

Archived Information

LEARNING ANYTIME ANYWHERE PARTNERSHIPS

Goal: To expand access to postsecondary education and lifelong learning through the use of technology to all citizens who are unable to take advantage of on-campus programs.

Relationship of Program to Volume 1, Department-wide Objectives: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by providing grants to postsecondary institutions to support pilot projects using technology and other innovations to enhance the delivery of postsecondary education and lifelong learning opportunities for all citizens, in all settings.

FY 2000—\$23,269,000

FY 2001—\$30,000,000 (Requested budget)

OBJECTIVE 1: DEVELOP INNOVATIVE PARTNERSHIPS RESULTING IN ECONOMIES OF SCALE DELIVERING ASYNCHRONOUS DISTANCE EDUCATION AND TRAINING.

Indicator 1.1 National Distribution: The number of products, courses, and/or degree programs developed for delivery statewide or nationally will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Projects are in their first year of activity (FY 2000).</i>			<p>Status: 29 funded projects in FY 1999 with statewide, multistate, or national scope.</p> <p>Explanation: Projects in startup mode.</p>	<p>Source: Grantee annual reports; program evaluation. <i>Frequency:</i> Annually. <i>Next Update:</i> June 2000.</p> <p>Validation Procedure: Data will be supplied by grantees and independent evaluators.</p> <p>Limitations of Data and Planned Improvements: None.</p>
Year	Actual Performance	Performance Targets		
1999:	No data available	No target set		
2000:		Establish baseline: number of courses/modules/products developed		
2001:		Baseline + 25% increase		

OBJECTIVE 2: INCREASE ACCESS TO ASYNCHRONOUS DISTANCE EDUCATION FOR DIVERSE GROUPS OF LEARNERS, ESPECIALLY TO PREPARE THEM FOR WORK IN TECHNICAL AND OTHER AREAS OF CRITICAL SHORTAGE OR FOR THE CHANGING REQUIREMENTS OF FIELDS.

Indicator 2.1 Number of “underserved” students: The number of underserved students enrolled each year will increase—that is, individuals with disabilities, in remote areas, welfare recipients or displaced workers, underrepresented populations (Native American, Hispanic, African American), and other adults not otherwise able to participate in postsecondary education.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Projects are in their first year of activity.</i>			<p>Status: New program; performance data not yet available.</p> <p>Explanation: Projects in startup mode.</p>	<p>Source: Grantee annual reports; program evaluation. <i>Frequency:</i> Annually. <i>Next Update:</i> June 2000.</p> <p>Validation Procedure: Data will be supplied by grantees and independent evaluators.</p> <p>Limitations of Data and Planned Improvements: None.</p>
Year	Actual Performance	Performance Targets		
1999:	No data available	No target set		
2000:		Establish baseline: number of underserved learners enrolled; ratio of number of students completing courses/modules to those enrolled		
2001:		Baseline + 20% increase		

Indicator 2.2 Course Completion Rate: The number of students who enroll in and complete courses or training programs will increase.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Projects are in their first year of activity.</i>			Status: New program; performance data not yet available. Explanation: Projects in startup mode.	Source: Grantee annual reports; program evaluation. <i>Frequency:</i> Annually. <i>Next Update:</i> June 2000. Validation Procedure: Data will be supplied by grantees and independent evaluators. Limitations of Data and Planned Improvements: None.
Year	Actual Performance	Performance Targets		
1999:	No data available	No target set		
2000:		Establish baseline; ratio of number of students completing courses/modules to those enrolled		
2001:		Baseline + lowered ratio		

OBJECTIVE 3: ENABLE ADVANCEMENTS IN QUALITY AND ACCOUNTABILITY WITHIN POSTSECONDARY, ASYNCHRONOUS DISTANCE EDUCATION.

Indicator 3.1 Competency-based: The number of courses that base assessment on student competency, rather than on traditional units of instruction, will increase.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Projects are in their first year of activity.</i>			Status: New program; performance data not yet available. Explanation: Projects in startup mode.	Source: Grantee annual reporting program evaluation. <i>Frequency:</i> Annually. <i>Next Update:</i> June 2000. Validation Procedure: Data will be supplied by independent evaluators. Limitations of Data and Planned Improvements: None.
Year	Actual Performance	Performance Targets		
1999:	No data available	No target set		
2000:		Establish baseline: number of courses/modules that are competency-based		
2001:		Baseline + 25% increase		

OBJECTIVE 4: ENABLE ADVANCEMENTS IN FLEXIBILITY OF DISTANCE EDUCATION DESIGN AND DELIVERY.

Indicator 4.1 Adaptability: The education and training will demonstrate increasing use of technology that adapts content, pacing, or pedagogy to diverse learners.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Projects are in their first year of activity.</i>			Status: New program; performance data not yet available. Explanation: Projects in startup mode. This indicator will be measured by direct observation of courseware prototypes by outside reviewers knowledgeable about instructional design, especially as it relates to Web-based learning.	Source: Program evaluation. <i>Frequency:</i> Annually. <i>Next Update:</i> June 2000. Validation Procedure: Data will be supplied by independent evaluators. Limitations of Data and Planned Improvements: None.
Year	Actual Performance	Performance Targets		
1999:	No data available	No target set		
2000:		Establish baseline; courses/modules demonstrating adaptability in design		
2001:		Baseline + 20%		

OBJECTIVE 5: CONTINUATION OR EXPANSION OF LAAP PROJECTS BEYOND FEDERAL FUNDING.

Indicator 5.1 Projects sustained: Projects sustained or expanded at least 2 years beyond the Federal funding period.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Projects are in their first year of activity</i>		Status: New program; performance data not yet available. Explanation: Projects in startup mode.	Source: Grantee survey 2 years after funding ends. <i>Frequency:</i> Annually. <i>Next Update:</i> June 2000. Validation Procedure: Data will be supplied by grantees. Limitations of Data and Planned Improvements: Data will be self-reported.	
Year	Actual Performance			Performance Targets
1999:	No data available			No target set
2000:				Establish baseline; courses/modules demonstrating adaptability in design
2001:		Baseline + 20%		

OBJECTIVE 6: IMPROVE SERVICE DELIVERY AND CUSTOMER SATISFACTION FOR LAAP PROGRAMS.

Indicator 6.1 Project directors' overall satisfaction with LAAP programs and services: Meet or exceed satisfaction levels from previous years.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Projects are in their first year of activity</i>		Status: New program; performance data not yet available. Explanation: Projects in startup mode.	Source: Annual surveys. <i>Frequency:</i> Annually. <i>Next Update:</i> June 2000. Validation Procedure: Data will be supplied by grantees. Limitations of Data and Planned Improvements: Data will be self-reported.	
Year	Actual Performance			Performance Targets
1999:	No data available			No target set
2000:				Establish baseline
2001:		Baseline + 5% increase in satisfaction ratings		

KEY STRATEGIES

Strategies Continued from 1999

Not applicable.

New or Strengthened Strategies

- ❖ To expand students' options beyond the level of what individual providers currently offer, LAAP encourages coordination and interaction among partners.
- ❖ To enhance access by underserved populations, LAAP requests course and program design that is accessible to those learners with disabilities as well as accommodating to other special populations.
- ❖ To create economies of scale that make it financially feasible to target underserved learners, LAAP supports the expansion of geographical and institutional boundaries so that courses, faculty, development costs, and network facilities can be shared.
- ❖ To address quality issues, LAAP encourages mechanisms for ensuring that educational providers, employers, and students have confidence that the degree or certificate will provide competencies needed for careers and further education.
- ❖ To address workforce development needs, LAAP helps to coordinate the needs of employers and the requirement of further education with the services of educational providers.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ LAAP is the Department's only technology program that aims to change how postsecondary institutions provide distance learning—creating new large-scale partnerships, resulting in cost-effectiveness, quality, and further access to underserved adult learners. Outside of ED, LAAP is working with the Department of Labor to ensure that the America's Learning Exchange includes listings of those programs and courses developed by LAAP partnerships. Within ED, LAAP works directly with the Distance Education Demonstration Program—a program that complements LAAP by offering institutions or consortia experimental waivers of restrictive Federal financial aid policies that are barriers to students enrolling in distance education. LAAP also communicates with Preparing Tomorrow's Teachers To Use Technology (a program that trains a new generation of public school teachers to effectively incorporate technologies into their teaching) on review processes, readers and postsecondary faculty development issues. LAAP also communicates with the Community Technology Centers regarding those applicants that are local and community-based, thus fitting within the Technology Centers' strategy of providing access to those in underserved communities seeking education or training. The Department's other technology initiatives—the Technology Challenge grants, Star Schools, and the like—are intended to support school reform and do not focus on postsecondary education. Still, regular communication across all these technology programs helps ensure that LAAP awards are made within a context of regional, state, and local efforts. LAAP is unique in promoting quality and innovation in postsecondary distance learning.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ Since FY 2000 appropriations fell short of the Department's request, this year's awards will be drastically reduced; thus, there will be fewer projects than originally planned and some diminution of the program's impact on the field of postsecondary distance learning.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted

- ❖ Objectives 4, 5, and 6 were added.

Dropped

- ❖ Indicators 1.1 and 3.1 were dropped.

From FY 2000 Annual Plan (last year's)

Adjusted

- ❖ Objective 1 changed, as did its Indicator 1.1.
- ❖ Objective 2 changed wording, as did its Indicator 2.1.
- ❖ Objective 3 changed its wording.

Dropped

- ❖ Indicator 3.1 was dropped.

New

The Department recognizes that early indicators did not adequately measure program performance.