



**A STATEWIDE P-20 REPOSITORY  
OF DIGITAL LEARNING CONTENT**

**<http://kylearningdepot.org>**

**September 2009**

**Frankfort, Kentucky**

**Steering Committee  
Kentucky Learning Depot**

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## 1.0. Executive Summary

As networked learning becomes the norm, Kentucky educators need to rethink and retool course content and design to take advantage of the new digital media for customizable learning anytime, anywhere. Currently, teachers and faculty are building or licensing learning content as needed. There is no structure for them to share in the P-20 community. The Kentucky Learning Depot initiative is a collaborative program that enables educators to share rich, engaging, quality, and standards-based digital learning objects to improve their courses and learning outcomes, addressing the Public Agenda question, “Are Kentucky’s people, communities, and economy benefiting?”

The goals of building the P-20 Learning Content Repository are three-fold: to improve the quality of digital learning content; to improve teaching and learning; and, to achieve cost savings.

Learning assets are modular, self-sustained, flexible, reusable, and repurposeable. A learning asset can include digital content, practice activities, and assessment tools that are linked to one or more educational objectives or curriculum standards. They may be used to teach a particular skill or concept, or to provide stimulating thinking and learning experiences for the learner.

The Kentucky Learning Depot is not a stand-alone initiative. The Southern Regional Education Board (SREB) is leading this effort via the Sharable Content Object Repositories for Education (SCORE) so that all educators in the 16 member states can share learning content to improve teaching and learning.

SREB SCORE Initiative – <http://www.sreb.org/programs/EdTech/SCORE/index.asp>

SREB defines SCORE and the use of digital learning objects as a good idea for SREB states because it:

- ◆ Establishes school and college relationships to create, license and provide high-quality content;
- ◆ Provides cost-effective learning resources for K-20 by sharing development costs among states and commercial companies;
- ◆ Reduces duplication of effort;
- ◆ Increases faculty and student productivity; and
- ◆ Adheres to e-learning standards.

Implementing this plan, in conjunction with a comprehensive and detailed marketing plan, will ensure that the Kentucky Learning Depot become a useful and sustainable initiative for the stakeholders.

This plan projects that this initiative will be developed, gain traction, and reach a self-sustaining status within a five-year period.

## **1.1. Objectives**

The objectives of the Kentucky Learning Depot are:

- ◆ To provide Kentucky educators a one-stop shop to get rich, quality learning content to enhance courses, improve teaching, and engage students in learning.
- ◆ To allow educators to rethink and retool course content and design to take advantage of the new digital media for customizable and personalized learning anytime, anywhere.
- ◆ To allow educators to share learning content and avoid duplication of efforts.
- ◆ To achieve cost savings by making available learning content that is created by and for Kentucky educators and that can be used, reassembled, and reused.
- ◆ To facilitate transformation in teaching and learning for developmental education and Science, Technology, Engineering and Math (STEM) with rich, engaging, adaptable learning content.
- ◆ To enable Kentucky educators the opportunity to share and use all the learning content created by teachers and faculty in SREB's 16 member states using its comprehensive directory.

## **1.2. Vision and Mission Statements**

### **Vision**

The Kentucky Learning Depot is a single-point-of-entry repository of high-quality digital content aligned with standards and competencies for educators and learners in Kentucky in the context of a global learning community.

### **Mission**

- ◆ To improve learning.
- ◆ To be learner-centered.
- ◆ To include reusable information resources.
- ◆ To include partners who bring resources, contributors who bring content, and participants who use the content.
- ◆ To connect educators and learners in the global community.

### **1.3. Keys to Success**

The keys to success for the Learning Depot are:

- ◆ Collaboration
- ◆ Responsiveness
- ◆ Quality
- ◆ Relationships
- ◆ Marketing
- ◆ 21<sup>st</sup> Century Skills
- ◆ The Public Agenda

### **1.4. Needs**

As networked learning becomes the norm, Kentucky educators need to rethink and retool course content and design to take advantage of the new digital media for customizable learning anytime, anywhere. Currently, teachers and faculty are building or licensing learning content as needed. There is no structure for them to share in the P-20 community.

The goals of building the P-20 Learning Content Repository are three-fold: to improve the quality of digital learning content, to improve teaching and learning, and to achieve cost savings.

Five questions, referred to as the Public Agenda, undergird Kentucky's Council for Postsecondary Education mission and measure progress. The answer to the fifth question, "Are Kentucky's people, communities, and economy benefiting?" can be linked to a successful Kentucky Learning Depot initiative.

## **2.0. Products and Services**

The Repository is an enterprise-level repository system capable of serving the entire Kentucky educational system that consists of approximately 45,000 K-12 educators and 8,300 university educators. To support its planning process, the Kentucky Department of Education (KDE) and the Council on Postsecondary Education (CPE) funded licensing of the repository software for use by 500 educators. In January 2009, the AT&T Foundation awarded \$136,171 to the Depot for the pilot launch for use by 1,000 educators.

The repository software enables Kentucky to acquire, contribute, store, manage, and electronically share high-quality digital learning resources in one location. It also enables federated searches with other repositories. Educators can contribute to the repository, simply re-use resources during technology-supported learning or traditional classroom instruction or modify existing content to meet classroom needs. The repository has the capability to manage

and store content for any sector in Kentucky, including Workforce Education and all state agencies.

Because the learning resources are carefully indexed and described according to international standards and customized for Kentucky, educators may search by a variety of defined fields such as: keyword, concept, age appropriateness, Kentucky Core Content (PreK-12), ERIC thesaurus and CIP taxonomy (postsecondary), or user-defined fields. The key stakeholders of the Kentucky Learning Depot initiative are Kentucky's 53,000+ education professionals who will use the learning resources to support instruction in order to improve learning for all students.

## **2.1. Product and Service Description**

### **2.1.1. Products**

There are many types of learning resources currently defined in the repository with the flexibility to add more. Some of these resource types are:

- ◆ **Assets:** These are small, reusable pieces of learning content, such as single video or audio files, a single text document (e.g., lesson plan), image, Web page, or test/assessment item. Assets can be stored separately, or as part of a larger collection of items.
- ◆ **Learning Objects:** These resources are complete or partial lessons. They can contain the following components:
  - Instructional objective
  - Content or information presentation
  - Learning practice with feedback
  - Assessment

Each learning object can include multiple assets such as pictures, audio, graphs or illustrations. Learning resources can be thought of as building blocks for creating modules and complete courses, and are similar to “learning content.” By definition, a learning object is a self-contained, reusable, small chunk of learning content that accomplishes a specific learning objective” (IEEE Learning Technology Standards Committee). Learning content has been likened to Legos™, the toy building blocks, in that they can be combined with other learning content/resources in limitless ways and re-used for many different purposes.

These resource types encompass a diversity of resources that can be included in Kentucky's digital repository and can be used in a variety of instructional applications. For example, a quality, reusable learning resource on algebraic equations can be shared with an unlimited number of educators to enable students to understand a specific concept. This same resource could be used, for example, in middle or high school Algebra class, a community college nursing course, an evening GED class, and in an entry-level business course. Learning resources can also present and explain difficult concepts using visual, auditory, or tactical/kinesthetic teaching strategies to assist learners with different learning preferences. The Kentucky Learning Depot is

currently operational with a growing population of resources that have been reviewed and can be accessed at: <http://kylearningdepot.org/>.

### **2.1.2. Services**

- ◆ Convenient and transparent one-stop shop for quality learning resources and services
- ◆ Quality Assurance - Embedded review workflow ensures content adhere to agreed-upon regional, national and international standards
- ◆ Training for educators in quality content development, remix, and access
- ◆ Digital Rights Management (DRM) – Integrated DRM for digital content created or contributed by educators ensures copyright compliance for contributors and access rights for users
- ◆ Collaborative development and licensing of content
- ◆ Statewide Policy Oversight
- ◆ Quality Resources
- ◆ Quality content tagging based on international metadata schema

## **2.2. Competitive Comparison**

### **2.2.1. SREB Regional Approach – SCORE Registry**

The SREB SCORE Project originally involved hosting a metadata harvester to enable the sharing of educational resources among the sixteen member states. After standards were completely defined for inter-repository communication, SREB would provide an infrastructure that will harvest and house metadata for each digital resource to enable the searching of multiple state repositories from one location. This plan was abandoned in 2008 due to lack of resources.

Original SCORE membership costs were \$15,000 per year per agency following the initial fee of \$20,000 per state. Both KDE and CPE were SCORE members during 2006 - 2008. SREB decided that the membership would be expanded to include all the Educational Technology Cooperative members at no additional cost.

SCORE members helped establish the SCORE metadata schema based on the IEEE Learning Object Metadata (LOM) schema in order to facilitate sharing among member repositories and the harvesting functionality. A set of content evaluation criteria and checklist have also been developed collaboratively to help members adhere to agreed-upon standards to assure quality content. To ensure that these defined standards are implemented across repositories, SCORE has created both hands-on and online training sessions to further the implementation.

### **2.2.2. Repositories in Other States and Countries**

Using the option of a repository already developed and housed in other states or countries was discarded for several reasons. First, a repository becomes a mission critical initiative when it supports direct instruction. The Kentucky education community wants to ensure the reliability

and security of the system and the support. It is cost prohibitive and unlikely that Kentucky could subscribe to and only use learning resources from other state repositories. Bandwidth costs and other associated costs are not known. In addition, if it were decided to rely on a repository from other states or international entities, Kentucky would lose its ability to control the indexing (metadata-tagging) of the learning resources, which is necessary to meet Kentucky's educational standards. By developing a Kentucky repository, we retain the ability to search and retrieve digital learning resources based on Kentucky's state standards and other criteria that are relevant to Kentucky educators. Other existing repositories would be unlikely to support Kentucky's specialized standards without significant costs to do so.

### **2.2.3. Open Educational Resources Repositories**

The Open Educational Resources (OER) movement signals a growing trend toward openness for teaching and learning materials. Funded by The William and Flora Hewlett Foundation, the OER Commons (<http://www.oercommons.org/>) is a global teaching and learning network of free-to-use resources – from K-12 lesson plans to college courseware – for users to use, tag, rate, and review.

OER Commons forges alliances between trusted content providers and creative users and re-users of Open Educational Resources (OER). In addition to content partnerships, OER Commons, and its creator, ISKME (Institute for the Study of Knowledge Management in Education), builds strategic relationships in order to develop innovation and new research focused on OER, to advance the field of open education, and to build models for its sustainability.

The Hewlett Foundation also funded The Connexions (<http://cnx.org>) at Rice University and The Community College Consortium for Open Educational Resources (<http://oerconsortium.org/>) at Foothill-De Anza Community College in California to further advancing the OER movement in the U.S.

This open access model can be used as a good framework for the Kentucky Learning Depot and a good source of free content as we garner statewide support.

### **2.2.4. Informal Resource Providers**

The Kentucky Learning Depot provides a portal that may be used by informal resource providers in Kentucky that can generate content but need a more public and searchable venue for sharing those resources with the larger education community.

Morehead State University's 21st Century Education Enterprise and its partner, the Kentucky Datastream Initiative, are an example of an informal resource provider, who may contribute to the Kentucky Learning Depot through an online interactive portal centered on 21st century learning. The portal provides P-20 educators and students a "sand box" environment in which to develop, store, and repurpose educational content and student artifacts. This sand box environment provides a workspace where promising resources will be identified, strengthened and organized in order to serve as a provider for harvesting learning resources for the Kentucky Learning Depot.

## **3.0. Market Analysis Summary**

In an effort to clearly articulate a business related need(s) for the Kentucky Learning Depot, this section explores the existing market demands and the realization that a statewide digital repository of content is critical to foster a collegial learning community for all educators in the Commonwealth. This shared repository will increase productivity of educators by minimizing production of new and redundant content through utilization of shared resources, establishing quality assuring for educational materials utilized through-out Kentucky, affording educators the opportunity to publish their quality materials for others to use, and promoting successful transition of all students fostered by the open communications between each level in the learning experience.

### **3.1. Market Segmentation**

Currently, in the Commonwealth most learning institutions have access to some form of Learning Management System either through individual initiatives at the district/university level, the Kentucky Department of Education, or the Council on Postsecondary Education. Instructional technology is becoming increasingly more integrated into all instructional programs. However, most work is done in isolation and most products, at best are shared across the institution but not more broadly. With almost 700,000 K-12 students and 213,000 university students; 174 Public School Districts; over 60 Colleges/Universities; and seven State Agencies, an exponential amount of duplicative development occurs. The Kentucky Learning Depot will focus efforts on developing and using the "best" learning content and assets instead of simultaneous development of mediocre content.

### **3.2. Target Market Segment Strategy**

The Kentucky Learning Depot will focus on schools and institutions to service education for the P-20 market. Specifically, the clients of the Depot are the educators and learners of the entire P-20 education community, from pre-schools to graduate schools, professional schools, on-the-job training, professional development, and lifelong learning communities in Kentucky. The Depot intends to support a seamless cradle-to-grave education system that is vital to Kentucky's economic development and vibrant future in this connected world.

#### **3.2.1. Market Needs**

The use of learning content and web-based resources is growing at a rapid rate. This development requires huge investment of both financial and human resources. Conducting this development/acquisition at an individual or institutional level is both costly and often not of a consistent level of quality. Successful processes, procedures and practices need to be identified and applied to focus efforts on minimal development with access to the highest quality learning content/assets. The current economic conditions and the unstable funding for education create a critical opportunity for the development of the Kentucky Learning Depot.

### **3.2.2. Market Trends**

There is a growing acceptance within the Kentucky Educational Community to:

- ◆ Fully exploit the ability to use the Internet to share resources across educational institutions.
- ◆ Creating a connected, collaborative environment for learning impacting all learners in the Commonwealth.
- ◆ Provide a “single point” of entry for educators to the "best" learning resources available.

### **3.2.3. Market Growth**

The Kentucky Learning Depot will seek to "harvest," with permission, existing initiatives/content created by individual educators and institutions to be shared across all educational institutions within the Commonwealth and partnering initiatives to increase the availability, ease of access, and usability of quality content. Efforts will focus on training educators on how to use shared content and how to produce and post quality content for others. The focused training efforts on use and sharing will garner the momentum needed to assure that the Depot is a place where educators share resources. This sharing can reduce the dependence on and cost associated with the purchase of commercially-developed products, reduce the time spent developing redundant content, and afford the opportunity for educators to focus on educating instead of creating new content.

## **4.0. Strategy and Implementation Summary**

### ***4.1. Financial Objective***

The Kentucky Learning Depot will be self-sufficient after the initial phase. Should inadequate public or private funding be available at that point, a pricing model will be enacted which will take into favorable consideration those institutions which either repurpose existing or contribute new learning content which enrich the collection.

### ***4.2. Marketing Objective***

It should be recognized that any contact can be used for, if not readily perceived, as a marketing opportunity. This could include training events and assessments.

#### **4.2.1. Awareness Campaign**

Stakeholders, administrators, teachers/faculty and learning content creators/authors will each have targeted campaigns to ensure that the message is relevant to that group.

Stakeholders and Administrators will be interested in cost avoidance and support of administrative objectives. Awareness campaign is ongoing with an emphasis on cost avoidance/savings and support of curriculum. Communication will be on a regular basis and will

be crafted to meet stakeholder needs. These communications can take the form of formal reports at regular meetings, the announcement of an event at which The Depot will be participating, the arrival of the e-newsletter, an analysis of the evaluations from a training event, results of an assessment, etc. These may be in person, by email, by USP mail, and at an event as a presenter or exhibitor. It is important that the stakeholders be knowledgeable about the Depot particularly to their role as funders or support in obtaining funding through other avenues.

Educators will be interested in how content can be used to enrich their teaching. Awareness campaign is ongoing and each level of this P-20 community will be targeted as appropriate. Communication on a regular basis is imperative and should be crafted to meet stakeholders' specific needs. A core group of respected educators will be identified early in this awareness process as champions. This elite group will be groomed as peer marketers. This group will present at appropriate institution-based events, contribute copy to internal publications, and market one-on-one.

Learning Content Creators/Authors will be interested in how they and/or their affiliated institutions will benefit from their repurposing existing or by contributing new content to the collection. Awareness campaign is ongoing and each level of this P-20 community will be targeted as appropriate. Communications on a regular basis is imperative and will be crafted to meet stakeholders' specific needs. There will be overlap with this stakeholder group and the Teacher/Faculty community. Because funding is not currently available (nor will it likely be in the future) to actually pay these creators/authors, efforts will be made to ensure that the valuable work of these professionals is recognized.

#### **4.2.2. Marketing Team**

The Depot Marketing Team will be tasked with creating a practical marketing plan to include content and deployment options. The team will also work with appropriate individuals in the creation, deployment, and analysis of and response to all evaluations and assessments. Members will represent teacher/faculty peer marketers, Learning Content creators/authors, representative stakeholders, marketing representatives from CPE, KDE and/or institutions, a representative from the Training Team, and other appropriate representatives as identified by the Steering Committee.

Efforts guided by the Marketing Team:

- ♦ **Website**  
The Kentucky Learning Depot website will offer marketing tools appropriate for each audience for use by any advocate. These will include PowerPoint, webinars, and other types of presentations that can be used by advocates in their efforts on behalf of the Depot. Appropriate websites will be identified such as school districts, professional organizations, etc., and will be linked to the Depot.
- ♦ **The Kentucky Learning Depot**  
The Depot serves as a practice space for those who have received SREB SCORE training, a demo site for presentations, and a learning tool as we scale up implementation towards the Pilot Launch. This is designed to be a convenient and transparent one-stop shop for digital learning content for the P-20 community.

- ◆ **Listsers**  
Listsers will be created for each community. These listsers will be utilized for communications about events and training as well as to serve as a discussion forum for specific stakeholder communities.
- ◆ **Marketing Packet**  
A packet of information will be created and posted on the Depot website to be used for presentations to create awareness.
- ◆ **E-Newsletter**  
The Kentucky Learning Depot will sponsor an e-newsletter which will be published periodically, mounted on the website, and delivered to the Listsers, targeted audience distribution lists, and to potential funders including, but not limited to, legislators.
- ◆ **Press Releases:**  
As appropriate, press releases will be distributed to media markets. Releases will report accomplishments and make announcements. More numerous will be press releases distributed to appropriate professional organizations' publications, internal institutional publications and Intranets.
- ◆ **Event Exhibits**  
Appropriate events which user community members and stakeholders attend will be identified. As budget and resources allow, we will engage in exhibits and/or apply to present at these events.
- ◆ **User Conferences**  
When appropriate, the Depot will hold User Conferences to provide a forum to share best practices in the use and creation of quality digital content and to broaden support base for the repository.

#### **4.2.3. Marketing Budget**

Because marketing is essential to the success of the Kentucky Learning Depot, a marketing budget should be established. This budget will fund any website development and maintenance, creation and maintenance of listsers, publication and distribution of the e-newsletter, creation and distribution of press releases, and event exhibits and physical promotional materials, including travel.

#### **4.2.4. Kentucky Learning Depot Outcomes**

Because marketing in all of its forms should result in the successful use of the learning content collection, it is appropriate to set measurable outcomes. In these times of fierce competition for limited funds, it is vitally important that stakeholders and potential funders know that the Kentucky Learning Depot is committed to providing appropriate high quality learning content that will be used to enrich the educational experience of all students. To determine if the project is meeting its mission, assessments will be conducted with educators and students and the results will be communicated widely and will include reports of any actions being planned or already deployed for improvement. A number of types of assessments will be employed during the next 12-24 months. These could include physical and virtual focus groups, individual interviews, user studies, and online surveys.

Examples of potential outcome targets follow:

### Year 1

- ◆ Of those responding to a survey, 50% of teachers/faculty, stakeholders/administrators, and learning content creators/authors will indicate that they knew about The Depot.
- ◆ Of those responding to a survey of individuals who have used a learning object as a teacher/faculty or student, 80% indicated that they were satisfied with the experience.
- ◆ 20% of teachers/faculty in STEM disciplines by institution type will have used a learning asset from the Depot in a class.
- ◆ 10% of teachers/faculty in STEM disciplines will have repurposed an existing learning asset in the Depot
- ◆ 5% of teachers/faculty in STEM disciplines will have contributed a new learning asset to the Depot

### Year 2

Each of these percentages will increase by 10 %.

#### 4.2.5. Kentucky Learning Depot Evaluation Plan

For the Depot Sandbox and the Depot Pilot period 2008-2010, we have defined quantitative measurements that are indicators for scope, use, and development of learning content. These are collected regularly from the repository software platform. The outcome targets for 2008 – 2010 are as follows:

	2008	2009	2010
Number of User Accounts	150	500	1,000
Number of Learning assets	50	750	1,000
Number of Learning assets Used	25	300	500
Number of Learning assets Contributed	10	50	100
% of Rated Learning assets Receiving 3 or Above Stars	20%	35%	50%
% of Learning assets in Math	5%	30%	40%

To validate the research that has been performed on the return on investment (ROI) of other learning content repositories, we propose the following evaluation plan. Measures include the outcome targets above and the following:

- ◆ **Cost savings** through the use or reuse of learning content:  
Research<sup>1</sup> indicates that amount of time saved by educators in using learning assets can be one hour per user on the average. We will use surveys or repository software platform functions to capture and verify this information.
- ◆ **Cost avoidance** through the sharing of learning content in the worldwide learning community:

As the Depot learning content includes Kentucky educators' content, licensed content for statewide access, or public content from Open Education Resources (OER) repositories, the cost savings incurred by such a collaborative is substantial. Data will be collected to document the cost savings.

- ◆ **Differentiated instruction** through flexible learning assets to meet special needs and learning styles:

The evaluation question for this measure is “Are Depot learning assets effective for differentiating instruction to meet the learning needs of all students?” We will use surveys of educators to capture this information.

- ◆ **Learning outcomes:**

Research indicates that learning assets help students understand content better and improved student engagement in the learning process. This finding is supported in a 2008 study of 26 Australian schools that have a high proportion of Indigenous students<sup>2</sup>. We will use surveys of educators and conduct a study with an experimental design in underserved counties with pre and post learning data to capture this information. Additional funds and resources will be required to validate the research that has been performed on the return on investment (ROI) of a learning content repository.

<sup>1</sup>Freeman, Vicki S. “Determining the cost/benefit of learning objects,” Fund for the Improvement of Post Secondary Education (FIPSE) #P1168030983

<sup>2</sup>Wallace, Margaret. “Effects of The Le@rning Federation’s curriculum content on Indigenous students’ motivation to learn and their engagement in learning,” The Le@rning Federation, February 2008.

### Evaluation Timeline

Evaluation Measures	July 2009	January 2010	July 2010	January 2011
1. Outcome Targets	X	X	X	X
2. Cost Savings Measures		X		X
3. Cost Avoidance Measures				X
4. Differentiated Instruction Uses				X
5. Learning Outcomes Study				X

### 4.3. Milestones

The milestones listed in the table below outline primarily the tasks needed to develop this business plan and direct the Kentucky Learning Depot to its official launch. The milestones table in the marketing plan will be a more comprehensive listing of the tasks involved in promoting and sustaining The Depot’s business.

## Milestones Plan

Milestone	Start Date	End Date	Budget	Manager	Dept
Research the right business.					N/A
Test assumptions.					N/A
Improve business management skills.					N/A
Determine the right business.					N/A
Prepare personal financials.					N/A
Decide on target customers.					N/A
Know the industry.					N/A
Decide on location.					N/A
Select business name.					N/A
Secure location.					N/A
Establish business contacts.					N/A
Expand information base.					N/A
Choose business form.					N/A
Establish good information flow.					N/A
Research demographic info					N/A
Establish financial objectives					N/A
Establish pricing strategy					N/A
Establish sales forecast					N/A
Determine capital needs					N/A
Prepare marketing plan					N/A
Prepare balance sheet					N/A
Establish bank relationship					N/A
Prepare for opening					N/A
Check all systems					N/A
Opening final prep					N/A
Other					
Totals			\$0		

#### 4.4. Project Timeline

Activity	2008	2009	2010
Depot Sandbox to be Upgraded for Pilot	X	X	X
System Integration with Course Management Systems for Educator's Seamless Access	X	X	X
Content to be Licensed: National Repository of Online Courses (NROC)	X		
Depot Metadata Standards to be Finalized	X	X	
NROC Metadata to be Modified and Added	X	X	
Depot Content Standards to be Finalized	X	X	
Depot Copyright Framework to be Finalized	X	X	
Depot Work Flow to be Finalized	X	X	
Depot Training to be Piloted		X	
Depot Business Plan to be Finalized	X	X	
Depot Funding Model to be Finalized	X	X	
Request for Proposal for Software and Hosting to be Completed	X	X	
Milestone #1 – Depot Pilot Launch		X	
Survey of Kentucky's Existing Digital Content		X	
Selection of External Repositories to Federate with or to Harvest Metadata to Enable Single-Point-of-Entry Repository		X	X
Depot Training to be Conducted Statewide		X	X
Depot Marketing Plan to be Launched		X	X
Depot Metadata Review Team to be Established		X	
Depot Content Review Team to be Established		X	
Evaluation and Inclusion of Existing Digital Content		X	X
Building of Linkage with Selected Repositories		X	X
Milestone #2 – Depot Pilot 2.0 Launch			X
Content to be Licensed: Developmental Math		X	X
Content to be Licensed: Science, Technology, Engineering, Math (STEM)		X	X
Metadata to be Modified and Added for Licensed Content			X
Collection of Usage Statistics			X
Depot Survey of Educators			
Depot System to be Enhanced Based on Feedback			X
Depot Training and Marketing to be Pushed Statewide			X
Milestone #3 – Depot 2010-2012 Budget Request			X

## **5.0. Management and Operations Summary**

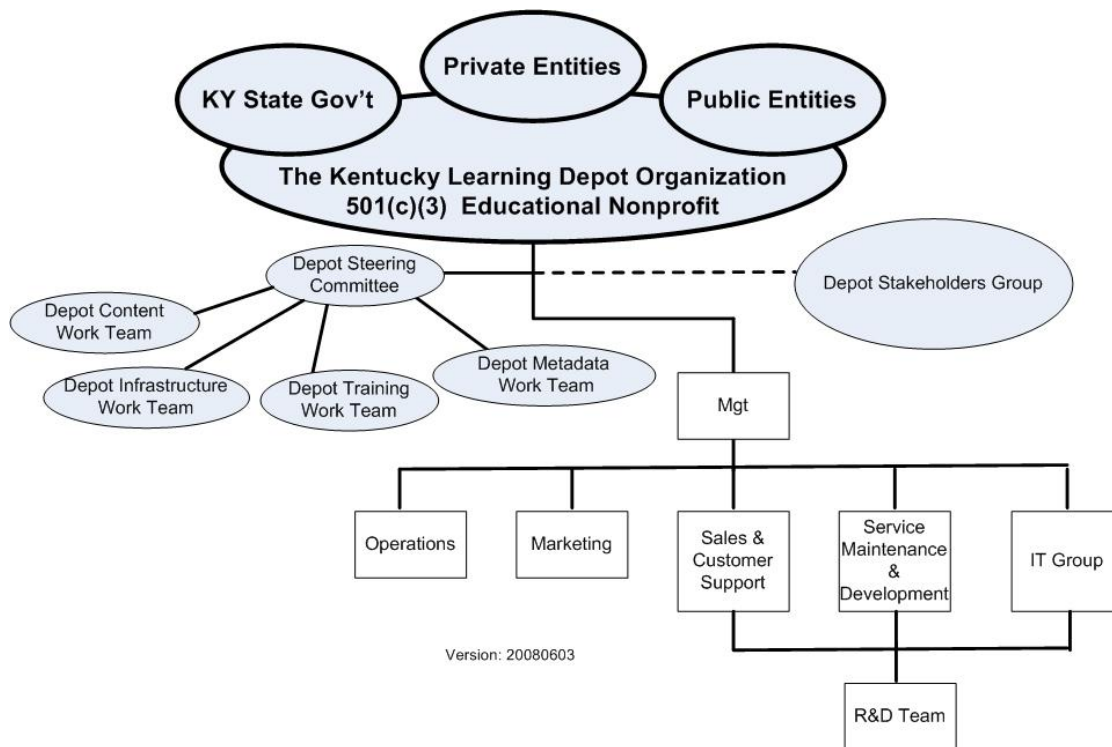
### ***5.1. Advisory Support***

The Kentucky Learning Depot participates as a pilot site for the Orange Grove's FIPSE-funded Blueprint Project, with Florida serving as an official advisory entity in developing the Depot repository. As a SCORE member, states such as Georgia, North Carolina, Maryland, and West Virginia serve as unofficial advisory entities to the Depot. We will consider an official national or international group to advise or evaluate the Depot as the initiative develops.

### ***5.2. Management Organizational Structure***

The Kentucky Learning Depot is organized with a(n):

- ◆ Statewide Stakeholders Group that is responsible for ensuring that all appropriate stakeholders are included in shaping this repository.
- ◆ Steering Committee that is responsible for developing and implementing a business plan to achieve sustainability and for establishing policies for content, standards, access rights, copyright, and other associated issues.
- ◆ Metadata Team that is responsible for defining metadata standards to ensure quality in its effective discovery and retrieval and for making recommendations to the Steering Committee.
- ◆ Infrastructure Team that is responsible for configuring the software platform to meet system and user requirements as well the policies approved by the Steering Committee.
- ◆ Training Team that is responsible for designing and implementing a statewide training plan for developing quality content and using learning resources.
- ◆ Content Team that is responsible for defining content types, formats, standards, coverage and other associated issues and for making recommendations to the Steering Committee.



### 5.3. Operations

The daily operations of the Kentucky Learning Depot involve the following activities:

- ◆ Coordinating with The Learning Edge, the Florida Orange Grove, and NetSpot, the hosting facility to ensure the Depot operate smoothly.
- ◆ Coordinating the work of the five Depot work teams in ensuring the outcomes are integrated into the planning/implementation process and into the Depot functions.
- ◆ Investigating existing and potential digital content, both in Kentucky and external to the state.
- ◆ Communicating the need for a repository to statewide audiences.

#### 5.3.1. Personnel

- ◆ **Council on Postsecondary Education**

Allen Lind, VP, Information and Technology (10%)  
 Miko Pattie, Senior Advisor, Information and Technology (50%)  
 Betsy Hughes, Electronic Services Librarians, Kentucky Virtual Library (5%)  
 Deepa Dubal, Applications Developer, CPE IT (30%)  
 Elaine Maher, Applications Developer, CPE IT (30%)  
 Gabrielle Gayheart, Webmaster, CPE IT (20%)

### 5.3.2. Technology Infrastructure

The Kentucky Learning Depot built a sandbox in January 2008 to host the repository software utilizing existing, scalable hardware owned by the Florida Consortium and hosted by the College Center for Library Automation, as well as associated networking, firewall, technical support, and other software components to ensure a robust and reliable support environment. The use of a SAN and blade server technology allowed for the addition and efficient allocation of servers to expand the repositories capabilities as utilization increases. This was made possible following the Orange Grove Repository's selection of the Depot as the pilot site for their FIPSE grant Blueprint Project. The monthly hosting cost was \$600.

The repository software, *Equella*, used by the Orange Grove, was also the platform for the Depot sandbox. The licensing cost was \$9,000 for 9 months.

The Kentucky Department of Education and the Council on Postsecondary Education provided the \$30,000 funding to support the Kentucky Learning Depot sandbox. This infrastructure was to be in place for 9 months – January to September 2008. In January 2009, the AT&T Foundation awarded the Depot \$136,171 for the Depot Pilot Launch. The migration from the Florida hosting server to The Learning Edge hosted server was completed in September 2009.

## 6.0. Financial Plan

The following sections include the annual estimates for the standard set of financial tables.

### 6.1. Preliminary Budget

<b>Projected Budget</b>			
Item	2008	2009	2010
2 FTE Administrative	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00
Software	\$ 514,500.00	\$ 314,500.00	\$ 314,500.00
Hosting	\$ 410,000.00	\$ 235,000.00	\$ 235,000.00
Technical Support	\$ 490,000.00	\$ 390,000.00	\$ 390,000.00
Training and Support	\$ 280,000.00	\$ 210,000.00	\$ 210,000.00
Digital Content	\$ 325,000.00	\$ 320,000.00	\$ 320,000.00
Memberships	\$ 22,000.00	\$ 22,000.00	\$ 22,000.00
<b>Subtotal</b>	<b>\$2,161,500.00</b>	<b>\$1,611,500.00</b>	<b>\$1,611,500.00</b>
<b>Contingencies (20%)</b>	<b>\$ 432,300.00</b>	<b>\$ 322,300.00</b>	<b>\$ 322,300.00</b>
<b>Grand Total</b>	<b>\$2,593,800.00</b>	<b>\$1,933,800.00</b>	<b>\$1,933,800.00</b>

## 6.2. Important Assumptions

Assumption information is presented in the table below.

<b>Assumptions</b>			
Item	2008	2009	2010
FIPSE Grant			
Public/Private Partnerships			
AT&T Foundation		\$ 136,171	

## 6.3. Actual Budget

<b>Actual Budget</b>			
Item	2008	2009	2010
Software (1,000 users)	\$ 15,000	\$ 15,000	\$ 15,000
Hosting	\$ 12,000	\$ 12,000	\$ 12,000
Technical Support	\$ 40,000	\$ 40,000	\$ 40,000
Training Support	\$ 15,000	\$ 15,000	\$ 15,000
Digital Content License	\$ 25,000	\$ 25,000	\$ 25,000
Administrative Support	\$ 53,000	\$ 53,000	\$ 53,000
<b>Subtotal</b>	<b>\$ 160,000</b>	<b>\$ 160,000</b>	<b>\$ 160,000</b>
<b>Contingencies</b>	<b>\$ 15,000</b>	<b>\$ 15,000</b>	<b>\$ 15,000</b>
<b>Grand Total</b>	<b>\$ 175,000</b>	<b>\$ 175,000</b>	<b>\$ 175,000</b>

#### 6.4. Projected Profit Loss Statement

Projected Profit Loss information is presented below.

<b>Projected Profit Loss Statement</b>			
Item	2008	2009	2010
Sales of Membership/License @\$100/ea for 1000 licenses	\$ 100,000	\$ 100,000	\$ 100,000
Direct Cost of Sales	\$ 33,000	\$ 33,000	\$ 33,000
Total Profit/Loss	\$ 67,000	\$ 67,000	\$ 67,000
Operating Expense			
Marketing			
Training and Travel	\$ 10,000	\$ 10,000	\$ 10,000
Payroll			
Content License	\$ 20,000	\$ 20,000	\$ 20,000
Hosting	\$ 12,000	\$ 12,000	\$ 12,000
Technical Support	\$ 20,000	\$ 20,000	\$ 20,000
Total Operating Expense	\$ 62,000	\$ 62,000	\$ 62,000
Net Profit	\$ 5,000	\$ 5,000	\$ 5,000

#### 6.5. Projected Funding Model 2008-2010

Likely audiences and sponsoring entities:

- ◆ Corporations (generic, collaborative)
- ◆ Postsecondary institutions (public and private)
- ◆ K-12 school districts (public and private)
- ◆ State agencies (Education and Workforce, KDE, EPSB, KET, CPE, CRD and KDLA)
- ◆ Publishers

Corporations may require a different sponsorship model since their interest in the Kentucky Learning Depot will most likely center on marketing/promoting their business. The creation or consumption of learning objects may not be a priority, although some businesses, such as Toyota, may use the Depot as a provider and a consumer.

I. Corporate sponsorship options:

- Collection Sponsor – Varied on the license fee for the collection of digital content
- Diamond - \$50,000 per year
- Platinum – \$35,000 per year
- Gold - \$25,000 per year
- Silver – 10,000 per year
- Bronze – 5,000 per year

Benefits associated with corporate sponsorship of the Depot:

- The depot website (prominence, size and frequency increases with level of sponsorship)
- The Depot marketing materials (increases with level of sponsorship)
- Spotlight, vendor booths, or dinner guests at The Depot conferences
- Depot marketing items (e.g., coffee mugs) with sponsor's logos
- User accounts for corporate use or for giving to schools or universities

II. Provider/user sponsorship options: (fiscal year; prorated to allow open entry)

- Exploratory user – 30 days, free, limited
- Single user - \$175 per year
- 10 user accounts - \$1,500 per year (15% discount)
- 20 user accounts - \$2,750 per year (22% discount)
- 30 user accounts – \$4,095 per year (22% discount)
- 40 user accounts - \$5,460 per year (22% discount)
- 50 user accounts - \$6,825 per year (22% discount)
- 60 user accounts - \$8,190 per year (22% discount)
- 70 user accounts - \$9,555 per year (22% discount)
- 80 user accounts - \$10,920 per year (22% discount)
- 90 user accounts - \$12,285 per year (22% discount)
- 100 user accounts - \$13,650 per year (22% discount)
  
- Founding members –
  - \$5,000 5-year membership for 10 users
  - \$7,500 5-year membership for 20 users
  - \$10,000 5-year membership for 30 users

Additional benefits of sponsorship:

- The more learning assets contributed and published to the Depot, the more an entity will be spotlighted on the website and at conferences
- Number of seats on Steering Committee (determined by number of accounts purchased)
- Membership on the new Executive Team of the Steering Committee (limited to \$7,000 level of sponsorship)

- Credits for learning asset contributed and published (\$25/per object) to go towards the purchase of user accounts

III. External project-based entities (e.g., other virtual schools) options

- Exchange of learning objects
- Collaborative development of learning objects