

COLLEGE OF SOUTHERN IDAHO

SUBJECT

Food Processing Technology – Intermediate Technical Certificate

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III. G. Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

The College of Southern Idaho (CSI) proposes to create a new Food Processing Technology program that would offer an Intermediate Technical Certificate. This program will provide the Idaho food processing industries with needed training for current employees as well as provide a pool of potential employees with the desired knowledge and technical skills. There will be an AAS component added later that will increase skills and knowledge in the Food Processing and Automation Controlling areas and could allow for transfer and articulation agreements with universities offer food science/food processing bachelor's degrees.

CSI's TAACCT Round 3 Project Grant – Growing Idaho's Food Processing Industry addresses work-based training opportunities and career pathways for adult workers. The grant partners CSI with food manufactures and dairy product manufacturers to provide training and employment opportunities in the CSI service area and beyond. In addition, CSI will partner with the Idaho Department of Labor to identify TIAA-eligible workers and other adults to participate in the program and to also connect program completers with employers.

IMPACT

Idaho Department of Labor data shows significant growth over the past six years in employment in the food manufacturing industry and projects continued employment growth the future.

The TAACCT grant provides funding to hire faculty and provides \$605,900 to equip the training facility that will be located in the Advanced Technology Innovation Center (ATIC) on the CSI campus slated for completion June 2014 that was funded in part by a federal grant from EDA.

ATTACHMENTS

Attachment 1 – Program Proposal – Food Processing Technology Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed Food Processing Technology program will address the training/educational needs of south central Idaho and its major industry – food

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manufacturing/processing. The Division of Professional-Technical Education has reviewed the request and recommends Board approval.

BOARD ACTION

I move to approve the request by the College of Southern Idaho to offer a new Intermediate Technical Certificate in Food Processing Technology.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



ATTACHMENT 1

MEMORANDUM

April 14, 2014

TO: Mike Rush
Executive Director
State Board of Education

FROM: Vera McCrink *VM by dsj*
Interim Administrator

SUBJECT: Program Proposal

In accordance with State Board policy, the enclosed Program Proposal is forwarded for approval by the State Board for Professional-Technical Education.

The College of Southern Idaho has requested to add a new **Food Processing Technology** program. This program will address the training/education needs of south central Idaho and its major industry – food manufacturing/processing. The program offers an Intermediate Technical Certificate upon completion of course requirements.

The Division has reviewed the request, and recommends State Board approval. Please notify the Division office of State Board action when completed.

If you have any questions regarding the enclosed request, please let me know. Thank you.

VM/SJ/ds

Enclosure

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	March 10, 2014
Institution Submitting Proposal:	College of Southern Idaho
Name of College, School, or Division:	Trade & Industry
Name of Department(s) or Area(s):	

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Food Processing Technology	
Degree:	Technical Certificate	
Method of Delivery:	Lecture/lab	
CIP code (consult IR /Registrar)	01.1002 – Food Technology and Processing	
Proposed Starting Date:	Fall semester 2014	
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility	<input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other |

College Dean (Institution)	3-7-14 Date	Vice President for Research (as applicable)	Date
Graduate Dean (as applicable)	Date	State Administrator, SDPTE (as applicable)	4-14-2014 Date
Chief Fiscal Officer (Institution)	3-11-14 Date	Academic Affairs Program Manager	Date
Chief Academic Officer (Institution)	3.10.14 Date	Chief Academic Officer, OSBE	Date
President	3/10/14 Date	SBOE/OSBE Approval	Date

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Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. Describe the nature of the request. Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

This is a new technical certificate that will address the training/education needs of south central Idaho and its major industry-food manufacturing/processing.

2. List the objectives of the program. The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

To determine the need for this program, the College assembled a working group consisting of all the major food manufacturing employers in the region. The group identified training and educational needs that do not exist in the area and that CSI is unable to provide. CSI applied for and successfully obtained a Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant from the U.S. Department of Labor. This grant provides the funding necessary to hire faculty, develop curriculum and acquire specialized equipment to establish a Food Processing Technology Program.

This program will close the gap in training and education for workers in, or wanting to be hired into, the food manufacturing industry in south central Idaho. Additionally, the College is working together with the Idaho Department of Labor (IDOL) to leverage this partnership to effectively serve TAA-eligible workers and other adults. The College will engage the agency to aid in identifying and referring TAA-eligible workers and other program participants. Additionally, the College will look to IDOL and the TAA for Workers program to assist with connecting program participants to employers and tracking program participants as they re-enter the workforce and/or continue their employment and advance their career.

Upon completion of the Technical Certificate in Food Processing Technology students will:

- Recognize scientific and technological concepts related to food processing.
- Develop a thorough understanding of the principles of sanitation, food safety, quality and control in the food processing industry.
- Understand the importance of personal safety practices.
- Identify career opportunities in the food processing industries.
- Describe how controls, instrumentation and automation are used in food processing.
- Demonstrate critical-thinking/problem solving skills.
- Possess foundational skills for additional learning and advancement in the food industry.

3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

CSI is accredited by the Northwest Commission on Colleges and Universities (NWCCU), a regional accrediting agency recognized by the U.S. Department of Education.

Additionally, the program will be continually reviewed by the food processing industry council/advisory committee and with industry's help, student job placement and retention rates will be tracked.

Eventually, technical skills assessments will be developed to ensure consistency and quality in the program and to offer credit for prior learning.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** *This question is not applicable to requests for discontinuance.*

Please See SDPTE Attachment B

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major:	22
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	9
Credit hours in required electives:	
Total credit hours required for completion:	31

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

NA for PTE

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B.** *This question is not applicable to requests for discontinuance.*

Enrollment projections were developed through discussions with the College industry partners to include both their current employees that need to be served by the program as well as projections of future employees that the employers need. The TAACCCT working group projects that at least 70% of program participants will complete some type of credential (PC, TC, AAS, or AS) .

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

Estimates of Enrollment and Graduates

Certificate or Degree	Target Enrollment			Target of Graduates			Completion Rate*
	2014	2015	2016	2015	2016	2017	
Intermediate	15	20	25	14	18	23	90%
AAS (TBD)**	--	10	20	--	9	18	90%

*Students completing at least 8 credit hours will be awarded a basic technical certificate.

**Complementary AAS degree to be developed.

9. Will this program reduce enrollments in other programs at your institution? If so, please explain.

No.

10. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Food Processing Historic Summary	Six Year Growth In Employment	Average Annualized Growth
FOOD PROCESSING (311)	14.5%	2.3%
Dairy product manufacturing	33.4%	4.9%
Animal food manufacturing	18.0%	2.8%
Grain and oilseed milling	982.4%	48.7%
Sugar and confectionary product manufacturing	8.0%	1.3%
Food and vegetable manufacturing	2.5%	0.4%

Source: <http://Jabor.idaho.gov/publications/lmi/pubs/southcentral.pdf>

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

The employers included in this project proposal represent NAICS 2-digit economic sector 31 (Manufacturing). Specifically, the employers CSI is working with are food manufacturers (311) with many dairy product manufacturers (3115) engaged as this is an important and expanding sector in south central Idaho. The employers committed to CSI's TAACCCT proposal all operate in south central Idaho, provide employment opportunities in south central Idaho, and are located in the College of Southern Idaho's service area. CSI's employer partners have been instrumental in the development of the program and are committed to assisting in the development of the proposed program, providing work-based training opportunities, and hiring program participants and graduates.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

This program will provide the Idaho food processing industries with the needed training for current employees and will provide the industry with a pool of potential employees with the needed knowledge and skills.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The primary purpose of this program is meet the education/training needs of the southern Idaho food processing industry; however, once the AAS component of the program is in place, transfer and articulation agreements will be arranged with universities offering food science/food processing bachelor's degrees.

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11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Not in the beginning.

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

It fits perfectly with the vision, mission and goals of the State Board of Education's strategic plan by (1) improving Idaho citizen's quality of life and enhancing global competitiveness; (2) providing opportunities for individual advancement; (3) providing an environment for the development of new ideas, and practical and theoretical knowledge; (4) ensuring educational resources are used efficiently by working with major food processing industries in the state of Idaho.

Additionally, this project and program to train unemployed and underemployed workers to meet local industry needs compliments the Idaho's Workforce Investment Act/WagnerPesyer Five Year Strategic Plan (WIA-WP) strategic goals to:

1. Create jobs that sustain Idaho workers and grow the economy.
2. Facilitate development of an Idaho workforce that is highly skilled, committed to continuous learning, and aware of opportunities available in the marketplace.
3. Support a comprehensive education and workforce delivery system.
4. Improve awareness of the workforce system among employers, workers, partners and policy makers, and expand its use and effectiveness.

CSI's Mission:

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
1. Demonstrate a continued commitment to and shared responsibility for student learning and success.	Program responds to an industry need that will lead to additional student success, and the responsibility is shared with industry.
2. Meet the diverse and changing needs and expectations of our students and the community we serve.	Idaho is a leading food processor, indicating the need for this program.
3. Support employee learning, growth, wellness, and success.	Employee growth and learning occurs as new programs are added and administered.
4. Commit to continuous improvement and institutional effectiveness.	Willingness to develop a new program in response to industry need shows commitment to continuous improvement.

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes X No _____

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If not on your institution's Five-Year plan, provide a justification for adding the program.

Program was developed in response to a need identified by the southern Idaho food processing industries.

- 15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

CSI will look to IDOL's TAA for Workers program to identify and refer TAA-eligible workers to the program, connect program participants with employers, and assist in tracking TAA-eligible workers and other participants as they re-enter the workforce. Collaboration with community-based organizations: CSI plans to engage relevant community-based organizations. CSI intends to engage the Idaho Commission on Hispanic Affairs, labor organizations, local adult training and education programs, and other interested non-profits. CSI will look to these partner organizations to connect program participants to additional work-based training opportunities, to refer individuals to CSI's Food Processing Management program, and provide any appropriate supportive services.

Other students will be recruited by traditional CSI recruitment methods.

- 16. Program Resource Requirements.** Using the *Excel spreadsheet* provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please see attached "CSI Food Processing Budget Proposal."



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**PTE ATTACHMENT B
(Program Profile)**

Indicate the nature of this submission

x	New Program (option, certificate, or degree)	Non-Substantive Change(s)
	Expansion of an Existing Program (An addition of a certificate or degree to an existing program)	Other (please list)

Please submit a separate PTE Attachment B for each new program, expansion, or non-substantive change.

Date Submitted 7 March 2014

Effective Date Fall semester 2014

Institution College of Southern Idaho

Program/Option Title Food Processing Technology

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Intermediate Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 01.1002

CIP Code Title Food Technology and Processing

SOC Code Examples* 19-1012 Food Scientists and Technologists; 19-4011 Agricultural and Food Science Technicians

TSA

*The list of SOC codes does not need to be comprehensive but should provide meaningful examples of occupations related to the program.

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

Upon completion of the Intermediate Technical Certificate in Food Processing Technology students will:

Recognize scientific and technological concepts related to food processing.

Develop a thorough understanding of the principles of sanitation, food safety, quality and control in the food processing industry.

Understand the importance of personal safety practices.

Identify career opportunities in the food processing industries.

Describe how controls, instrumentation and automation are used in food processing.

Demonstrate critical-thinking/problem-solving skills.

Possess foundational skills for additional learning and advancement in the food industry.

Answer the following questions in the category that applies for either "New Program or Option" or "Non-Substantive Change"

NEW PROGRAM OR OPTION

1. Describe how this request is consistent with the Division of Professional-Technical Education's strategic plan.

This new industry-supported technical certificate in Food Processing Technology addresses the mission and vision and goals of the Idaho Division of Professional-Technical Education Strategic Plan (2013-2017) by providing Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace of the food processing industry. The program also equips individuals with the necessary skills, knowledge and attitudes to compete effectively and work efficiently and take advantage of individual advancement.

The program adds a qualified skilled workforce to Idaho's food processing industry while focusing on workforce education and training delivery preparing students for occupations requiring less than a four year baccalaureate degree. The program includes training for workers already in the workplace and the re-integration of adult learners into the professional-technical educational system – one basis for receiving the

Revised 7/13

Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant.

Finally individuals receiving education and training in the CSI Food Processing program will be exposed to an environment for the development of new ideas, and to the practical and theoretical knowledge to foster development.

2. Describe the discussion with PTE and the TCLC regarding this request.

Discussions were held with DPTE and TCLC regarding CSI's interest in applying for this grant to support the food manufacturing industry in our Region.

3. Provide advisory committee/industry input supporting this request.

See attached rationale (PDF file name "Rationale for CSI TAACCCT grant") used to obtain Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant.

4. What is your plan to mitigate the impact this request will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

Similar secondary and postsecondary programs do not exist in the state.

NON-SUBSTANTIVE CHANGE

Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course(s), Delete existing course(s).

1. Describe the impact this change will have on students currently enrolled in the existing program.
2. Provide advisory committee/industry input supporting this change.
3. What is your plan to mitigate the impact this change will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

COURSE SEQUENCE

Intermediate Technical Certificate in Food Processing Technology

Prefix and Number	Course Titles	Cr. Hrs.
Fall Semester (15 Weeks)		
FPTC101	Overview of the Food Industry	1
FPTC130	Sanitation in Food Processing	3
AGRI 180	Food System Science (includes lab)	4
MATH 123	Math in Modern Society (or any general education math)	3
FPTC 160	Safety in the Food Processing Industry	3
Semester total		14
Spring Semester (15 Weeks)		
FPTC140/141	Introduction to Food Technology and Processing (includes lab)	4
FPTC150/151	Food Quality Assurance Control and Safety (includes lab)	4
FPTC170/171	Introduction to Controls and Instrumentation (includes lab)	3
COMM 101 or ENGL 101	Fundamentals of Oral Communication English Composition 1	3
SOCY 199B	Human Relations	3
Semester Total		17
Total for Certificate		31

Summary (30 Weeks)	
General (Academic) Education	9
Technical Credits	22
Grand Total	31

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

FPTC 101 Overview of the Food Processing Industry, 1 Cr. Hr.

Provides a brief overview of the parts and products of the food processing industry on a regional, state, national and international scale. Emphasizes food safety, quality and current issues while identifying career opportunities.

FPTC 130 Sanitation in Food Processing, 3 Cr. Hrs.

Focuses on all dynamic and ongoing functions and operations to prevent contamination, beginning with receiving of ingredients through processing and distribution.

AGRI 180 Food System Science, 4 Cr. Hrs.

This course provides students with an introduction to food systems, the science of agricultural production, and issues of food safety, processing, delivery and sustainability involved in the science of food.

FPTC 140 Introduction to Food Technology and Processing, 3 Cr. Hrs.

An introduction to food technology, food ingredients, food packaging, food legislation, unit operations in food processing, separation techniques, heat treatments, emulsion technology, chilling, freezing, evaporation, drying, fermentation, food ingredients and additives, cleaning in the food industry and introduction to food safety and quality control.

FPTC 141 Introduction to Food Technology and Processing Lab, 1 Cr. Hr.

This course is the concurrent lab portion of FPTC 140. Students will learn critical thinking skills as they work with hands-on applications of food technology and processing.

FPTC 150 Food Quality Assurance, Control and Safety, 3 Cr. Hrs.

An introduction to food quality, assurance, control and safety through standards, Good Manufacturing Practices (GMP), HACCP, product acquisition, safe handling, testing, maintenance and records.

FPTC 151 Food Quality Assurance, Control and Safety Lab, 1 Cr. Hr.

This course is the concurrent lab portion of FPTC 150. Students will learn critical thinking skills as they work with hands-on applications of quality assurance, quality control and safety.

FPTC 160 Safety in the Food Processing Industry, 3 Cr. Hrs.

Teaches basic principles of safety for working in the food industry, including: OSHA, employee safety, injury prevention, safety around equipment, industrial hygiene and recognition of potential hazards

FPTC 170 Introduction to Controls and Instrumentation, 2 Cr. Hrs.

Introduces the concepts of controls, instrumentation and automation of food processing equipment, including maintenance, calibration, inspection, hardware and software, and safety guidelines.

FPTC 171 Introduction to Controls and Instrumentation Lab, 1 Cr. Hr.

This course is the concurrent lab portion of FPTC 170. Student learning will be reinforced with hands-on applications of controls and instrumentation in food processing.

CSI Food Processing Technology Budget

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY 2014		FY 2015		FY 2016		Cumulative Total
	On-going	One-time	On-going	One-time	On-going	One-time	
1. Appropriated (Reallocation)							\$0.00
2. Appropriated (New)							\$0.00
3. Federal (TAC3 DOL Grant)	\$126,930.00	\$667,950.00	\$131,002.00		\$135,216.00		\$393,148.00
4. Tuition							\$0.00
5. Student Fees							\$0.00
6. Other (Specify)							\$0.00
Total Revenue	\$126,930.00	\$667,950.00	\$131,002.00	\$0.00	\$135,216.00	\$0.00	\$393,148.00

B. EXPENDITURES

	FY 2014		FY 2015		FY 2016		Cumulative Total
	On-going	One-time	On-going	One-time	On-going	One-time	
1. Personnel (Salary and Fringe)	\$122,430.00		\$126,502.00		\$130,716.00		\$379,648.00
2. Operating (Supplies, travel, small	\$4,500.00	\$62,050.00	\$4,500.00		\$4,500.00		\$13,500.00
3. Equipment		\$605,900.00					\$605,900.00
4. Facilities							\$0.00
5. Other (Specify)							\$0.00
Total Expenditures	\$126,930.00	\$667,950.00	\$131,002.00	\$0.00	\$135,216.00	\$0.00	\$667,950.00
Net Income (Deficit)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

Program Proposal Budget Template
(Other Program Activity PTE)
March 7, 2012

1. Project Summary and Institutional Profile

The College of Southern Idaho's (CSI) TAACCCT Round 3 project—*Growing Idaho's Food Processing Industry*— addresses **Option Two: Work-based Training Opportunities** and **Option Four: Career Pathways for Adult Workers**. The project also meets all **three pre-conditions** and addresses all **six core elements**. CSI proposes the **creation of a new degree program** to meet the needs of the area's major employers (Food Manufacturers; NAICS code **311**). CSI's Food Processing Management degree program will offer stackable and latticed credentials including Postsecondary Certificates (PC), Technical Certificates (TC), Associates of Applied Science Degrees (AAS), and Associate of Science Degrees (AS). The Food Processing Management Program will have areas of emphasis in food safety, quality assurance, food processing, and management. The proposed program will also involve the innovative delivery of English as a Second Language (ESL).

Institutional Profile:

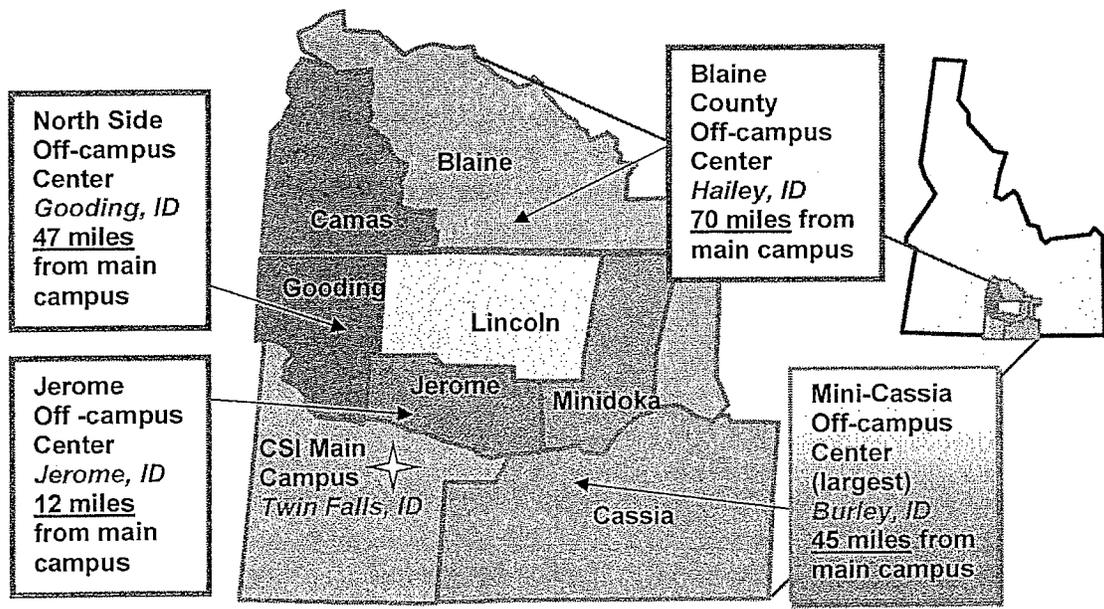
The College of Southern Idaho (CSI) is a progressive comprehensive community college, operating from an area known as the Magic Valley. It serves eight counties occupying a sparsely populated, 12,000 square mile area that is geographically made up of mountains, canyons, the Snake River, dams, and high-desert. Early irrigation systems in the first decade of the 20th century transformed what was considered inhabitable terrain into some of the most productive farmland in the northwestern United States. The economy of the area has since been heavily tied to farming, dairies and food manufacturing.

The College is well-known and respected for the quality of its programs, entrepreneurial approach, creative partnerships, workforce training, and regional economic development. CSI

was established in 1965 and is authorized under Idaho Code Sections 33-2101 through 33-2115. CSI is accredited by the Northwest Commission on Colleges and Universities (NWCCU). It is an institution with a deep commitment not only to its students, but also the area it serves—providing resources that would otherwise be unavailable. The College offers small town communities with some bigger city advantages—public transportation, arts and culture events, and resettlement services to newly arrived refugees through the Refugee Center.

CSI is the largest of only three community colleges in the state of Idaho. The College's main campus spreads across over 300 acres in Twin Falls, Idaho. CSI also has four off-campus centers: Mini Cassia Center (the largest off-campus center, 45 miles from the main campus); Blaine County Center (70 miles from main campus); North Side Center (47 miles from main campus); and an off-campus center in Jerome (12 miles from main campus).

Figure 1: CSI's eight-county service area, its main campus, and four off-campus centers



As a comprehensive community college, CSI offers a wide range of programs and services to meet the diverse needs of its students and the communities it serves. The College provides more than 120 program options ranging from short-term training and certificates to two-year academic and technical degrees (AA, AS, AE, AAS, TC, PC). The Academic Development Center provides academic skills development, adult basic education (ABE), English as a Second Language (ESL), as well as tutoring and learning assistance services. **The College also provides industry training, workforce and economic development, and a community education program. Responsiveness to business and industry is a hallmark of CSI.**

CSI has a very successful dual credit program (courses in which students have the opportunity to earn both high school and college credit). The College has been an early champion of dual credit in Idaho, currently working with 63 high schools across the state, ranging from a few miles away to the Nevada and Canadian borders. These affordable and accessible dual credit courses give many first-generation, economically challenged, and minority students a jumpstart on completing a college education.

CSI students are diverse in terms of age, academic preparedness, educational goals, socioeconomic background, employment status, and family circumstances. The College serves a high number of at-risk, disadvantaged students: low income, first generation, academically underprepared, and with limited English proficiency.

Table 1: Student Characteristics	Fall 2012
Enrollment (Headcount)	9,305
Enrollment (FTE)	4,667
Percent Female	62%
Percent Minority	21%

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The College of Southern Idaho

Percent part-time	54%
Percent receiving any Federal Aid	56%
Percent first-generation	32%
Percent placing into developmental math/English	79%/44%

The majority of the students are part-time students (attend 6 credits or fewer), as many are working part-time or full-time, and have family responsibilities. A significant percentage of students entering CSI are not prepared to take college-level courses and need developmental coursework in math, English, study skills, or English as a Second Language (ESL).

The College also provides a range of student services from recruiting to admissions and records, academic advising, financial aid, student disability services, student activities and leadership opportunities, student housing, child care center, student health center, career and counseling center, and more. The rural and geographically dispersed student population consisting of many economically, environmentally, and educationally disadvantaged students has challenged these departments to work together within the institution and with community collaborators to meet student needs.

The eight-county region of south-central Idaho has 176,400 people, accounting for 11.6% of the state's population. It is a largely agricultural region, with six of eight counties farming-dependent. All eight counties are considered rural, and five are frontier, with the lowest containing just 1 person per square mile. Hispanics are the fastest growing population, with 71% growth in Idaho between the 2000 and 2010 Census (compared to 43% nationwide). Seven of eight south-central Idaho counties report a greater Hispanic population than the state (ranging from 12.3% to 30.2% compared with 10.2%), and six of eight counties are greater than the nationwide percentage (15.4%). In addition, a variety of nationalities populate the area through

the CSI Refugee Center, amounting to approximately 275 new refugees from locations around the world each year.

Idaho's per capita income is \$22,518, compared to \$27,334 in the U.S. The poverty rate in Idaho is 13.6%, compared to the national average of 13.8%. Although the poverty rate in Idaho is lower than the national average, six of the eight counties in south-central Idaho report a poverty rate greater than the national average. This is caused in part by a lack of access to utilities, education, jobs, and health care.

I. Statement of Need

i. **Serving the Education and Training Needs of TAA Eligible Workers**

Impact of Foreign trade: Major industries throughout Idaho have been adversely impacted by world trade. Ada County has experienced the greatest impact due to its high population density and technology industry. The Idaho Department of Labor (IDOL) reports a total of 1,786 Idaho workers were certified as Trade Adjustment Act participants since 2008; with 71% (1,197) of all TAA certified workers residing in Ada County and formerly employed in the Electrical Equipment sector. The Department of Commerce has made an Affirmative Determination that Ada County has been seriously impacted by world trade. Ada County has both the highest number of TAA certified industries and TAA workers in Idaho due to the impact of world trade on Micron Technology, Inc. (TAW Number 72023A, 72023—Decision Date 10/14/2009).

World trade also created additional technology industry layoffs at Hewlett-Packard, MPC, and the spinoff businesses they foster. Although Idaho has certified only 1,786 TAA workers since 2008, the recession has cut deeply into the Idaho economy, claiming over 58,000

jobs between June 2007 and June 2010. Idaho's unemployment rate hit a record high of 9.7% in December 2010 and has slowly recovered to 6.1% in May 2013. This TAACCT project will address the needs of south central Idaho and its major industry—food manufacturing/processing (these terms are interchangeable). The project will significantly serve the unemployed and under-employed while meeting the needs of employers for skilled labor for which they currently recruit out-of-state.

Partnerships with state agencies that operate TAA for Workers program: The Idaho Department of Labor (IDOL) operates the state's TAA for Workers program. The College is working together with IDOL to leverage this partnership to effectively serve TAA-eligible workers and other adults. The College will engage the agency to aid in identifying and referring TAA-eligible workers and other program participants. Additionally, the College will look to IDOL and the TAA for Workers program to assist with connecting program participants to employers and tracking program participants as they re-enter the workforce and/or continue their employment and advance their career.

Education and training needs of TAA-eligible workers and other adults: The College assembled a working group consisting of all the major food manufacturing employers in the region. The group identified the following training and educational needs—

- Maintenance/controls/instrumentation training
- Food safety and quality assurance
- Food processing
- Food science
- Management skills
- English as a Second Language (ESL)

The skills, knowledge, and abilities needed to fulfill these jobs vary by area and employer. Generally needed skills, per discussion with employers and research of local job openings, include knowledge of quality assurance, food safety procedures, basic math skills, experience with lab set-ups, experience operating manufacturing equipment, knowledge of biology and chemistry, computer skills, equipment maintenance knowledge, knowledge of GLP (Good Laboratory Practices), and cGMP (current Good Manufacturing Practices).

ii. Evidence of Job Opportunities in the Targeted Industries and Occupations

The two-digit NAICS Industry sector code for CSI's TAACCCT project is 31 (Manufacturing). Specifically, the code is 311—Food Manufacturing. In south central Idaho, the food manufacturing industry is very diverse; however, there is an especially vibrant dairy product manufacturing industry (3115). According to the Idaho Department of Labor, “High-volume dairy production continues to attract milk processors and cheese companies such as Brewster Dairy, Glanbia Foods, Gossner Cheese, Commercial Creamery, Idaho Milk Products, Jerome Cheese, High Desert Milk and the latest addition, Chobani Greek Yogurt. Other large manufacturers include Amalgamated Sugar, ConAgra, and McCain Foods. Food processing has been strong through the downturn.” Table 2 below illustrates the growth in employment in the food manufacturing industry in the last six years.

Table 2: Food Processing Historic Summary ¹	Six Year Growth in Employment	Average Annualized Growth
FOOD PROCESSING (311)	14.5%	2.3%
Dairy product manufacturing	33.4%	4.9%
Animal food manufacturing	18.0%	2.8%
Grain and oilseed milling	982.4%	48.7%
Sugar and confectionary product manufacturing	8.0%	1.3%

¹ <http://labor.idaho.gov/publications/lmi/pubs/southcentral.pdf>

Food and vegetable manufacturing	2.5%	0.4%
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Gap Analyses

Currently, there is a significant gap in training and education for workers in, or wanting to be hired into, the food manufacturing industry in south central Idaho. There is no such program currently in the state of Idaho. Employers that participated in the College's working group expressed significant distress in locating and retaining qualified workers. Additionally, they struggle to train current employees on the job and encounter additional barriers with the many workers that do not speak English as a first language. One employer in the group explained that they offer two significant scholarships every year to encourage students to study food science outside of Idaho. However, for the last several years the scholarships have gone unclaimed. Employers that met with the College stressed the importance of having an educational and training program close to home.

Currently, CSI is unable to serve students in this area; there is no faculty available to develop the program thus limiting the ability of CSI to meet the needs of major employers in the area. Finally, along with the need to develop curriculum and faculty expertise, the proposed program will require the acquisition of specialized equipment. The equipment is needed to provide program participants with the necessary quality assurance and food safety laboratory skills, automation skills, electrical systems skills, and food processing techniques.

II. Methodology and Work Plan

➤ *TAACCCT Six Core Elements*

i. Evidence-Based Design

The College conducted a research review to develop and support the proposed program design. CSI's proposed TAACCCT program will incorporate both Option Two: Work-based Training Opportunities, and Option Four: Career Pathways for Adult Workers. The following research provides strong to moderate evidence to support CSI's proposed program.

- Assessing prior-learning: Klein-Collins (2010).² Moderate Evidence. Correlational research with strong statistical controls. Using data from 62, 475 students at 48 institutions, the study showed employing prior learning assessments to students helped increase graduation and persistence. It also significantly shortened time to degree. This result was regardless of institution size, students' grade-point average, students' individual attributes, and financial aid assistance.
- Sponsored Apprenticeships and Internships: Lerman, Eyster, and Chambers (2009).³ Moderate Evidence. Correlational research with strong statistical controls. Researchers took a random stratified sample drawn from 90% of eligible apprenticeship sponsors nationally. Eighty percent of sponsors surveyed said that apprenticeships helped meet their demand for skilled workers and 72 percent said that apprenticeships reliably show which workers have the skills needed to succeed. Other benefits cited included raising productivity, strengthening worker morale and pride, and improving worker safety.

² Klein-Collins, Rebecca. (2010). *Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes*. Council for Adult and Experiential Learning; Chicago, IL.

³ Lerman, Robert; Eyster, Lauren; and Chambers, Kate. (2009). *The Benefits and Challenges of Registered Apprenticeship: The Sponsors' Perspective*. The Urban Institute on Labor, Human Services, and Population.

- Innovative teaching of English as a Second Language and developmental courses: Breslow, Pritchard, DeBoer, Stump, Ho and Seaton (2013).⁴ Moderate Evidence. Correlational research with strong statistical controls. This is one of the first peer-reviewed academic studies based on data from a Massive Online Open Class (MOOC). The study found that MOOC students that accessed offline resources to study had greater success. CSI will create a hybrid MOOC/face-to-face program for ESL and developmental education.

Use of evidence in program design: The proposed education and training program relies on strong employer engagement and referral of students by employers. The program also uses apprenticeships, internships, and work-place learning. Working with employers, CSI will deliver the Food Processing Management program and ESL program at food processing facilities and on the CSI campus. Additionally, CSI will work with contracted curriculum developers to appropriately assess prior-learning in the workplace and for veterans that have gained skills and knowledge in the military. CSI will also develop innovative delivery methods for ESL and developmental education including MOOCs and mobile learning labs. Mobile learning will deliver ESL and developmental education to places of employment and use a hybrid of online and face-to-face learning.

ii. Stacked and Latticed Credentials

CSI will work with industry partners to develop all curriculum for the Food Processing Management program. The program will award industry recognized credentials including a

⁴ Breslow, Lori; Pritchard, David E; DeBoer, Jennifer; Stump, Glenda S; D. Ho, Andrew, and Seaton, Daniel T. (2013). *Studying Learning in the Worldwide Classroom Research into edX's First MOOC*. Research and Assessment in Practice.

Postsecondary Certificate (PC), a Technical Certificate (TC), an Applied Associate of Science (ASS) and an Associate of Science (AS). Each degree or certificate is stackable as the participant moves through the program. In this way, TAA-eligible workers and other program participants will be able to build a portfolio that will be beneficial regardless of whether they complete a certificate or degree. The areas of study in the program (food safety, quality assurance, food processing, and management) will also be latticed to allow for students to move efficiently between areas of emphasis.

In addition to creating industry recognized interconnected credentials, CSI's TAACCCT project will work to accelerated certificate and degree attainment by awarding credit for prior learning. CSI will work with industry and contracted curriculum developers to assess prior learning (potentially through competency-based assessment and portfolio reviews). The College will also work to provide accurate and effective assessment of military personnel's skills and education. Credit for prior learning will be awarded through the College and, ultimately, accelerate degree and certificate attainment.

iii. Transferability and Articulation

CSI already maintains many articulation agreements with postsecondary institutions both in the state of Idaho and out. The TAACCCT project team will work to ensure seamless transitions from other programs, apprenticeships, and other adult education opportunities.

The College is especially interested in developing articulation agreements with four-year institutions to create a 2+2 program for students that wish to attain a Bachelor's of Science in Food processing/science. Currently, Dean Terry Patterson is in discussions with the University of Idaho (BS Food Science) and the University of South Dakota (BS Dairy Manufacturing) to

arrange articulation agreements for CSI's TAACCCT funded Food Processing Management program. Once CSI's program is developed and fully implemented, the time to the articulation becoming effective may be as little as a few months.

iv. Online and Technology-Enabled Learning

CSI's TAACCCT project will make use of innovative and effective applications of technology including massive open online courses (MOOC), and hybrid online and face-to-face instruction. Program participants—anticipated to be comprised of many non-traditional students, adult learners, and English as a Second Language Learners—will be able to access program components in many ways. The project working group anticipates that many program participants will require remedial programs, developmental education courses, and ESL classes. These courses, when offered in a traditional format, are a significant barrier to completion and slow progress to credentials. CSI's TAACCCT project will develop MOOC courses that will accelerate completion of pre-program course work and preparation. Additionally, CSI will deliver these programs in a hybrid online (MOOC) and face-to-face format at work sites by developing a mobile learning lab.

Use of technology and innovative delivery methods will positively impact program outcomes, accelerate completion, and increase participant and project personnels' interactions with industry partners. CSI intends to develop models of delivery that both meet the needs of local employers and have the potential to have national significance.

v. Strategic Alignment

Coordination with Governor's Economic Development and WIA-WP state workforce plan: CSI's TAACCCT project is designed to align with the goals and priorities of the state of

Idaho's economic development plan. Project 60 is Idaho's comprehensive initiative to grow Idaho's economy⁵. CSI's TAACCCT project aligns with Point One of the state's plan—Foster Systematic Growth by 1) maintaining and enhancing Idaho's current workforce, 2) employing a highly-skilled workforce, and 3) supporting business infrastructure. Additionally, the project is a step toward meeting the state of Idaho's college completion challenge. The Idaho State Board of Education has set an ambitious goal that 60% of Idahoans ages 25-34 will have a degree or certificate by 2020. CSI recognizes that Idaho must grow talent within the state to fuel innovation and economic competitiveness and that increased educational attainment improves the quality of life for Idahoans and drives a vibrant, diverse economy. The Complete College Idaho Plan identifies five key strategies to meeting the 60% goal. CSI's TAACCCT project aligns with the state's strategies to reach the 2020 completion goal.

CSI's TAACCCT project also aligns with Idaho's Workforce Investment Act/Wagner-Pesyer Five Year Strategic Plan. CSI's project to train unemployed and underemployed workers to meet local industry needs compliments the WIA-WP strategic goals to:

1. Create jobs that sustain Idaho workers and grow the economy.
2. Facilitate development of an Idaho workforce that is highly skilled, committed to continuous learning, and aware of opportunities available in the marketplace.
3. Support a comprehensive education and workforce delivery system.
4. Improve awareness of the workforce system among employers, workers, partners and policy makers, and expand its use and effectiveness.

⁵ <http://www.commerce.idaho.gov/assets/content/docs/Project%2060.pdf>

Role of employer partners: The employers included in this project proposal represent NAICS 2-digit economic sector 31 (Manufacturing). Specifically, the employers CSI is working with are food manufacturers (311) with many dairy product manufacturers (3115) engaged as this is an important and expanding sector in south central Idaho. The employers committed to CSI's TAACCCT proposal all operate in south central Idaho, provide employment opportunities in south central Idaho, and are located in the College of Southern Idaho's service area. CSI's (see attached documentation of employer commitment) employer partners have been instrumental in the development of the proposal and are committed to assisting in the development of the proposed program, providing work-based training opportunities, and hiring program participants and graduates.

Coordination with the Public Workforce System: CSI will engage the state public workforce system to successfully develop and implement our TAACCCT project. The Idaho Department of Labor (see letter of support attached) is the state agency that administers the TAA for Workers program. IDOL has committed to being involved in CSI's TAACCCT project (see statement in Figure 2). CSI will look to IDOL's TAA for Workers program to identify and refer TAA-eligible workers to the program, connect program participants with employers, and assist in tracking TAA-eligible workers and other participants as they re-enter the workforce.

Collaboration with community-based organizations: CSI plans to engage relevant community-based organizations. CSI intends to engage the Idaho Commission on Hispanic Affairs, labor organizations, local adult training and education programs, and other interested non-profits. CSI will look to these partner organizations to connect program participants to additional work-based training opportunities, to refer individuals to CSI's Food Processing Management program, and provide any appropriate supportive services.

Pre-Condition 1: Employer Engagement

Attached below are letters of commitment from CSI's industry partners. The letters below demonstrates the active involvement with and support of CSI's TAACCCT Round Three project proposal. The employers included in this project proposal represent NAICS 2-digit economic sector 31 (Manufacturing). Specifically, the employers CSI is working with are food manufacturers (311) with many dairy product manufacturers (3115) engaged as this is an important and expanding sector in south central Idaho.

The employers represented below all operate I south central Idaho, provide employment opportunities in south central Idaho, are located in the College of Southern Idaho's service area, and are committed to assisting in the development of the proposed program, providing work-based training opportunities, and hiring program participants and graduates.



June 4, 2013

To Whom It May Concern,

In relation to College of Southern Idaho's submittal for the TAACCCT grant to develop a Food Processing Management Program, Glanbia Foods would like to provide the following information in support of our company's need for such a program in the Twin Falls, Idaho geographic area:

Company Information: Glanbia Foods, Inc. is the largest manufacturer of American-style cheese in the United States, holding over 20% of market share in this area, and is one of the largest manufacturers of whey-based powder products such as whey protein powder, lactose powder, and calcium powder in the United States. Glanbia Foods employs approximately 700 people in the Twin Falls and southern Idaho area including the headquarters facility, four production plants, and an R&D team. The company will be opening a new headquarters building with an adjacent cheese R&D center in downtown Twin Falls, Idaho in July, 2013.

Glanbia's production plants are designed to run on a very large scale and are thus very technical and automated.

Glanbia's Employee Development Needs

Maintenance/Controls/Instrumentation: Glanbia employs approximately 70 maintenance and technical employees in our southern Idaho plants. Thus, we have a strong need for programs to develop maintenance and technical employees in the following focus areas:

- We are consistently upgrading our processing equipment to become more automated and efficient. Traditionally, our maintenance workforce has focused on skills such as welding, mechanical repairs, etc. While these skills are still important, the increased automation of our modern equipment has caused much more need for electrical, controls, and instrumentation skill. We need an educational partner to work with us to develop these skills in our employees and hope that CSI can fill that need.
- With the increased focus on automation and electrical systems, skilled industrial electricians and controls/instrumentation technicians are critical to our operation. Currently, we recruit for these positions from the Idaho State University controls/instrumentation program located approximately 120 miles away. We would strongly prefer to have a local program at CSI focused on filling this critical talent need.

Food Safety and Quality Assurance: Glanbia has food safety and quality assurance labs in each of our facilities. Food safety and quality is a crucial part of our business as a large-scale food manufacturer. Currently, we either contract with seminar providers for short, customized workshops for our employees or we send employees to public seminars to gain knowledge and skill in these areas. While these short seminars fulfill part of our need, the longer food safety and quality assurance courses that

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
MAY 14, 2014

CSI could provide with a food safety certificate program would be very beneficial as we continue to develop our Quality Assurance employees, Lab Technicians, and Operators.

Food Processing: At Glanbia, we are committed to providing our Operators and other employees with the pathways to continue to grow, learn and develop. Although we have internal skill trainings and work with equipment vendors to train our operators, we aren't able to provide the depth and variety of training that many of our operators need in Food Processing techniques and concepts. It is also cost-prohibitive to send the number of operators that we employ to external public seminars, often out-of-state, to gain these skills. If College of Southern Idaho were to offer certificate-level course work in the area of Food Processing, it would satisfy an ongoing company need at Glanbia.

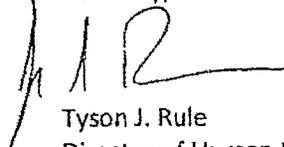
Pathways to 4-year Food Science and Dairy Manufacturing Programs: Glanbia currently targets the 4-year BS Food Science programs at Washington State/University of Idaho and Utah State University to recruit interns and graduates each year as a core school. Glanbia also targets the BS Dairy Manufacturing program at South Dakota State University each year for interns and graduates as a core program. Each fall and spring, we visit these programs to interview students, interface with faculty, and assist where possible in building the program.

Glanbia also offers two scholarships each year for Idaho students to attend South Dakota State University's Dairy Manufacturing program. For the past two school years, we have received no applicants for these two scholarships and it appears that the scholarships will go unfilled again in 2013-2014. As we have visited with the local high school students, it has proven to be very difficult to find high school seniors that are willing to make the leap into an out-of-region program such as SDSU's, even with the financial support of scholarships and the excellent reputation of the program.

If College of Southern Idaho were able to provide a pathway for our local students to attend a 2-year Associates-level program with articulation agreements with SDSU, Utah State, and/or WSU/U of Idaho, it would allow students to grow into these 4-year programs without leaving southern Idaho upon their initial graduation from high school. We feel confident that the presence of this "pathway" would boost the number of local students entering the dairy science/manufacturing field and Glanbia would work to provide support for these students through scholarship opportunities and internships.

In closing, Glanbia Foods is very excited at the possibility that College of Southern Idaho might receive the TAACCCT grant and be able to provide these important and needed programs in our geographic area of southern Idaho. We at Glanbia would commit to supporting the college wherever possible in designing curriculum, identifying equipment needed for training, and working to provide internships, on-the-job-training, scholarships, and employment opportunities for the students in these programs. In fact, we consider the presence of these programs to be very important to our company's continued growth and success.

Sincerely,



Tyson J. Rule
Director of Human Resources
Glanbia Foods, Inc.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
MAY 14, 2014



Glanbia Foods, Inc.
1373 Filmore Street
Twin Falls, ID 83301 3380

Telephone (208) 733-7555
Facsimile (208) 733-9222

To Whom It May Concern,

Glanbia Foods, Inc. intends to become an "Employee Partner" working with the College of Southern Idaho to achieve the goals and benchmarks of the 3rd round of the Department of Labor's TAACCCT grant.

Glanbia Foods will become actively involved in:

- Identifying the necessary skills and competencies for the program
- Assisting with the curriculum development and design
- Providing work-based training opportunities
- Considering qualified program participants for hire, promotion, and/or retention

Sincerely,

A handwritten signature in black ink, appearing to read "Tyson Rule", followed by the date "6/4/2013".

Tyson Rule
Director of Human Resources
Glanbia Foods, Inc.

CHOBANI®

June 14, 2013

U.S. Department of Labor
Employment and Training Administration
Office of Grants Management
Attention: Steven Rietzke, Grant Officer
Constitution Avenue, NW, Room N4716, Washington, D.C. 20210

Re: SGA/DFA PY 12-10

Dear Mr. Rietzke,

In just a short five years, Chobani has become the #1 selling yogurt brand in America and has grown from 5 employees to over 2,000. We could not have accomplished this rapid growth without our most important asset—People. Chobani is a proven leader in the yogurt and dairy manufacturing industries and continues to promote innovation and growth in our manufacturing of high quality products.

To maintain and continue our growth as a global manufacturer of dairy products, it is critical that we engage partnerships that will improve the skills, abilities, and knowledge base of our current and future workforce. The College of Southern Idaho has proven to be a valued partner in the workforce development.

In December 2012, Chobani opened the largest yogurt manufacturing facility in the world and now employs over 660 full-time employees at the Chobani Idaho location. The College of Southern Idaho (CSI) has been an instrumental partner in providing job skill training through funding by the Idaho Workforce Development Fund to our current workforce. The proposed program development outlined by CSI in the TAACCCT Grant Program will target the many needs by food manufacturers in the area; including those of Chobani.

Chobani commits to be an "Employer Partner" for the following to ensure success of the proposed program:

- Serve as an advisor in curriculum development and design
- Provide Intern and Employment Opportunities to students and graduates of the program
- Create a pipeline of existing workforce to enter and obtain credentials provided by the program

Chobani fully supports the proposal submitted by the College of Southern Idaho.

Sincerely,



Mark Flagg
Director of Operations

Chobani Idaho, Inc . 3450 Kimberly Road East . Twin Falls . ID 83301 . 208-732-1700

www.chobani.com



June 4, 2013

To Whom it May Concern :

Idaho Milk Products is a privately held international milk processing leader supplying Milk Protein Isolate, Milk Protein Concentrate, Milk Permeate, and Milk Cream derivatives to global food and nutrition companies. Owned by three American dairies, Idaho Milk Products has the world's most efficient farm-to-finished product operation resulting in the freshest and highest quality dairy ingredients available globally. Idaho Milk Products operates the largest dedicated Milk Protein Concentrate and Milk Protein Isolate processing plant in the world, processing 40 million pounds (18 metric tons) of IdaPro™ MPC and MPI per year.

Idaho Milk Products is excited to become an **"Employer Partner"** working with the College of Southern Idaho to achieve the goals and benchmarks of the 3rd round of the Department of Labor's TAACT grant. Idaho Milk Products will become actively involved in:

- Identifying the necessary skills and competencies for the program
- Assisting with the curriculum development and design
- Providing work-based training opportunities
- Committing to hire, promote and/or retain qualified program participants.

Sincerely,

A handwritten signature in black ink, appearing to read "K. E. Giddings", is written over a horizontal line.

Kent E. Giddings
General Manager
Idaho Milk Products
2249 Tiger Dr.
Jerome, Idaho 83338



JEROME CHEESE CO.

Dear Mr. Patterson,

Jerome Cheese Company intends to become an "Employer Partner" working with the College of Southern Idaho to achieve the goals and benchmarks of the 3rd round of the Department of Labor's TAACT grant. Jerome Cheese will become actively involved in:

- Identifying the necessary skills and competencies for the program
- Assist with the curriculum development and design
- Provide work-based training opportunities
- Commit to hire, promote and/or train qualified program participants

Bill Riebesell
Plant Manager

Jerome Cheese Company
547 West Nez Perce Avenue • Jerome, ID 83338
PHONE 208.324.8806 • FAX 208.324.8892
www.DaviscoFoods.com