

**2009/10 Continuing Education (CE) Audit Program
Student Enrolment Data Claimed for the Period of July 1, 2008 to June 12, 2009**

Date of Visit: _____ **Facility Visited:** _____ **School District:** _____

Lead Auditor: _____ **Audit Team Members:** _____

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Procedures	Auditors' Initials
<p>(Ref. Form 1701 Instructions, P.2) Students should be reported by the CE school with which they are enrolled and in attendance:</p> <ul style="list-style-type: none"> • <i>Students born between July 1, 1989 and June 30, 1992</i> • <i>Students born prior to July 1, 1989 are considered to be adult students. There are three types of adult students which may be reported and funded:</i> <ul style="list-style-type: none"> ○ Non-Graduated: <i>Adult students who are taking Ministry-Authorized or Board/Authority Authorized courses that lead to a graduation diploma.</i> ○ Graduated: <i>Adults who have either met the general requirements for graduation in British Columbia or have completed the requirements for graduation from a secondary school or high school in another jurisdiction.</i> ○ <i>Adult students taking a locally developed General Education Development (GED) preparation course.</i> <p>Note: <i>Students in CE schools may only be reported in grades 10,11,12, SU or GA. (Ref. Form 1701 Instructions, P.5) Students will be funded for more than 1.0000 FTE if they take more than 8 courses (unless their annual program includes support blocks). (Ref. Form 1701 Instructions P.7)</i></p>	<p>Evidence that students and courses reported for funding meet all the requirements specified in Form 1701 Instructions and the Ministry of Education (MEd) Adult Funding Policy, K-12 Funding-General and Adult Program policies to qualify for CE funding.</p>	<p>Whether the districts are accurately reporting students and courses in accordance with Ministry of Education (MEd) requirements for CE funding.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • Full Year Data Collection Form 1701 Instructions 	

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Planning and General Understanding of the Program				
<p>Note: This step is essential, as it will enable an efficient and effective use of time and audit personnel.</p>	<p>An understanding of the organization, location of centres (including incarceration centres), location of files, key personnel and how the CE programs are delivered.</p>	<p>How the District CE centre operates and whether it operates in accordance with MEd policies and requirements.</p>	<p>Note to Lead Auditors: Most of this information could be acquired (prior to the audit visit) by telephone, email, or through exploration of the district's website.</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Interview appropriate staff and review relevant documentation to determine the district policies and procedures including recruitment; enrolment, program registration; preparation, completion and implementation of a course enrolment form; course registration, maintenance of attendance; and the tracking and reporting of progress. 2. Document contact person and notes from the interview(s) on an Observation Sheet and attach supporting documentation. <p>Note: The organization of District CE centres and programs vary. The Form 1701 lists all students for the district. However the students may be attending one or more centres or schools resulting in their records being distributed.</p>	
B.C. College of Teachers (BCCoT)				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> • <i>under the supervision of, assessed and evaluated by a member of the BC College of Teachers</i> <p>(Ref: K-12 Funding General Policy)</p>			<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • School Act, Section 19 • K-12 Funding General Policy <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Verify teachers' membership in BCCoT by reviewing a copy of each of the teachers' current membership in BCCoT. 	
B.C. Residency				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> • <i>ordinarily resident in BC (and where applicable) with their parent/legal</i> 			<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • School Act, Section 82 • International Students Policy 	

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<p><i>guardian</i></p> <ul style="list-style-type: none"> enrolled in the district (Ref: K-12 Funding General Policy) <p><i>International students are not eligible for a provincially funded education, as they do not meet residency requirements (Ref: International Students Policy). See International Students Policy for exceptions.</i></p>			<p>Audit Steps:</p> <ol style="list-style-type: none"> Determine the district's and school's process for ensuring that students (adult), parents or legal guardians (of school-age students) are ordinarily resident in BC. Document the full school process as determined in Step 1, including names of personnel contacted. 	
Enrolment and Attendance (10/10 Rule Option)				
<p>Students should be reported by the CE centre in which they are enrolled and in attendance between July 1, 2008 and June 12, 2009. (Ref: Form 1701 Instructions, P.3) <i>For the Full Year CE Centre 2009 count, school aged students in grades 10-12 or SU may be reported and funded in more than one district. Adult students may be enrolled and reported in more than one school and more than one Board or Authority.</i></p> <p>Definition: (Adult Funding Policy) <i>Attendance is defined to be over one registration period AND either</i></p> <ol style="list-style-type: none"> <i>a minimum of 10 hours of instruction in a classroom or learning centre for each course or a demonstrated completion of 10% of the course requirements OR</i> <i>meets the active policy for distributed learning. (Note: See Section on Active Attendance for Adults below)</i> <p><i>Attendance for students in Correctional Facilities is defined as over one registration period AND: 1) For</i></p>	<p>Verification that students reported on Form 1701 were enrolled and in attendance between July 1, 2008 and June 12, 2008 and meet all the Ministry of Education requirements.</p> <p>Evidence that sampled students are attending each course claimed for funding in accordance with the definition of attendance as stated in K-12 Funding-Adults policy.</p>	<p>That the district has reported for funding only:</p> <ol style="list-style-type: none"> students who were enrolled and in attendance in accordance with the CE definition of attendance during the specified time period, and students who are enrolled in course(s) that meet the MEd requirements. 	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> Form 1701 ECHO Report 9100. Adult Funding Policy <p>Audit Steps (Enrolment):</p> <p>Review by sampling Form 1701 data:</p> <ol style="list-style-type: none"> Select a sample of the students listed on Form 1701 CE enrolment report (ECHO 9100). If applicable: In order to ensure that none of the students on the sample list are identified on the current INAC nominal roll request the District's list of nominal roll students. Verify that the student is enrolled by reviewing student and school documents and interviewing staff. Evidence supporting enrolment includes: <ul style="list-style-type: none"> Course and student time tables System course registration reports Attendance records Program of studies Information from interviews with teachers and other staff Student work (modules, test, project work) Verify that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC in accordance 	

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<p><i>sentenced inmates, either 5 hours of instruction in a classroom or learning centre or demonstrated completion of 5% of the course requirements; for remanded inmates, either 3 hours of instruction in a classroom or learning centre or demonstrated completion of 3% of the course requirements OR 2) meets the active policy for distributed learning.</i></p> <p><i>Continuing Education schools must choose either the 10/10 criteria (5/3 for programs in correctional centres) OR the active policy as a definition of "attendance".</i></p> <p>Interpretation – Instruction in a Classroom: direct communication between teachers and students who are enrolled and participating in an educational program that is supervised and assessed by the teacher. (Per Governance and Legislation Branch, September 2008)</p>			<p>with the district and school process.</p> <p>4. If there is a CE program in a Corrections or Remand Centre request a list of the students in the program(s) so they can be identified when considering the attendance requirement.</p> <p>5. Identify on observation sheets those students who do not meet the criteria, including the name(s) of staff contacts and attach supporting documentation.</p> <p>Audit Steps (Attendance):</p> <p>1. Determine that each of the students in the sample attended each course claimed for funding.</p> <p>2. Evidence to support the students' attendance includes:</p> <ul style="list-style-type: none"> • Classroom teacher attendance sheets • Computer bubble sheets • Electronic data (system logins/outs) • Information gathered through interviews with teachers and other staff • Record of work performed (progress) <p>3. Identify on observation sheets those students who do not meet the criteria, including the name(s) of staff contacts and attach supporting documentation.</p>	
Enrolment and Attendance – Adults Only (Distributed Learning [DL] Active Policy Requirements)				
USE THIS SECTION ONLY IF THE DISTRICT HAS CHOSEN TO USE THE DL ACTIVE POLICY REQUIREMENTS TO DEFINE ADULT ATTENDANCE				
<p><i>Active participation...is equivalent to attendance in a school and is a requirement under the School Act. Boards or authorities must have evidence of active participation to be funded by the Ministry (Ref: DL-Active Policy)</i></p> <p>Definitions: Active Date - To be considered active</p>	<p>Evidence that the students claimed on Form 1701 have met the DL Active policy requirements.</p>	<p>Whether the sampled students claimed for funding meet the requirements of the DL Active policy.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • DL Active Policy (July 2008 and January 2009 versions) <p>Audit Steps: Select a sample of the adult students listed on Form 1701 CE enrolment report (ECHO 9100). If applicable: In order to ensure that none of the students on the sample list are identified on the current INAC nominal roll</p>	

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<p>for adult funding purposes (Ref. DL Active Policy versions July 2008 and January 2009)) – for a student in a course or program is defined as being within one week of a snapshot date (for July 1-December 31, 2008 enrolments) – or - at the snapshot date (for January 1, 2009 onwards enrolments), supportable with evidence, which satisfies the Active policy criteria for funding.</p> <p>Snapshot Dates – September 30, 2008, or February 20, 2009, or May 6, 2009 (Per Form 1701 Instructions, P.1)</p> <p>Course Enrolment Form (Ref. Adult Funding Policy) – A document on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment.</p> <p>Attend (Ref. DL Active Policy) – To be enrolled in an educational program... and to participate in an educational activity.</p> <p>September 2008 Claims (Ref: July 1, 2008 DL Active Policy)</p> <p>Grades 10–12 student files must contain the following within one week of a snapshot date to be claimed for funding.</p> <p>1. Evidence that a student is active at the snapshot date.</p> <p>Note: The January 2009 Revised DL Active Policy no longer recognizes “within one week of a snapshot date”. As at January 1, 2009 the date requirement for ‘Active’ evidence is the final student data collection submission date identified in the 1701 Instructions (known as the ‘snapshot date’).</p>			<p>request the District’s list of nominal roll students.</p> <ol style="list-style-type: none"> 1. Evidence that the student is active in their funded course(s) in accordance with the appropriate snapshot date. 2. A course plan created for each course in which the student is enrolled. 3. The course plan is adequate in that there are linkages between student activities, Ministry learning outcomes and assessment strategies. 4. A current signed student learning plan consisting of eligible courses and linked to Ministry learning outcomes that is signed by the student and parent (if applicable) – and for school age students and non-graduated adults – the course(s) meet the graduation requirements? <p>Note: The student learning plan will demonstrate how the required areas of study will be met. It should include the teacher’s plan for learning activities; demonstrate the student’s commitment to learning; and links to the student’s interest and needs.</p> <p>Note: For non graduated adults, the student learning plan may be in evidence to document graduation requirements, however, in accordance with the Adult Funding Policy the requirement for adults is to document eligible courses on a course enrolment form by the Active date timeline (see “Funding” Section below)</p> <ol style="list-style-type: none"> 5. Evidence of at least one example of instruction-related communication between the teacher and student following the creation of the plan. 6. Evidence that a substantive assignment, linked to the learning plan, was submitted 	

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<p>February 2009 Claims (Ref: January 1, 2009 Revised DL Active Policy) <i>Grades 10-12 student files must contain the following at the snapshot submission date as listed in the 1701 Instructions to be claimed for funding:</i></p> <ol style="list-style-type: none"> 2. <i>A clear course plan for each subject listed on the signed student learning plan which links to learning outcomes, performance standards, required resources and assessment strategies.</i> 3. <i>Following completion of the student learning plan, at least one example of instruction-related communication between the teacher and student.</i> 4. <i>At least one substantive assignment submitted to the teacher by the student by the snapshot date. A substantive assignment addresses the learning outcomes of the course and noticeably impacts the final percentage value of the student's school mark.</i> 5. <i>A student learning plan (of eligible courses), reviewed annually and signed by the student which meets graduation requirements.</i> <ul style="list-style-type: none"> • <i>For Graduated Adults evidence that the course is a provincial or Board/Authority Authorized course listed on LearnNow BC.</i> <p>(Ref: DL Active Policy July 2008 and January 2009 versions)</p>			<p>to the teacher by the student prior to claiming funding. Does the substantive assignment address the Ministry learning outcomes of the course and noticeably impact the final percentage value of the student's school mark?</p> <ul style="list-style-type: none"> • Evidence includes examples of student work, assessment data, and teacher gradebooks reflecting student engagement in a significant portion of the program and/or course. <p>Note: Marked assignments are generally returned to students, but marks must be recorded for evaluation and reporting purposes and filed in a gradebook, and a <u>sample of the substantive assignment must be kept on file as evidence to meet the Active requirement.</u></p> <p>Note: For school age non graduate students Graduation Transition Courses (claimed once per student and only in Grade 12) must have some evidence of work that addresses course's learning outcomes.</p> <p>7. Document discrepancies on an Observation Sheet, including the name(s) of staff contacts (if applicable) and attach supporting documentation.</p>	
Number of Courses Reported				
<p>(Ref: Form 1701 Instructions, P.5 and 6) <i>A course is defined by the Student Credentials Ministerial Order M164/96</i></p>	<p>Assurance of accuracy and appropriateness of the number of courses claimed for funding for</p>	<p>Whether the district is accurately reporting the number of courses and the FTE</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • M164/96 Student Credentials Order • M205/95 Graduation Requirements Order 	

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<p>To obtain funding for school aged students, school boards must meet the following criteria:</p> <ul style="list-style-type: none"> • Report the actual number of courses, as defined above, leading to graduation in which the student was enrolled and in attendance between July 1, 2008 and June 12, 2009. <p>To obtain adult student funding, school boards must meet the following criteria:</p> <ul style="list-style-type: none"> • A Course Enrolment Form on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment; • Report the actual number of courses, in which the student was enrolled and in attendance between July 1, 2008 and June 12, 2009. <p>Secondary Ungraded: "Ungraded students are not necessarily special education students. The ungraded categories include students who are taking courses at a number of levels and school personnel do not consider the student to be in a specific grade level. (Ref: September Form 1701 Instructions, P 8)</p> <p>Note: Adult students are not eligible for ESL or Aboriginal Education funding (Ref. Adult Funding Policy).</p>	<p>each student reported to the Ministry of Education by school districts.</p>	<p>generated by those courses in compliance with the Ministry's school and student data collection instructions.</p>	<ul style="list-style-type: none"> • M295/95 Required Areas of Study in an Educational Program Order • M302/04 Graduation Program Order • M320/04 Adult Graduation Requirements Order • Adult Graduation Program Website www.bced.gov.bc.ca/adult_graduation/diploma.htm • MEd Manual of Course Information for the Graduation Program www.bced.gov.bc.ca/graduation/courseinfo/0809_cid.pdf • MEd Handbook of Procedures for the Graduation Program www.bced.gov.bc.ca/exams/handbook/0809handbook_procedures.pdf <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Reconcile the number of courses recorded on the Form1701 to the courses that the student is enrolled in. For each of the students in the sample: <ul style="list-style-type: none"> • Determine the number of courses reported on the Form 1701 and compare to the courses in which the student was enrolled and attending. • Calculate the FTE equivalency using the table provided below. 2. Document discrepancies on an Observation Sheet, including the name(s) of staff contacts (if applicable) and attach supporting documentation. 	

'COURSE' Clarifications:

Course Definition: A course is as defined by M164/96 Student Credentials Order to be an organized set of learning activities in a subject area that meet the learning outcomes set in the applicable educational program guide. The requirements for the course must be defined; courses must be approved, and identified as a four credit course (a two credit course is reported as a half course).

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<p>Not fundable through Form 1701: (Ref: Form 1701 Instructions, P.5) <i>Items that are not secondary courses, such as prior learning assessment credit granting, tutorial time and teacher consultation, and courses completed via challenge.</i> NOTE: School districts are eligible to receive funding for the administration of the challenge process via the TRAX data collection system (Ref. Handbook of Procedures for the Graduation Program, and Adult Funding Policy).</p>				
<p>General Education Development (GED): (Ref: GED Preparation Course Funding Policy and Form 1701 Instructions, P.5) <i>The Ministry of Education will fund the delivery by Boards of Education of a locally developed GED preparation course for adult students preparing to write the GED tests. Funding for a GED preparation course will be subject to the Adult Funding Policy. The Ministry of Education does not fund students to write the GED tests. The GED preparation course cannot be used for credit for either the B.C. Certificate of Graduation (Dogwood Diploma) or the B.C. Adult Graduation Diploma (Adult Dogwood). The Ministry of Education will only fund the locally developed GED preparation course as one course, not as five courses for each subject area of the GED. The Ministry of Education will not fund school-aged students to enrol in a GED preparation course.</i></p>				
<p>Graduation Transitions <i>may only be reported once for a student during their K-12 education and should be reported when the student is enrolled in Grade 12.</i> (Ref: Form 1701 Instructions, P.6)</p>				
<p>Post Secondary Courses <i>may be reported if they are part of the student's planned program leading to graduation and meet the requirements in the Recognition of Post-Secondary Transition Programs for Funding Purposes policy www.bced.gov.bc.ca/policy/policies/recog_post_sec.htm</i> (Ref. Form 1701 Instructions, P.5)</p>				
<p>Support Blocks. (Ref: Form 1701 Instructions, P.6-7) <i>may not be reported for school aged graduates or adult students (only for school aged students in grades 10-12 or SU – The combined total number of support block and courses leading to graduation cannot exceed 8 for these students).</i> NOTE: As a support block is considered equivalent to the 120 hours of instruction of a regular course, in addition to instructional service by a teacher there should be some type of grade and mark as well as attendance evidence available. (See Form 1701 Instructions for additional details.)</p>				
<p>School-Age Students</p>				
<p>In addition to the above audit criteria, to obtain funding for school-age students, districts must meet the following: NOTE: The following criteria and processes may also apply to non-graduated adult students undertaking a B.C. Certificate of Graduation.</p>				
<p>The courses must lead to graduation. (Ref. Form 1701 Instructions, P.6)</p> <p>Note: <i>Locally Developed (LD) courses are not eligible for credit for students in the 2004 Graduation Program. A board/authority may convert an existing LD course to a BAA Course by ensuring that the course meets the BAA Course requirements and by signing an authorization. Career Program (CP) courses will no longer be coded with the CP designation, and</i></p>	<p>Verification that courses reported for funding meet MEd graduation requirements.</p>	<p>Whether the district has reported for funding only those courses which lead to graduation in accordance with Ministry graduation requirements.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • Recognition of Post-Secondary Transition Programs for Funding Purposes Policy • Earning Credits Through Equivalency Policy • Graduation Requirements Policy <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Verify that the courses claimed are leading to the graduation of the student. Use www.bced.gov.bc.ca/graduation/ataglance.pdf for specific (Dogwood) graduation requirements and reference Course Information for the Graduation Program at 	

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<p><i>should be converted to BAA courses. (Ref: 2008/09 Course Information for the Graduation Program Manual, P.140)</i></p> <p>Note: <i>Students, including those on the School Completion Certificate Program (SCCP) can take non-credit LD courses, such as remedial or modified courses. Boards/authorities should approve, and report to the Ministry, all non-credit LD courses that are taken by students on modified educational programs. (Ref. 2008/09 Course Information for the Graduation Program Manual, P.158).</i></p>			<p>www.bced.gov.bc.ca/graduation/courseinfo/0809_cid.pdf to identify eligible courses.</p> <ul style="list-style-type: none"> • Reconcile the courses claimed with the Graduation Requirements to ensure courses are allowed. <p>2. Identify on Observation Sheets each of the student's courses that do not meet the criteria and attach supporting documentation.</p>	

Non-Graduated Adult Students

In addition to the above audit criteria (with the exception of the School-Age Students Section), to obtain funding for non-graduated adult students, school districts must meet the following:

<p><i>Non –graduated adult students may be eligible for funding if they are enrolled in eligible courses that lead to the B.C. Certificate of Graduation or the B.C. Adult Graduation Diploma.</i></p> <p><i>Eligible courses will be funded if they are documented on a Course Enrolment Form AND if the student taking the course(s) meets the attendance requirements AND if the student meets the following criteria as set out in the K-12 Funding – General Policy.</i></p> <p><i>Students must be: ordinarily resident in BC, enrolled in the district, under the supervision of, assessed and evaluated by a Member of the BC College of Teachers.</i></p> <p>(Ref: Adult Funding Policy and Form 1701 Instructions, P.2)</p> <p>Definition - Eligible courses: <i>for non-graduated adult students include</i></p>	<p>A current Course Enrolment Form for each student.</p> <p>Courses claimed for funding are in accordance with adult program policy and legislation for adult learners.</p>	<p>Whether the sampled adult students have a Course Enrolment Form.</p> <p>Whether the sampled adult students' funded FTEs represent fundable courses in accordance with relevant policy and legislation for adults.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • Appendix 1 of Phase 3 Education Guarantee Adult Courses. <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Interview appropriate staff to determine the processes used to identify whether students have graduated from a secondary school or post-secondary institution. 2. While reviewing registration or other student documents look for indications of the student's prior graduation status. 3. Determine that there is a 2008/09 Course Enrolment Form for each of the student's courses claimed for funding. 4. Verify that the courses claimed are eligible for funding: <ul style="list-style-type: none"> • Reconcile the courses claimed with the Course Information for the Graduation Program at www.bced.gov.bc.ca/graduation/courseinfo/0 	
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<p><i>Ministry Authorized courses, Board/Authority Authorized courses, Locally Developed Courses*, and courses listed in Appendix 1 of the Education Guarantee Information page.</i></p> <p><i>*Locally Developed courses apply only for the 2008-2009 reporting period and only for existing courses that are being used by Boards to upgrade students' academic skills and knowledge in preparation for entry into a graduation program or for preparation for the GED.</i></p> <p>(Ref: Adult Program Policy)</p>			<p>809_cid.pdf and the tuition free courses noted in Appendix 1 of Education Guarantee website www.bced.gov.bc.ca/adult_graduation/pdfs/adult_grads_course_list.pdf to ensure courses are fundable.</p> <p>5. Identify on Observation Sheets each of the student's courses that do not meet the criteria and attach supporting documentation.</p>	
Graduated Adults				
<p>(Ref: Adult Program Policy and Form 1701 Instructions, P.2)</p> <p><i>Starting September 1, 2008 school boards will be funded for Graduated Adults taking courses offered at school board continuing education schools through Phase 3 of the "Education Guarantee".</i></p> <p>(Ref: Adult Funding Policy)</p> <p>Definition: <i>a graduated student is defined as a student who has completed the graduation requirements from a secondary school or high school in BC or in another jurisdiction.</i></p> <p><i>For graduated adult students, eligible courses include only courses listed in Appendix 1 of the Education Guarantee Information page.</i></p> <p><i>To be eligible to claim for funding, the board of education must:</i></p> <ul style="list-style-type: none"> • <i>Pass a motion that it intends to provide tuition-free education to</i> 	<p>A current Course Enrolment Form (documenting each eligible course) for each student.</p> <p>Verification that the district has only claimed eligible courses for graduated adult students.</p> <p>Confirmation that the district has passed a motion to provide tuition-free education to graduated adults.</p>	<p>Whether the sampled adult students have a Course Enrolment Form.</p> <p>Whether the sampled graduated adult students' funded FTEs represent fundable courses in accordance with relevant policy and legislation for graduated adults.</p> <p>Whether the district has notified the Ministry of their motion to provide tuition-free education to graduated adults.</p>	<p>Key Documents: As above.</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Interview appropriate staff to determine the processes used to identify whether students have graduated from a secondary school or post-secondary institution. 2. Determine that there is a 2008/09 Course Enrolment Form for each student claimed for funding. 3. Verify that the courses claimed are eligible for funding: <ul style="list-style-type: none"> • Reconcile the courses claimed with the tuition free courses noted in Appendix 1 of Education Guarantee website www.bced.gov.bc.ca/adult_graduation/pdfs/adult_grads_course_list.pdf to ensure courses are fundable. 4. For the 2008/09 reporting year the Appendix 1 Adult Foundation Level 1 through 7 courses are under development and not available in all CE centres. <p>To aid CE centres during this transition year, those graduated adults in the sample found to be taking existing LD courses used</p>	

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<p><i>graduated adults in Continuing Education, and notify the ministry that it has done so</i></p> <ul style="list-style-type: none"> • <i>Ensure that graduated students are ordinarily resident in BC, enrolled in the district, and under the supervision of, assessed and evaluated by a member of the BC College of Teachers.</i> <p><i>Eligible courses will be funded if they are documented on a Course Enrolment Form and if the student taking the course(s) meets the attendance requirement as defined above.</i></p> <p><i>Graduated adults are not eligible for Special Education funding.</i></p>			<p>by Boards to upgrade students' academic skills and knowledge may be eligible for funding if there is an assessment of that student indicating they are at an academic level below Grade 12 and therefore would not be considered secondary graduates in BC. (see Note below)</p> <p>The assessment must be a recognized standardized test which provides grade levels for specific subjects (e.g. Canadian Adult Achievement Test – CAAT)*.</p> <p>*Assessment: evidence that Districts have used reputable assessment tools which give credible grade level equivalencies in the core academic competencies for use in determining which graduates from other jurisdictions do not meet BC graduation skill levels.</p> <p>Note: The above exception to the Adult Funding Policy and Form 1701 Instructions is applicable for graduated adults assessed and identified as requiring core academic studies below the Grade 10 level (and eligible for the Adult Foundation Courses once these are fully implemented in 2009/10). Those graduated adult students found to be assessed at the Grade 10 to 12 level must be taking the core academic courses identified for graduated adults in Appendix 1 of the Phase 3 Education Guarantee.</p> <p>5. Identify on observation sheets those students who do not meet the criteria and attach supporting documentation including name(s) of staff contacts (if applicable).</p>	

FTE EQUIVALENCY TABLE

Refer to this table to determine the funding FTE calculation in cases where the determined amount of courses that should be appropriately funded differs from the reported number courses on the Form 1701. Include the determined FTE equivalency on the finding sheet.

School-aged and Adult students in Grades 10-12 and Secondary Ungraded		
No. of Courses	Reported as Courses	Funded as FTE
1	01.00	0.1250
1.5	01.50	0.1875
2	02.00	0.2500
2.5	02.50	0.3125
3	03.00	0.3750
3.5	03.50	0.4375
4	04.00	0.5000
5	05.00	0.6250
6	06.00	0.7500
7	07.00	0.8750
8	08.00	1.0000
9	09.00	1.1250
10	10.00	1.2500

Note: While it is only the number of courses leading to graduation that districts are to report for all secondary students enrolled in grades 10 to 12 and SU, the student could be taking more than 10 courses in the CE reporting period.