SUBJECT
Digital Campus Update

REFERENCE

June 10, 2020	The Board approved and forwarded a request to the Coronavirus Financial Advisory Committee for $4M to support development of a system-wide digital campus for postsecondary education.
June 29, 2020	The Board received an update on CFAC funding and two different potential models for a digital campus in Idaho.
July 9, 2020	The Board voted to approve the Idaho Online Initial Implementation Plan and directed staff to access funds from the Governor's Coronavirus Financial Advisory Committee to pursue this plan.

BACKGROUND/DISCUSSION

In May 2020, a working group was formed to explore the concept of a digital campus that would deliver low-cost, high-quality, online postsecondary educational experiences to Idahoans regardless of their location. A digital campus would also provide means for Idaho students to secure work that is both financially and personally fulfilling long-term, enabling them to play an enhanced role in their communities across the state. In an effort to design a digital campus that is sufficiently viable, feasible, and desirable as a postsecondary innovation in Idaho, the working group consulted prominent online and continuing education leaders and models from aspirational institutions/systems, as well as the accumulated knowledge of Idaho's academic community.

At a Special Board Meeting on July 9, 2020, the Board approved an initial implementation plan to pursue development of a model that seeks to address the online education needs of Idaho citizens by consolidating necessary courses, degrees, services, and resources of the current institutions into a digital campus that adapts to the needs of faculty and students. This digital campus model is currently referred to as the "Idaho Online" model.

The Idaho Online model emerged with the recognition that new efficiencies for delivering high-quality online courses may result from consolidating and fortifying the current efforts of Idaho's postsecondary institutions. Culminating in a state-level portal for online course sharing (a "marketplace"), the services and resources of Idaho Online would be federated to meet the unique needs of every institution in four focus areas: (1) the statewide scaling of technology-enhanced instruction and learning analytics via a robust portfolio of common digital technologies, (2) the advancement of Board priorities for promoting student success (e.g., open educational resources, Complete College Idaho, prior learning assessment, dual credit, etc.), (3) the development of faculty-owned standards for ensuring the continuous improvement of online courses/instruction, and (4) the expansion of

student/faculty opportunities to pursue high-need skills and credentials beyond the traditional classroom. The Idaho Online model will also build on a statewide inventory of online degrees, programs, and services currently offered by Idaho institutions.

IMPACT

The Idaho Online model is being designed to deliver low-cost, high-quality, online postsecondary educational experiences to Idahoans regardless of their location. The model attempts to promote and augment the efficacy of Idaho's current postsecondary institutions regarding online education to ensure more reliable access and improved outcomes for all students, current or prospective.

ATTACHMENTS

Attachment 1 – Idaho Online Update Slide Deck
Attachment 2 – Idaho Online Frequently Asked Questions
Attachment 3 – Idaho Online Implementation Roadmap

STAFF COMMENTS AND RECOMMENDATIONS

Since the July 9, 2020 Special Board Meeting, staff at OSBE have begun implementing the approve plan by taking the following actions: 1) extensive engagement with institutional leadership, faculty, staff and students; 2) establishment of a Steering Committee for Idaho Online; 3) development of a set of Frequently Asked Questions; 4) establishment a set of key outcomes for the initial phase of project development; 5) building of a project roadmap based on these outcomes; and 6) securing of sole-source procurement authority from the Division of Purchasing to allow for expedited expenditure of all CFAC funds by the end of the calendar year. Staff are prepared to provide an update on these activities to the Board and to seek further direction.

BOARD ACTION

This item is for informational purposes only.

Idaho Online

Update for the Idaho State Board of Education | August 24, 2020

Steering Committee

State Board:	Dave Hill
Presidents:	Cynthia Pemberton (LCSC) & Rick Aman (CEI)
Provosts:	Tony Roark (BSU) & Denise Aberle-Cannata (CWI)
General Education:	Dean Panttaja (UI, GEM)
Workforce Development:	Wendi Secrist (WDC)
Office of the State Board:	TJ Bliss & Jonathan Lashley

Stakeholder Engagement

- Holding regular conversations with institutional leadership/faculty/staff/students

- Identifying quality online courses, student support needs, technology wants, etc.

- Facilitating vendor demonstrations and soliciting feedback on possible solutions

- Soliciting and openly answering stakeholder questions about Idaho Online:
  - General information
  - Courses and Programs
  - Software and Technology Services
  - Governance and Operations
  - Fiscal Considerations
  - Research and Evaluation

What Idaho Online is	What Idaho Online is not
✔️ Idaho's Digital Learning Consortium	❌ A New, Ninth, Degree-Granting Institution
✔️ An Online Course Sharing Marketplace	❌ An Affront on Traditional Instructional Practices
✔️ Faculty-Owned Quality Assurance of Online Courses and Pedagogy	❌ A Challenge to Existing Institutional Authorities and Processes
✔️ A Pilot Next Generation Digital Learning Environment (NGDLE)	❌ Cannibalization of Institutional Tools and Services
✔️ Idaho's Collective Contribution to Educational Excellence and Leadership	❌ Top-Down Mandates for Online Education

Implementation Outcomes (Due December 31, 2020)

1. Establish long-term governance structure
   a. Multi-year strategic plan, business model
2. Establish a federated staffing model with our institutions
3. Develop a Next Generation Digital Learning Environment (NGDLE)
   a. Common LMS, other shared academic technology and support services
4. Launch online course sharing platform and catalog
5. Establish organizational infrastructure
   a. Domain, website, branding, communication plan, project management pipeline
6. Establish research and development plan
   a. Online course quality assurance process, market research, data partnerships
7. Launch professional development programs
   a. Research fellowships, pedagogy fellowships, professional internships for students

Implementation Roadmap
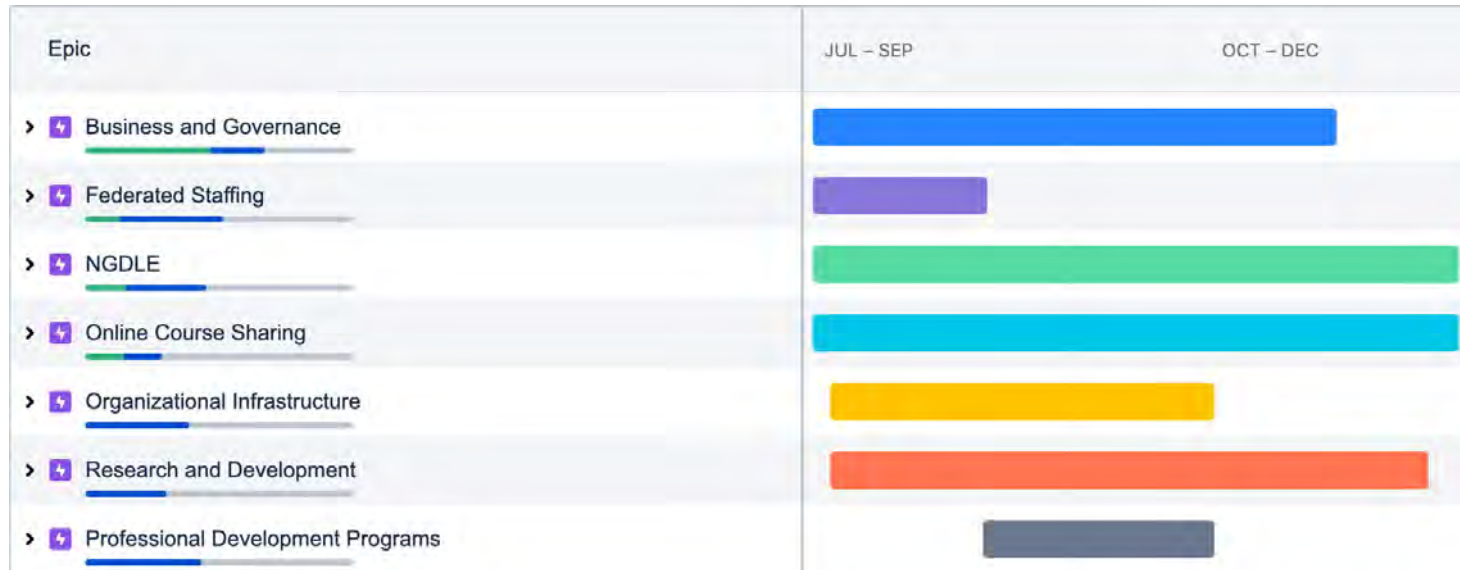
Purchasing and Procurement

- Received exemption from State Division of Purchasing to procure NGDLE elements via sole-source process

- Completed state process for accessing CFAC funds

- Engaging with institutions to inventory, demo, and determine specific vendor tools and services to procure for statewide implementation

- Collecting quotes from vendors for further negotiation and prioritization by the Idaho Online Steering Committee

About Idaho Online

What Idaho Online is	What Idaho Online is not
✔️ **Idaho's Digital Learning Consortium** Idaho Online will support sharing of common resources, services, and practices to benefit all forms of educational delivery at public postsecondary institutions in Idaho	❌ **A New, Ninth, Degree-Granting Institution** The current eight institutions already offer a comprehensive foundation for online postsecondary education in Idaho
✔️ **An Online Course Sharing Marketplace** Idaho Online will include a platform for expanding the joint delivery of online teaching and learning across institutions by making registration, cost, and credit transfer as simple as possible for all learners	❌ **An Affront on Traditional Instructional Practices** The capacity of faculty to effectively teach online is a mission-critical concern, but Idaho Online is designed to support all faculty regardless of how they teach
✔️ **Faculty-Owned Quality Assurance of Online Courses and Pedagogy** Idaho Online will support centralized resources and workflows for acknowledging and promoting the successful online education efforts of Idaho's academic community in a systematic way	❌ **A Challenge to Existing Institutional Authorities and Processes** Idaho Online is intended to complement and fortify the current infrastructure for online education at Idaho's public postsecondary institutions
✔️ **A Pilot Next Generation Digital Learning Environment (NGDLE)** Idaho Online will provide access to robust digital tools, services, and professional development opportunities to augment and fortify those already provided by the institutions	❌ **Cannibalization of Institutional Tools and Services** Idaho Online's portfolio of tools and services will offer some strategically redundant or alternative resources to simulate what increased state or institutional investments might yield for online teaching and learning in Idaho in the future
✔️ **Idaho's Collective Contribution to Educational Excellence and Leadership** Idaho Online is intended to be a catalyst for piloting novel educational tools and practices as the needs of Idaho's academic community evolves	❌ **Top-Down Mandates for Online Education** Effective educational practices span delivery methods, and Idaho Online seeks to demonstrate and amplify how State Board priorities are being implemented by Idaho's institutions

About Idaho Online

Curated Questions

General

1. What is the primary benefit Idaho Online will achieve for Idaho?

    a. The primary benefit of Idaho Online will be to increase access and affordability to postsecondary education in Idaho, for current students and for potential new students. In particular, Idaho Online is intended to benefit place-based learners in remote and rural areas of the state. The project is also a rare opportunity to explore how strategic state-level investments in digital teaching and learning infrastructure could lead to more resilient educational delivery in the future.

2. What is the general timeline for development and implementation of Idaho Online?

    a. Implementation of Idaho Online's infrastructure, services, and resources begins in August 2020. A detailed project roadmap can be viewed at https://docs.google.com/spreadsheets/d/1mLlLVHZnjpYa55GLy6P_INGmAcUdckEqgHezjlJ6nng/edit?usp=sharing

3. Who is the primary audience for Idaho Online course and program offerings?

    a. All current students, potential new first-time students, potential returning students, and other place-bound students in Idaho. Special emphasis will be given to marketing Idaho Online to adult learners.

4. How will Idaho Online be marketed to current and potential students?

    a. Marketing to current and potential students will be done by Idaho's institutions, the State Board Office, and potentially by other state agencies and entities with a vested interest (Workforce Development Council, public libraries, etc.)

5. Who was consulted during the development of the Idaho Online proposal?

    a. Board staff consulted many stakeholders from the eight public colleges and universities during the development of the Idaho Online proposal. Consultations occurred with institution presidents, academic leaders, relevant professional staff,

About Idaho Online

faculty from a variety of disciplines and employment levels, and students from a variety of grade levels. Board staff also consulted other state agencies who have vested interest in the success of higher education in Idaho. The design prompt--a digital campus strategy that could consolidate resources, promote broader educational access, and increase affordability for students via CARES Act funding--and urgency of the moment (funding availability and a public health crisis) led staff to research models from institutions/systems/consortia beyond Idaho, consult their stakeholders, and make educated decisions about how their lessons learned may best apply to Idaho. As such, Idaho Online is rooted in relevant experience, current research, and effective practice in the delivery of educational experiences. Idaho Online is an educated, short-term strategy that can and should be iterated for longer-term gains.

Courses and Programs

6. What courses and programs will initially be supported by Idaho Online and what will the process be for determining these courses and programs?

   a. Institutions will identify high-need common courses (e.g., GEM), interinstitutional degree pathways, and specific online courses for inclusion in Idaho Online's course sharing marketplace. Courses and their faculty will then undergo Idaho's common quality assurance process for assessing online readiness. This process is currently under development. It is unlikely that institutions will choose to list all online courses with Idaho Online via the course sharing marketplace, but all faculty will be welcome to leverage the digital resources, professional development opportunities, and quality assurance processes that will be provided.

7. Will schools use their own current quality controls for courses and programs, or will other quality controls be imposed externally?

   a. While many Idaho institutions have sophisticated processes for building and assessing high-quality online courses, methods vary significantly. Idaho Online will facilitate a new opportunity for institutions to work together in developing common standards for course design, quality assurance, and continuous improvement. This collaboration will be an opportunity to develop common resources to ensure the online readiness of faculty and students.

About Idaho Online

8. Will Idaho Online require additional accreditation approval?

   a. No. Idaho Online facilitates greater access to the courses and programs of the eight colleges and universities, but course enrollment, delivery, and management resides with the institutions.

9. Will the state be broken down for service areas that relate to the current institutions or will the boundaries go away for delivery?

   a. Courses shared through Idaho Online are not intended to have service area boundaries. There may be limits, however, to how many courses any one student at a particular institution may take via course sharing from other institutions. Such limits, if imposed, would be determined through collaborative agreement between the institutions and the Board.

10. Will faculty be required to qualify to teach courses offered through Idaho Online?

    a. Faculty will need to complete a common "online readiness review" in order for a course to pass the quality assurance process for inclusion on the Idaho Online marketplace.

11. Will instructional design resources be provided to the institutions through Idaho Online?

    a. Instructional design resources in the form of templates, tools, media, and professional development opportunities will be available in partnership with relevant faculty and staff from the institutions. This is one of the areas in which Idaho's colleges and universities already do excellent work and Idaho Online intends to further fortify, showcase, and scale current practices.

12. How will Idaho Online align with Career Technical Education, Workforce Development, and other similar state-level initiatives?

    a. Board office staff will work closely with the Division for Career Technical Education, the Workforce Development Council, and other relevant agencies and projects to seek points of critical synergy on statewide initiatives. One example of an Idaho Online investment that may prove beneficial for state agencies as well as institutions is the investment in a statewide partner for conducting education market research and aggregating labor market data to inform course sharing marketplace priorities and emphases.

About Idaho Online

Software and Technology Services

13.   What shared software and technology services will Idaho Online provide institutions, faculty and students?

   a.   Board staff have developed a running list of digital tools that may complement or even improve the current academic technology portfolios of Idaho's institutions. Because the strategic plan for Idaho Online spans three years, the implementation of software and technology services should be regarded as opportunities for faculty and staff to pilot, compare, and realign infrastructure toward technology interoperability between institutions.

14.   How will shared software and technology services be selected and managed?

   a.   In the coming weeks, Board staff will complete an inventory of the tools and services most desired by the academic community. Because Idaho's institutions already offer much of what faculty and students *need*, the expressed *wants* of the academic community will weigh heavily on what is selected for purchase. Where possible, investments will be made in vendor support for tools that are untenable for current institution staff to support. Federated staffing models are also in development to ensure that Idaho Online technology is implemented and administered well at each institution.

15.   Will Idaho Online require all institutions to utilize the same Learning Management System (LMS) or Student Information System (SIS)?

   a.   No. Idaho Online will select vendors that can ensure interoperability with the current technology and data infrastructure of Idaho's institutions. Idaho Online will not require use of its technology resources. Board staff will conduct efficacy research, organize communities of practice, and author support materials related to the technology portfolio as needed.

16.   What is the process for procuring a statewide LMS?

   a.   While effective online courses may be designed and taught without a comprehensive learning management system, a good LMS can set a clear

About Idaho Online

baseline for what is possible across disciplines when it comes to online teaching and learning. Because of available funding, Idaho Online currently plans to provide enterprise access to a market-leading LMS for three years. In the event that a campus currently utilizes another vendor, this allows for a second enterprise LMS to be available **at no extra cost** to each institution and allows for direct comparisons to be drawn by faculty, staff, and students across concurrent environments. Institutions that already have a contract with the chosen vendor will be able to enhance their preexisting environment with additional integrations and support offered by Idaho Online's LMS. In either case, the LMS secured by Idaho Online will be implemented separately at each institution and any college or university is welcome to migrate completely to the Idaho Online LMS if and when the institution-specific LMS contract runs up in the next three years. Doing so would allow institutions to redirect the budget for an LMS elsewhere for the remainder of the initial Idaho Online LMS contract term.

17.   In an effort to spend federal dollars on an expedited timeline, is there a concern that we would not fully utilize the services we are committing to?

   a.   While it is unlikely that we can secure every digital resource that faculty and students may want to utilize, this is an opportunity to explore specific tools and practices that would not otherwise be funded by a given institution. Since Idaho Online is designed to be time-limited, the most productive path forward is to invest smartly and as completely as possible in tools that Idaho's academic community agrees will provide more resilient teaching and learning practices long-term. These common investments provide novel opportunities to reconsider expectations, resources, and investments around technology-enhanced education statewide.

18.   Are discussions underway to support federated identity management?

   a.   Yes. Referencing the interoperability standards mentioned above, as well as the institution-specific implementation of Idaho Online's technology portfolio, the board staff will consult with institutions about where best to utilize pre-existing single sign on (SSO) or reconcile user credentials under a systemwide conception of federated identity management. Additionally, the strategic consolidation of student data across institutions is an ongoing priority in matters related to transcripting, transfer, and financial aid and is an investment that our state is should make independent of Idaho Online.

About Idaho Online

19.   Who will "own" system integrations for class rosters, identity management, timing of upgrades, plug-ins, accessibility of content, etc?

    a.   A federated staffing strategy is in development for Idaho Online where specific on-campus "staff" will manage local operations and support for course sharing, learning technology, pedagogical excellence, digital scholarship, and other infrastructure related to this initiative.

20.   How will support for technology and pedagogy be handled?

    a.   Where possible, vendor support is preferred, but federated staff will also coordinate local support and escalate needs directly to the leadership of Idaho Online. Professional opportunities for faculty and students are envisioned to also provide peer support at their respective institutions. While the intent is to minimize disruption to current campus operations as much as possible, Idaho Online looks forward to partnering with relevant campus support staff when it is mutually beneficial.

21.   How does Idaho Online ensure that high-end and advanced needs are being met instead of just reinforcing the status quo of the institutions?

    a.   The technology infrastructure of the institutions already represents a baseline for the features and functionality that faculty and students have come to expect for online learning in Idaho. These tools and services vary significantly by institution, however. By taking inventory of current resources and consulting emerging trends in digital teaching and learning, Idaho Online will provide an opportunity to fortify current institutions' infrastructure as well as invest in more innovative resources and practices than institutions would/could otherwise.

22.   Who owns policy and data management related to educational content?

    a.   Idaho Online is responsible for ensuring that relevant educational content is available for consistent access and version control. Faculty and institutions own their intellectual property (IP), and Board policy related to IP is currently being revisited to overtly define a clear, reliable strategy for ensuring long-term access to educational content statewide.

About Idaho Online

23. Will there be a common, single admission and registration platform? If so, how will it communicate and transfer data with our respective systems and processes?

   a. Students will need to enroll at a specific public institution in Idaho before they will be able to register for online courses at other institutions via the course sharing marketplace. Registration for courses that are available in the marketplace will be available to students through a central portal that may be accessed either through the Idaho Online website or the corresponding webpages of students' home institutions. Due to the demand for this service to be available in time for Spring 2021 registration, backend processes around student data, registration, and payment will likely be managed by a third-party vendor with support from federated Idaho Online staff.

Governance and Operations

24. Who will operate Idaho Online and are there specific ways institutions can help?

   a. Governance of Idaho Online, at least during the initial implementation, will be a collaborative effort between the Board, its staff, and stakeholders from Idaho's eight public institutions. A steering committee will be established, as well as a faculty and student advisory group. Presidents, provosts, faculty, and staff across Idaho's institutions were consulted as much as possible during development of the Idaho Online proposal. The Board Office and federated staff at the institutions will oversee Idaho Online operations in collaboration with willing partners at each institution. There are great pre-existing expertise and strategies at the institutions that Idaho Online initiatives will seek to augment through sharing and collaboration.

25. Will staff be hired at the Office of the State Board of Education to run Idaho Online?

   a. There is no plan to hire additional Board Staff at this time. If strategic investment of federal funds in vendor support, federated staff, faculty fellowships, and student internships do not entirely offset the burden of managing Idaho Online, additional funding sources will need to be identified.

Fiscal Considerations

About Idaho Online

26. What is the funding model of Idaho Online?

   a. Idaho Online's $4 million in startup funds are meant to secure three years of infrastructure. Any additional funding needs during that time would need to be negotiated between the Board and institutions. Based on the example set by successful models in other states, two strategies seem probable: (1) a cooperative funding model where institutions pay annual dues for specific goods and services or (2) a Board budget reallocation. A percentage of revenue from course sharing will only fund the administration of the course sharing marketplace, but not the other aspects of Idaho Online.

27. How will revenue be allocated from tuition for courses taken through Idaho Online?

   a. Most tuition revenue will go to the institutions. A small portion of the revenue will be used to cover the costs associated with course sharing administration, which will likely be done by a third-party vendor.

28. Will consistent tuition rates be established for programs through Idaho Online?

   a. Any decisions about tuition rates for courses listed with Idaho Online will be made through consultation by the Board and institutional leadership.

29. Is there a financial commitment expected from each institution to Idaho Online?

   a. Initial institutional investment will most likely come in the form of staff reallocation around the implementation and management of Idaho Online. If additional staff or resources are needed, a cooperative funding model could be explored.

Research and Evaluation

30. How will the success of Idaho Online be evaluated?

   a. The efficacy of the new resources and services provided by in-kind Idaho Online will be evaluated by observing changes in student/institution cost, student outcomes, faculty/student use, and stakeholder perception under the Cost, Outcome, Use, Perception (COUP) Framework. Evaluation will start early and be supported by federated staff, research fellows, and any relevant stakeholders who are interested in contributing to Idaho Online's research community.

Idaho Online Implementation Roadmap

PROJECT TITLE	Idaho Online		ORGANIZATION	Idaho State Board of Education
PROJECT MANAGER	Jonathan Lashley		DATE	8/3/2020

						PHASE ONE	PHASE TWO
						August / September / October	November / December
REF #	TASK TITLE	START DATE	DUE DATE	DURATION (DAYS)	STATUS		
1	BUSINESS AND GOVERNANCE						
1.a.	Draft Idaho Online Steering Committee	8/3/20	8/6/20	3	DONE		
1.b.	Draft initial roadmap	8/3/20	8/6/20	3	DONE		
1.c.	Launch Idaho Online Steering Committee	8/6/20	8/14/20	8	DONE		
1.d.	Circulate draft roadmap for feedback	8/6/20	8/14/20	8	DONE		
1.e.	Draft initial vision, mission, and goals	8/6/20	8/21/20	15	IN PROGRESS		
1.f.	Propose formation of Digital Learning Council	8/7/20	8/21/20	14	IN PROGRESS		
1.g.	Schedule Steering Committee meeting(s)	8/10/20	8/21/20	11	IN PROGRESS		
1.h.	Solicit Digital Learning Council nominations	8/17/20	9/4/20	17	IN PROGRESS		
1.i.	Launch Digital Learning Council	8/24/20	9/4/20	10	TO DO		
1.j.	Launch Online Course Sharing community	9/18/20	9/25/20	7	TO DO		
1.k.	Launch Digital Pedagogy community	9/18/20	9/25/20	7	TO DO		
1.l.	Launch NGDLE community	9/18/20	9/25/20	7	TO DO		
1.m.	Merge OPAL and ID Open Communities	9/18/20	9/25/20	7	TO DO		
1.n.	Develop Business Plan	10/8/20	11/27/20	49	TO DO		
2	FEDERATED STAFFING						
2.a.	Draft federated staffing strategy	8/3/20	8/21/20	18	DONE		
2.b.	Solicit feedback on federated staffing strategy	8/7/20	8/24/20	17	IN PROGRESS		
2.c.	Finalize federated staffing strategy	8/10/20	8/28/20	18	IN PROGRESS		
2.d.	Develop NGDLE Manager role and responsibilities	8/10/20	8/28/20	18	IN PROGRESS		
2.e.	Develop Course Sharing Manager role and responsibilities	8/10/20	8/28/20	18	IN PROGRESS		
2.f.	Develop Digital Pedagogy Manager role and responsibilities	8/10/20	8/28/20	18	IN PROGRESS		
2.g.	Inventory additional federated staffing needs	8/10/20	8/28/20	18	TO DO		
2.h.	Develop MOUs related to federated staffing	8/17/20	8/28/20	11	TO DO		
2.i.	Recruit nominations/applicants	8/17/20	9/4/20	17	TO DO		
2.j.	Appoint federated staff	9/4/20	9/11/20	7	TO DO		
3	NEXT GENERATION DIGITAL LEARNING ENVIRONMENT						
3.a.	Inventory student and faculty needs	8/3/20	8/17/20	14	DONE		
3.b.	Prioritize and finalize portfolio of tools and services	8/14/20	8/21/20	7	IN PROGRESS		
3.c.	Procure common LMS	8/14/20	9/11/20	27	TO DO		

ID	Task	Start	End	Duration	Status
3.d.	Implement/integrate LMS at every institution	9/11/20	11/27/20	76	TO DO
3.e.	Procure the rest of the NGDLE portfolio	9/11/20	12/4/20	83	TO DO
3.f.	Implement/integrate the rest of the NGDLE portfolio	9/18/20	12/25/20	97	TO DO
3.g.	Launch knowledge base platform for NGDLE	10/8/20	12/28/20	80	TO DO
4	**ONLINE COURSE SHARING**				
4.a.	Inventory priority classes for institutions	8/3/20	8/17/20	14	DONE
4.b.	Run priority classes/faculty through QA audit	9/18/20	10/3/20	15	TO DO
4.c.	Develop and launch public storefront	9/18/20	10/3/20	15	TO DO
4.d.	Implement course-sharing processes	9/18/20	10/3/20	15	TO DO
4.e.	(Re)Develop priority courses using NGDLE (if needed)	9/25/20	10/30/20	35	TO DO
4.f.	List approved SP21 courses for registration via Idaho Online	10/26/20	12/28/20	62	TO DO
4.g.	Implement training/communication plan with institutions	11/2/20	12/28/20	56	TO DO
5	**ORGANIZATIONAL INFRASTRUCTURE**				
5.a.	Acquire .edu domain	8/7/20	10/5/20	58	IN PROGRESS
5.b.	Launch Idaho Online Website	8/31/20	10/2/20	32	TO DO
5.c.	Solicit Idaho Online branding from students	8/31/20	9/21/20	21	TO DO
5.d.	Finalize brand	9/18/20	10/5/20	17	TO DO
5.e.	Develop brand/style guides	9/18/20	10/5/20	17	IN PROGRESS
5.f.	Launch project management and ticketing platform	8/17/20	9/14/20	27	IN PROGRESS
5.g.	Develop training/communication plan with the institutions	9/14/20	10/16/20	32	TO DO
5.h.	Publish Idaho Online information to appropriate institution pages	10/19/20	11/2/20	13	TO DO
6	**RESEARCH AND DEVELOPMENT**				
6.a.	Relevant OSBE staff participate in IELOL Global	9/21/20	12/18/20	87	TO DO
6.b.	Develop strategic plan through year three (and beyond)	9/21/20	12/18/20	87	TO DO
6.c.	Develop research questions with Idaho Online Research Fellows	12/4/20	12/21/20	17	TO DO
6.d.	Inventory current QA processes of institutions	8/7/20	8/28/20	21	IN PROGRESS
6.e.	Develop consolidated QA processes for course/faculty audits	8/14/20	9/18/20	34	TO DO
6.f	Inventory market research and job data needs of institutions	8/7/20	9/11/20	34	IN PROGRESS
6.g.	Secure statewide education/workforce data partner	9/11/20	9/21/20	10	TO DO
7	**PROFESSIONAL DEVELOPMENT PROGRAMS**				
7.a.	Develop Idaho Online Research Fellowship scope	8/17/20	9/21/20	34	IN PROGRESS
7.b.	Develop Idaho Online Pedagogy Fellowship scope	8/17/20	9/21/20	34	IN PROGRESS
7.c.	Determine budget for Idaho Online fellowships	9/21/20	9/25/20	4	TO DO
7.d	Recruit Idaho Online fellows (graduate students and faculty)	9/28/20	11/2/20	34	TO DO
7.e.	Develop Idaho Online professional internships	8/17/20	9/21/20	34	IN PROGRESS
7.f.	Determine budget for Idaho Online professional internships	9/21/20	9/25/20	4	TO DO
7.g.	Recruit Idaho Online interns (undergraduate students)	9/28/20	11/2/20	34	TO DO