members
        ▪ Purpose of increasing communication between the department and the general membership.
    o Explore other existing and/or emerging social networks for potential inclusion in its social network capabilities.
    o Facilitate and monitor threaded discussions over the social networks
        ▪ Provide gists of relevant topics to key organization decision-makers.
    o Increase use of teleconferencing and web-enabled meetings
        ▪ Committee work and product development

- Map, develop and codify key department processes:
    o Map formal processes
        ▪ Use this information to facilitate streamlining, efficiency, and cost effectiveness
    o Develop a "Fast Track" process to enable the organization to implement new ideas in a more expeditious manner
        ▪ Revise and update the department's publication schedule
            • Ensure all education materials are relevant and meet the evolving needs of stakeholders
    o Formalize processes through documentation
        ▪ Project overviews, timelines, roles and responsibilities, "after-action" review documents
        ▪ Ensure consistency in its business practices and outcomes, regardless of who implements or follows the process

- Develop the department: The primary function of PSIA-AASI is to provide members with training programs and education materials that are accurate, relevant and easy to deploy. To accomplish this, the department must continue to develop its own skill set and those of the organization's volunteers.

- o Participate in professional development with priority given to training that will help reduce or eliminate outsourcing-related costs
  - ▪ Project management
  - ▪ Adult education
  - ▪ Quality improvement training
- o Develop processes and materials for new volunteers who wish to participate in association-sponsored projects.

- Develop internal resources and promote their utilization: PSIA-AASI serves as a resource individual stakeholders, committees and groups.
  - o Develop a Higher Logic-based resource library through which members may access a variety of education materials and resources 24 hours a day.
  - o Create a virtual archive with historically valuable education documents, publications, and materials.
    - ▪ The Communications Department has initiated a means by which members may access past issues of the organization's printed magazines online which will likely serve as a template for this process
  - o Create resource guides relating to specific topic areas
    - ▪ Discipline-specific certification programs, PSIA-AASI credentialing programs, Becoming and Instructor
    - ▪ Available online in print-on-demand format
  - o Reinstate book reviews of non-PSIA materials using the organization's web-based technology.

- Develop a formal Marketing-Communications plan: The Education Department will work with the Marketing and Communications Departments to develop a formal MarCom plan to foster improved communications and increase involvement of stakeholders in developing new opportunities for PSIA-AASI and its customers.
  - o Conduct demographic, perception and quality surveys and research using web-based surveys and Flash-type polls.
    - ▪ Utilize this data to determine improvements to be made in existing products and programs
    - ▪ Utilize this data to identify opportunities for new products

- Identify IS resource needs: Department staff will continue working with the IS Department and key stakeholders to identify IS-related resources needed to effectively deploy and manage department-owned assets, both current and future (e.g., e-learning software, test-question generator).

Quality Improvement
Ensuring the quality of the one's products is essential for organizational success. By permitting variances to fall outside accepted parameters, an organization risks having its products altered or rejected by the customers to which its products are targeted. Current research indicates that PSIA-AASI training programs and educational products are altered by end users to better meet their specific needs. Although it has not been formally studied, this practice may affect the desired outcomes and if allowed to continue, and could negatively impact program and product success and customer satisfaction. The research indicates that a perception of ski and snowboard school directors is that "Every Division is doing something different so none of us are improving in the ways that are important to us."

- Quality is the department's top priority. We will actively seek opportunities to continually improve the quality of PSIA-AASI's products by soliciting and incorporating input from stakeholders at all levels. To begin, the department will conduct a series of stakeholder surveys to assess the perceived value and quality of PSIA-AASI training programs and materials. The department will conduct annual educational needs assessments beginning in 2011 and environmental scans on a triennial basis utilizing existing resources such as Zoomerang and Higher Logic.

- Conduct annual reviews of existing education and credentialing standards. A task force comprised of national and division representatives will be created to make recommendations to appropriate entities which, if approved, would be incorporated into existing and future programs and materials. This process will help ensure that changes are handled in a timely, efficient manner and that the organization's products are relevant. During its first year of operation, as part of its other tasks, the task force would create and pilot an annual review process and tool which, once approved, would be used during subsequent reviews.

- Standardize whenever and wherever possible. The department will work with stakeholders to identify areas to standardize. For example, key terms and their definitions will be standardized which should facilitate universal application and understanding. The department would also oversee the development of standardized, certification-specific test banks, and possibly exam materials. As part of the overall quality stratagem, quality processes, metrics, tools and procedures will be developed to ensure compliance. One recommendation is to create a division-based team that would use these tools and procedures to ensure that quality standards are being met in each division. These, too, would be standardized to facilitate consistent deployment and ease of use.

- Develop a formal, multi-stakeholder review process. The department will work with stakeholders to develop and implement formal review processes for all its training programs and education materials, prior to piloting, to improve the overall quality of these products.

- Explore alternative delivery channels. Additionally, the department will continue to explore other channels through which it can deliver educational content (e.g., e-learning, MP3, public video network) and improve the methods and processes it uses to develop new products (e.g., Idea conception to implementation, "Fast Tracking", etc.)

- Develop a formal post-project review process. The department will develop a standardized "After Action" review model and tool, similar to ones adopted by the U.S. military. This review will be used to compare desired results against actual outcomes. Information and the lessons learned from these reports will be disseminated to appropriate stakeholders and incorporated, as appropriate, into other processes. The result will be learning from the organizations actions and reduction in the incidence of repeated errors while identifying and propagating successful actions.

Credentialing

The current PSIA-AASI credentialing system varies from division to division. This quality-related issue negatively impacts the credibility of the credential awarded as it no longer holds the same meaning or value from division to division. The reason for this appears to be due, in part, to the differences in the way the divisions interpret and apply the national standards as well as the lack of clearly defined national and division roles in the implementation of the credentialing system.

- Accreditation for PSIA-AASI credentialing system. The department will seek accreditation from an organization such as the Institute for Credentialing Excellence (ICE) and the National Commission for Certifying Agencies (NCCA) or American National Standards Institute (ANSI). This rigorous process will involve working with all stakeholders. The divisions and the national organization will need to collaborate to discuss and reach consensus on many of the variances within our current credentialing framework. A benefit in pursuing accreditation through ICE/NCCA is that PSIA-AASI can seek accreditation for specific certifications and certificate programs. Any changes to the existing credentialing system must be approved by the PSIA-AASI Board of Directors and will require their active and vocal support to be accepted and universally implemented. This process is expected to take approximately three years from initiation to application for accreditation. Accreditation typically takes between 6 and 9 months from submission of the application. The department recommends pursuing accreditation for one certification and one certificate program. The financial implications include in-person meetings to discuss and come to general agreements, conference calls and web-based meetings to discuss details and develop recommendations for the larger group, membership and application fees to initiate the application process, and ongoing fees to maintain and re-accredit each credential and maintain membership in ICE.

- Recognition of our credentialing systems and processes. The achievement of accreditation will provide tangible recognition and evidence of the quality of our credentialing systems and processes. By working toward this goal the association will realize benefit in more clearly expressed and defined value of membership and certification, greater connection to the resorts and schools with direct correlation between certification and job tasks and skills, clarity in credentialing processes and standards, consistency in credentials across divisions. To ensure process effectiveness and compliance, the department will work collaboratively with the divisions and stakeholder groups to provide oversight in the on-going assessment process.

Opportunity Development
The Education Department will also seek opportunities to develop new programs, products and materials that meet member and stakeholder needs. Potential development opportunities will be identified, primarily, through the organization's formal and informal communication channels. By taking the time to develop formal processes and tools in the first 18 months of the plan, the department will be prepared to capitalize on emerging opportunities in an expeditious and more cost-effective manner in the future.

- Leadership Development: Research conducted by the organization indicates a pressing need for a formal leadership development pathway, more leadership opportunities within the organization and better communication of these opportunities. By defining formal leadership pathways and opportunities, more members may become involved with the organization and will have the information, training and tools they need to be successful in their new role as a future leader of the organization.

- Communicate leadership opportunities: The first step in this process will be to notify members of potential leadership opportunities using existing and new communication channels. In addition to notifying members about potential projects on which they can become involved, members will be informed about the skills required for the project, expectations, and any associated recognition and rewards. Emphasis will be placed on helping members develop portable skills upon which they can build and apply to other organization-sponsored projects or other aspects in their personal and professional lives.

- Create an on-boarding program: As part of the overall leadership development process, a formal "on-boarding" program will be developed. This course would be geared toward members who have been elected to a leadership role and would be designed to smooth the individual's transition into their new role. Topics presented in this program could include, among others, the roles and responsibilities associated with various PSIA-AASI leadership positions, organization and administrative expectations, contact and resource information, and key position-specific processes. As much of the material for this course already exists, albeit in no organized form, this course could be ready for initial piloting within 12-18 months.

- Create a leadership course: A formal leadership course would also be developed and would likely include both time-tested and cutting-edge leadership principles, strategies and techniques. At present, the specific goals and topics of this course have not been established. However, as this course could become an important part of the organization's overall infrastructure development plan, a leadership course, given sufficient priority and funding, could be designed, piloted, and implemented within the next two to three years.

- Develop electronic courses: The department will also seek to develop self-paced electronic courses, or "e-courses" and/or hybrid courses which could include a combination of classroom, field, electronic and self-study programming. The aforementioned leadership on-boarding and formal leadership courses, as well as communication skills and certain technical aspects of teaching skiing and riding are prime candidates for this type of learning solution. Initially, the department will work with key stakeholders to create a simple framework for developing an e-course or hybrid learning solution. This template and process will be made available to members so they can provide the department with a fundamental blueprint of their potential courses, thus reducing development time.

- Identify potential volunteers within the membership: Using the profile feature of Higher Logic and the CRM4M member database the department will seek to ask for specialized skills and experiences that our members may possess. Based upon the project or specific need, a search for members possessing the skills and experiences appropriate to the task will yield a potential pool of contributors. This may also be a feature used by divisions to invite specialist trainers in.

Stakeholder Impact and Role

Following are examples of how key stakeholders might be impacted and their role in achieving the goals of this strategic education plan.

Stakeholder	Impact and Role
General Public	Impact: Increase in consistency between instructors, greater goal achievement and success, greater satisfaction in lesson experience Role: Provide input as stakeholder in credentialing discussions, provide input regarding success of education programs as final end-user through customer satisfaction surveys
Members	Impact: Increased consistency in the quality and content in national and division delivered education and credential programs, increase value in membership through access to higher quality materials relevant to job skills and job tasks, clear recognition of value in credentials and membership, Role: Members have a greater opportunity to contribute to association

	initiatives by providing input and feedback as well as be solicited as active reviewers of association products and programs.
School Management (member and non-member schools)	Impact: Streamlined, easier to communicate description of education and credentialing process and value. Increased relevance of materials and education to current resort needs, increase in value of education events for instructors, instructors will be better informed and more valuable to a school because of PSIA-AASI education, increase in quality of credentialed instructors, credentials will be tied directly to job tasks and needs of schools Role: Provide input and feedback on existing education products and programs, pilot and review of programs in development, recognize and reward instructors participating in association provided education and credentials
Resorts	Impact: Increase in quality and credibility of members, increase in support from association regarding resort needs and reduced response time to resort needs Role: Provide input and feedback, pilot and review of programs in development, provide input as stakeholder in ongoing credential reviews
Division Leadership - Discipline Committee Chairs	Impact: Alignment of education and credentialing programs with national education and credential programs, increased opportunity to communicate and collaborate across and among divisions, high-quality national education products to support divisional education efforts, clarity of role and scope of role in the division regarding education and credentialing Role: Actively engage in credentialing discussions providing input and feedback, provide input and feedback of national education initiatives, pilot and review educational programs in development
Division Leadership - Boards of Directors	Impact: Alignment with divisional governance issues regarding credentialing programs, collaborative relationships among divisions, increased communication among divisions, alignment of divisional education efforts with other divisions and national education Role: Will need to actively engage in discussions regarding credentialing and work collaboratively with other divisions to reach compromise, will need to be vocal advocates for collaborative initiatives, will need to ensure knowledge is passed along to successors and out to their divisions
National Leadership - Board of Directors	Impact: Greater oversight of association credentialing programs, increase in responsibility as advocates for national initiatives, Role: Vocal advocate for national initiatives, provide input and feedback in credential discussions, provide ongoing direction to ensure alignment between divisions and national associations
National Staff	Impact: Clarity in role and responsibilities regarding credentialing and education, increase in pool of potential volunteers, increase in member-driven initiatives, clarity regarding divisional implementation of education and credential programs Role: Provide input and feedback during credential discussions, facilitate national initiatives with volunteer efforts, provide recognition and reward

for volunteers, seek and identify new opportunities, provide recommendations regarding national initiatives,

Marketing & Communications

Successful implementation of the Strategic Education Plan is contingent on acceptance by the organization's various stakeholder groups. This acceptance can only be achieved if these groups are involved in developing the processes, tools, and policies that will be needed and if the resulting changes are effectively communicated. In the past, communication with the stakeholder groups has not been as timely or as effective as desired. For this reason, the Education Department will collaborate with PSIA-AASI's Marketing and Communications Departments to better coordinate with the association's Marketing-Communications (MarCom) plan. The Education MarCom plan will include, among other things: promotion of the department's education products, services and resources to appropriate markets and stakeholders; improved communication pathways to increase and facilitate member involvement in organization-sponsored projects; planned, regular communication to the membership regarding education activities and opportunities; and, detailed descriptions of the department's new, formalized processes..

Strategic Recommendations

In order to better help the organization fulfill its objectives and perpetuate its values, the PSIA-AASI staff recommends that the Board of Directors:

1. Empower staff to implement the PSIA-AASI Strategic Education Plan
2. Actively promote and communicate the Strategic Education Plan to all levels of the organization
3. Empower staff to obtain formal agreement between the national and divisional associations to comply with mutually agreed-upon national standards and credentialing framework
4. Actively promote, assess and enforce the consistent delivery of all PSIA-AASI-sponsored training programs and education materials to all levels of the organization
5. Empower staff to work with key stakeholders to review and revise the organization's education programs and materials with the goal that all PSIA-AASI-sponsored training programs and education materials are consistently deployed throughout the association

<u>Steps to Completion</u>

A comprehensive schedule is located in Appendix A, beginning on page 24.

Now through June 30, 2011

<u>Strategic Education Plan</u>

- Circulate Strategic Education Plan draft for comment due by July 30, 2010
- Circulate revised plan to Board of Directors by August 31, 2010
- Develop final plan; affirmed by Board of Directors by September 30, 2010
- Develop and propose publication schedule: April 1, 2011
- Propose multi-year budget: April 1, 2011

<u>Community Engagement/Credentialing</u>

- Launch on-line communities for PSIA-AASI stakeholders pertinent to education and certification
    o Test communities: June-September 2010
    o Member communities: September 2010

- Begin face-to-face initiatives to gather stakeholder ideas and feedback regarding credentialing: July – April 2011
    - Education department travels to each division for a series of "town halls" and meetings with education leadership, or
    - Conduct a smaller group meeting of stakeholder in Lakewood, Colorado
- Initiate draft of credentialing plan and structure for discussion
    - Draft due by December 31, 2010 for Board of Directors meeting, January 2011
    - Formalization of national/divisional credentialing business relationships complete
    - Proposed credentialing structure and implementation due May 1, 2011 for consideration by board in June 2011
- Circulate current education standards for review, with changes submitted to board in time for June 2011 meeting

Complete Budgeted Programs

- Recommendations for 2012 Teams Selection due August 15, 2010 for review by Board of Directors
    - Information pertaining to teams selection distributed to divisions: September 15, 2010
    - Finalize selection site
    - Tasks related to selection process implemented
- Re-launch Movement Matrix: September 2010
- Photo/video content to update materials: October 2010 to April 2011
- Launch PSIA-AASI Communities to membership: September 2010
- Release *PSIA Children's Alpine Handbook:* September 2010
- PSIA-AASI Team Training: October 2010
- PSIA-AASI National Adaptive Academy: December 2010
- Interski: January 2011
- 50/50 Celebration: April 2011
- Edit and design PSIA *Adult Alpine Handbook:* due June 2011

July 1, 2011 through June 30, 2012

- Implement and evaluate credentialing plan: July 201 -April 2012
    - Structural alignment in place and divisional/national roles clarified.
    - Formalization of national/divisional credentialing business relationships complete
    - Begin alignment of credentialing processes and practices with agreed divisional/national structure and business model.
    - Draft Credentialing Policies and Procedures for national and divisional board review
- Print PSIA *Adult Alpine Handbook*: September 2011
- PSIA-AASI Team Training: October 2011
- PSIA-AASI National Adaptive Academy: December 2011
- Evaluate and update Strategic Education Plan: December 2011
- AASI Rider Rally: March 2012
- Update publication schedule: April 1, 2012
- Propose FY13 budget: April 1, 2012
- PSIA National Academy: April 2012
- PSIA-AASI National Team Selection: April-May 2012
- Edit and design AASI *Snowboard Handbook:* due June 2012

July 1, 2012 through June 30, 2013

- Implement and evaluate credentialing plan: July 2011 - April 2012
    o Present to the association board for approval an action plan and application for accreditation of two association certification or certificate programs to NCCA, ANSI, or ASTM to the association board for approval
- Print AASI *Snowboard Handbook*: September 2012
- PSIA-AASI Team Training: October 2012
- PSIA-AASI National Adaptive Academy: December 2012
- Evaluate update Strategic Education Plan: Dec 2012
- AASI Rider Rally: March 2013
- Propose FY14 budget: April 2013
- PSIA National Academy: April 2013

Terms and Definitions

The following key terms are presented in this document. To ensure their consistent use and understanding, these terms are identified and defined below. These terms and definitions are drawn from NOCA's Basic Guide to Credentialing Terminology, *October 2006.*

Accreditation:

1. **General use:** Approval of an educational program according to defined standards.
2. **As related to NCCA:** Status awarded to a certification program that has demonstrated compliance with the *Standards for the Accreditation of Certification Programs* set forth by the National Commission for Certifying Agencies.
3. **From the** *2005 NOCA Guide*: The voluntary process by which a nongovernmental agency grants a time-limited recognition to an institution, organization, business, or other entity after verifying that it has met predetermined and standardized criteria. *2005 NOCA Guide.*

Assessment Instruments:

Any one of several standardized methods for determining if candidates possess the necessary knowledge and/or skill related to the purpose of the certification.

Certificant:

An individual who has earned a credential awarded through a certification program (*2004 Standards Glossary);* The holder of a professional certification (*2005 NOCA Guide)*

Certificate:

A written document that serves as evidence that a person has completed a particular education course.

Certificate Program:

A training program on a topic for which participants receive a certificate after attendance and/or completion of the coursework. Some programs also require successful demonstration of attainment of the course objectives. One who completes a professional certificate program is known as a **certificate holder.** A credential is usually NOT granted at the completion of a certificate program. There are three types of certificate programs: **knowledge-based certificate, curriculum based certificate,** and **certificate of attendance or participation.** *2005 NOCA Guide.*

Certificate of Attendance or Participation:

Issued after an individual attends or participates in a particular meeting or course. Usually, there is no knowledge assessed prior to issuing this type of certificate. A certificate of attendance or participation is **not a credential**, because the recipients are not required to demonstrate competence according to professional or trade standards. *2005 NOCA Guide.*

Certification:

A process, often voluntary, by which individuals who have demonstrated the level of knowledge and skill required in the profession, occupation, role, or skill are identified to the public and other stakeholders. *2004 Standards Glossary* .

The voluntary process by which a non-governmental entity grants a time-limited recognition and use of a credential to an individual after verifying that he or she has met predetermined and standardized criteria. It is the vehicle that a profession or occupation uses to differentiate among its members, using standards, sometimes developed through a consensus-driven process, based on existing legal and psychometric requirements. *2005 NOCA Guide.*

Certification Program:

The standards, policies, procedures, assessment instruments, and related products and activities through which individuals are publicly identified as qualified in a profession, occupation, role, or skill.

Credentialing:

The umbrella term that includes the concepts of accreditation, licensure, registration, and professional certification. Credentialing can establish criteria for fairness, quality, competence, and/or safety for professional services provided by authorized individuals, for products, or for educational endeavors. Credentialing is the process by which an entity, authorized and qualified to do so, grants formal recognition to, or records the recognition status of individuals, organizations, institutions, programs, processes, services, or products that meet predetermined and standardized criteria. *2005 NOCA Guide.*

Education materials:

Any printed or electronic education document or video product that has been formally approved and released by the PSIA-AASI national education department.

Job/Practice Analysis/Role Delineation Study:

Any of several methods used singly or in combination to identify the performance domains and associated tasks, knowledge, and/or skills relating to the purpose of the credential and providing the basis for validation.

Licensure:

The mandatory process by which a governmental agency grants time-limited permission to an individual to engage in a given occupation after verifying that he/she has met predetermined and standardized criteria, and offers title protection for those who meet the criteria. *2005 NOCA Guide.*

PSIA-AASI-sponsored programs:

Any training course that has been formally approved and released by the PSIA-AASI Board of Directors.

Standard:

A set of rules, requirements or principles, established by an authority, that serve as a basis for comparison or assessment. An accreditation requirement that must be met by a certification program submitting an application to the National Commission for Certifying Agencies.

Standardization/Standardize:

1. A process designed to foster conformity and consistency through the application of formal standards.
2. IN THE CONTEXT OF ASSESSMENT INSTRUMENTS: Ensuring that the process is conducted according to a specified plan in order to provide the same conditions for all candidates.
3. IN THE CONTEXT OF SCORING: Ensuring that candidate responses are judged using predefined criteria in order to provide a consistent basis for evaluating all candidates.

Sources

The following written and electronic documents were used in the preparation of the SEP. Additionally, numerous individuals from the PSIA-AASI national office were consulted.

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Dorsey, M. *Staff Reports.* PSIA. June 2009.

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Fidler, M. *Summary of PSIA-AASI Leadership Meeting: Creating Value-Added Roles and Relationships.* October 2007.

Heimbach, A. *AASI-PSIA Review of Membership Database (Draft).* May 3, 2010.

Heimbach, A. 2002 Survey *of Member Motivations and Satisfaction: Part I – Qualitative Study.* November 22, 2002.

Heimbach, A. Membership *Database Report – Dues and Non-Dues Membership.* January 2002.

MarketSpark. *Research Report: Ski and Snowboard School Director Perceptions of PSIA and AASI.* April 2006.

PSIA-AASI Competitive Assessment Mid-Term Report: Phase I-III (Final). March 1, 2010.

PSIA-AASI. *Research Review.* August 2003.

Sheckleton, E. *Strategic Planning Task Force Report.* 2009.

Source of Terms and Definitions- NOCA's Basic Guide to Credentialing Terminology. October 2006

Recommended Reading
   A. ASAE Cert-Case-study
   B. NOCA- Defining Features of Quality Certification and Assessment-Based Certificate Programs
   C. Standards for the Accreditation of Certification Programs, NOCA 2004
   D. ICE_NCCA Frequently Asked Questions
   E. NOCA Credentialing Concepts
   F. Background White Paper on NOCA 1100 FINAL, June 2009
   G. American National Standards (value of the ANS designation), ANSI
   H. Research materials
        a. Summary of PSIA-AASI Leadership Meeting, October 2007
        b. Ski and Snowboard School Directors Perceptions of PSIA-AASI, April, 2006

Appendix A
PSIA-AASI Strategic Education Plan Timeline
(Comprehensive)

Priority Key

X (Uppercase, Red, bolded)	Highest Priority (complete within next 6 months)
x (lower case, red, not bolded)	High Priority (complete as indicated on grid)
o (lower case, not bolded)	Normal Priority (complete as indicated on grid)

Category	Task	<6 mos.	12-18 mos.	24-36 mos.	$$
Maintenance & Priority Projects					
(Existing Responsibilities)	Revise Adult Alpine handbook (scheduled release Fall/2011)	X			
	Revise Adult Snowboard handbook (scheduled release Fall 2012)		x		
	Revise Alpine Technical manual (begin FY 2011)		o		
	Produce Children's handbook	X			
	Matrix content- children's and adaptive	X			$$
	Team Training	x			$$
	2012 Team Task Force	x			$$
	Adaptive Academy	x			
	Interski	X	o		$$
	50/50	X	o		$$
Infrastructure Development	Work with National depts. to better utilize communication channels	x	o		
	Expand use of existing social network (e.g., Twitter, Facebook, etc.)		o		
	Work with depts. to develop weekly "Flash polls"		o		
	Assist in development of Higher Logic "virtual" communities	X			
	Assist w/ creation of threaded discussions (e.g., seeding) for Higher Logic	X	o		
	Work with Member Svc. to monitor/gist/report member discussion topics	o			

Category	Task	<6 mos.	12-18 mos.	24-36 mos.	$$
	Develop research plan to ID key topics for study	o(initial)	o(fnl)		
	Map/develop and codify key processes		o		
	Develop education department/staff	o	o	o	
	Create dept. "Extension" program (facilitate working/sharing resources w/ divisions)		o		
	Develop process for communicating volunteer opportunities	x			
	Develop volunteer selection process	x			
	Broaden volunteer network		o		
	Develop volunteer on-boarding materials		o		$$
	Seek/participate in professional development opportunities	o	o	o	$$
	Resource Development (R&D efforts to overlap w/ quality measures)				
	Develop Higher Logic resource library		o		$$
	Develop virtual archive of historical Education dept. materials (work with IT, MARCOM)		o		
	Develop resource guides/ reading lists of non-PSIA materials		o		
	Develop book review process for non-PSIA materials (for mag.)		o		
	Work with IT Dept./key stakeholders to identify list of IT-related needs	o			
	Develop formal MarCom plan	**X(draft)**	x(fnl)		
Quality Improvement	Improve internal/external & formal/informal communication channels (see above)		o		
	Work with MarCom to develop marketing strategy/materials for Education products & services		o		
	Work with Member Services to clarify role in operations	o			
	Work with IT to develop improved delivery methods	o	o(cont.)		
	Work with stakeholder groups to develop education compliance/accountability model		o		
	Develop process for performing compliance/accountability-based assessment				

Category	Task	<6 mos.	12-18 mos.	24-36 mos.	$$
	Solicit/obtain board approval for Education compliance/accountability model		o		
	Conduct member/stakeholder surveys (perceptions of value, quality)	x			
	Perceptions of value, quality	x			
	Define/standardize key terms (e.g., quality, standards, CE, etc)	**X**			
	Determine if standards/certifications being consistently met		o	o	
	Determine if business practices consistently being applied (e.g., CE credit)		o	o	
	Conduct association "needs" assessment (ID development opportunities)	**X**			
	Perform tri-annual environmental scan			o	$$
	Develop national "standards" committee to conduct annual review of standards/recommend updates		o		$$
	ID committee members	x			
	Develop basic "standardized" review tools	x			
	Pilot/finalize basic review tools		o		
	Improve delivery channels for content (e.g., MP3)	**X**	o	o	
	Improve methods/processes for developing products / services	x	o		
	Develop certification-specific test bank			o	$$
	Establish committee	o			
	Collect/review/finalize test questions		o		
	Revise/Update publications (as needed)				
	Revise/update Publication schedule (coord with MarCom)	x			
	Develop "Fast track" publication process	**X(initial)**	o(pilot)		
	Children's Manual			o	
	Core Concepts Manual	TBD			
	Adaptive Manual	TBD			
	AASI Snowboard Manual	TBD			
	Conduct annual process review/revision	o(initial)	o(pilot)		
	Develop formal "After Action" review process (based on military model)	x(initial)	o(pilot)		

Category	Task	<6 mos.	12-18 mos.	24-36 mos.	$$
Credentialing	Solicit/obtain board approval for revised credentialing process	x(initial)	**X**		
	Work with stakeholders to develop standardized quality-based credentialing governance structure		x		
	Review/revise continuing education process		x(initial)	o(fnl)	
	Conduct follow-up assessment to determine process effectiveness / overall compliance		x(initial)	o(fnl)	
Accreditation	First meeting of QA task group (accreditation task group)		**X**		$$
	Follow up communication with QA task force group		x	x	
	Secondary groups determined and begin work		x	x	
	Second meeting of QA task group (accreditation task group)			x	$$
	Follow up communication with task group		x	x	$$
	Collect documents for application		x		
	Author application			x	
	Submit application for accreditation			x	$$
	Receive accreditation (6 to 9 month approval period from receipt of application)			x	$$
Opportunity Development	Identify new education opportunities (growth, revenue-based)	**X**	x	o	
	Develop Leadership "on-boarding" program		o		$$
	Create a formal Leadership Development program			o	$$
	Develop "education methodology" videos? (Movement matrix-like to depict "best" teaching practices)		o	o	$$
	Develop e-learning courses and materials		o	o	$$