

**2010/11 Continuing Education (CE) Audit Program**

**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><i>Beginning September 30, 2010 CE schools will report only those students who have become active in a course between July 1, 2010 and September 30, 2010. In each subsequent data collection CE schools will report only those students who have become active in a course since the previous data collection snapshot date.</i></p> <p><i>The following rules will continue to apply to CE schools in each of the data collection cycles (registration periods):</i></p> <ul style="list-style-type: none"> <li>• <i>Students must be 16 or older by July 1 of the school year to be eligible for funding in CE schools</i></li> <li>• <i>CE schools may only report grades 10-12, SU and GA</i></li> <li>• <i>Report only those courses taken at the CE school</i></li> </ul> <p>(Ref. Ministry of Education's CE Data Management change notification March 19, 2010)</p> <p>Students should be reported by the CE school with which they are enrolled and active in accordance with the Form 1701 instructions for the September, February and May reporting/registration periods:</p> <ul style="list-style-type: none"> <li>• <i>School aged students reported in a CE school must be born June 30, 1994 or before and must meet the active reporting requirements</i></li> <li>• <i>Students born prior to July 1, 1991 are considered to be adult students.</i> (Ref. Form 1701 Instructions, P.2)</li> </ul>	<p>Evidence that students and courses reported for funding meet all the requirements specified in Form 1701 Instructions, the Ministry of Education Adult Funding Policy, Adult Program Policy, K-12 Funding-General Policy and CE Program notifications (March 19, 2010, April 7, 2010 and June 4, 2010) to qualify for CE funding.</p>	<p>Whether the districts are accurately reporting students and courses in accordance with Ministry of Education requirements for CE funding.</p>	<p><b>Key Documents:</b></p> <ul style="list-style-type: none"> <li>• Data Management CE Change Notifications: March 19, 2010, April 7, 2010, June 4, 2010</li> <li>• Fall Data Collection (Form 1701) Instructions, June 23, 2010</li> <li>• February Data Collection Instructions, {date to be advised}</li> <li>• May Data Collection Instructions, {date to be advised}</li> </ul>	

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<b>Planning and General Understanding of the Program</b>				
<p><b>Note:</b> 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 schools (including incarceration centres), location of files, key personnel and how the CE programs are delivered.</p>	<p>How the District CE school operates and whether it operates in accordance with Ministry policies and requirements.</p>	<p><b>Note to Lead Auditors:</b> 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><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>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 SLP (school-age and 'Active' option for adults) or course enrolment form (adults); course registration, and tracking and reporting of the 'Active' requirement (for 2010/11SY either 10/10 or meeting the DL Active Policy).</li> <li>2. Document contact person and notes from the interview(s) on an Observation Sheet and attach supporting documentation.</li> </ol> <p><b>Note:</b> The organization of District CE schools vary. The ECHO9100 Report lists all the CE students for the district. However the students may be attending one or more CE school resulting in their records being distributed.</p>	
<b>B.C. College of Teachers (BCCoT)</b>				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> <li>• <i>under the supervision of, assessed and evaluated by a member of the BC College of Teachers</i></li> </ul> <p>(Ref: K-12 Funding General Policy)</p>	<p>Verification that all staff teaching CE students hold a certificate of qualification as a teacher, or a letter of permission to teach issued under Section 25(2) of the <i>Teaching Profession Act</i>.</p>	<p>Whether teaching staff are members of the BCCoT.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• <i>School Act</i> Section 17 to 20</li> <li>• K-12 Funding General Policy</li> <li>• BCCoT Website: <a href="http://www.bcct.ca/MemberServices/FindATeacher.aspx">www.bcct.ca/MemberServices/FindATeacher.aspx</a></li> </ul> <p><b>Audit Steps</b></p> <ol style="list-style-type: none"> <li>1. Prior to the audit, verify teachers' membership in BCCoT by reviewing a</li> </ol>	

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			copy of each of the teachers' current membership.	
<b>B.C. Residency</b>				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> <li>• <i>ordinarily resident in BC (and where applicable) with their parent/legal guardian</i></li> <li>• <i>enrolled in the district</i></li> </ul> <p>(Ref: K-12 Funding General Policy)</p> <p><i>Non-resident Out-of-Province/ International students are not eligible for funding. Per 2010/11 Operating Grants Manual, and Form 1701 Instructions.</i></p>	Confirmation that there is a District wide process to ensure funded students are ordinarily resident in BC.	That students reported for funding are ordinarily resident in BC and therefore eligible for provincial funding.	<p><b>Key Documents:</b> As above.</p> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Determine the school process for ensuring that students (adult), and parents or legal guardians (of school-age students) are ordinarily resident in BC.</li> <li>2. Retain a copy of the District's policy and/or school's practice or if none available, document the full school process as determined in Step 1, including names of personnel contacted. <b>Note:</b> Verification of residency and district enrolment is included in the audit steps below.</li> </ol>	
<b>Enrolment</b>				
<p><i>School aged students in Grades 10-12 or SU enrolled in a Continuing Education School may be reported in more than one school operated by a Board but may only be reported by one Board or Authority.</i></p> <p><i>Adult students in Grades 10-12, SU or GA enrolled in a Continuing Education School may be reported in more than one school and more than one Board or Authority.</i> (Ref. Form 1701 Instructions, P.13)</p> <p><b>Secondary Ungraded:</b> <i>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.</i> (Ref: September Form 1701 Instructions, P. 7)</p>	Verification that students reported for funding were enrolled, in accordance with Ministry directives.	That the district has reported for funding only students who were eligibly enrolled and meet the Ministry requirements.	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• Form 1701 ECHO9100 Report.</li> <li>• Adult Funding Policy</li> </ul> <p><b>Audit Steps (Enrolment):</b> <b>Review by sampling Form 1701 data:</b></p> <ol style="list-style-type: none"> <li>1. Select a sample of students listed on the ECHO9100 report. 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.</li> <li>2. 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"> <li>• Course and student time tables</li> <li>• System course registration reports</li> <li>• Attendance records</li> </ul> </li> </ol>	

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			<ul style="list-style-type: none"> <li>• Program of studies</li> <li>• Information from interviews with teachers and other staff</li> <li>• Student work (modules, test, project work)</li> </ul> <p>3. Verify that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC in accordance 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>	

**Course Claim Eligibility (Number of Eligible Courses Reported)**

**‘COURSE’ Clarifications:**

**Course Definition:** *A course is defined by the Student Credentials Ministerial Order M164/96...consider a four credit course (approximately 120 hours) as one course and a two credit course (approximately 60 hours) as a half course (see p.32 of the Course Information book for Graduation Program Manual’s credit definition). (Ref: Form 1701 Instructions, P.11)*

**Not fundable through Form 1701:** (Ref: Form 1701 Instructions, P.11) *Items that are not secondary courses, such as prior learning assessment credit granting, tutorial time and teacher consultation, and courses completed via challenge. NOTE: Partial credit courses are ineligible unless Ministry approved (must have assigned Ministry course code).*

**Planning 10:** Planning 10 is a four-credit grade 10 course designed for delivery within the school timetable at grade 10. Planning 10 is ineligible for partial credit. (Ref. Planning 10 FAQ [www.bced.gov.bc.ca/graduation/planning10\\_qa.pdf](http://www.bced.gov.bc.ca/graduation/planning10_qa.pdf))

**General Education Development (GED):** (Ref: GED Preparation Course Funding Policy and Form 1701 Instructions, P.2) *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 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.*

**Graduation Transitions** *may only be reported once for a student taking a graduation program leading to a BC Certificate of Graduation – Dogwood*

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<p>during their K-12 education and should be reported when the student is enrolled in grade 12. (Ref: Form 1701 Instructions, P.12)</p>				
<p><b>Advanced Placement</b> – Schools may claim an AP course as a separate course only if it meets the definition of a course, is a separate and distinct instructional session of 80-100+ hours on the student’s timetable, the course is being taught by a certified teacher and is in accordance with the Student Credentials Ministerial Order M162/96. (Ref: Form 1701 Instructions P.12)</p>				
<p><b>Support Blocks:</b> (Ref: Form 1701 Instructions, P.14) <i>for non special needs, school aged, non graduated students in grades 10-12 and SU who are taking less than 8 courses... The combined total number of support block and courses leading to graduation cannot exceed 8 for these students. Support blocks may not be reported for school aged graduates, adult students, or by Distributed Learning schools. NOTE:</i> 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. Support blocks do not include independent study time, drop-in sessions, voluntary study halls, tutorial sessions or time spent on courses at another school*. (*See Form 1701 Instructions for additional details.)</p>				
<p><b>Self-paced courses</b> have an open-ended timeline but encompass one organized set of learning outcomes. While the completion of the course’s learning outcomes may be over a number of registration periods, only one course is undertaken and therefore eligible for only one funding claim. <b>NOTE:</b> There has to be evidence of a qualified teacher’s instructional component to be in compliance with Section 17(1) of the <i>School Act</i>.</p>				
<p><b>CAREER PROGRAMS (FOR NON GRADUATE STUDENTS ONLY)</b></p>				
<p><b>Audit Steps:</b> Prior to audit request a list of all students in career programs as well as the name of the schools’ Career Program Coordinator. It should be that this district staff member will have all the documentation for each funded student claim.</p>				
<p><b>Definition:</b> <i>Educational programs focusing on a career or career-related area of study, which combine related courses with a work component...may include any of the following types of programs: Career Preparation, Co-operative Education, Secondary School Apprenticeship, Accelerated Credit Enrolment in Industry Training (ACE-IT), or Career Technical Centre Programs.</i> (Ref. Career Development Policy)</p>				
<p><b>NOTE:</b> Schools and Boards of Education may also create career programs as educational options. Boards must approve all career programs offered. Reporting career program participation to the Ministry, schools must use Ministry codes identified in the most recent <u>Course Information for the Graduation Program Grade 10-12 Courses Manual</u>.</p>				
<p><b>NOTE:</b> See audit steps below if career program is partnered with a post-secondary institution.</p>				
<p><b>Career Preparation Programs</b> prepare students for entry into the workplace or for further education and training in a specific career pathway that includes coursework and <b>work experience</b> placements.</p>				
<p><b>Cooperative Education Programs</b> provide hands-on experience in different careers combining career exploration and skill enhancement with <b>work experience</b>.</p>				
<p><b>NOTE:</b> These are Board/Authority Approved programs designed locally and may be associated with WEX12A/12B funding claims (see WEX audit process below). If associated with a post-secondary partner see related audit process below, otherwise audit in accordance with standard course eligibility verification above.</p>				
<p><b>Secondary School Apprenticeship (SSA)</b> courses <i>provide students with opportunities to begin apprenticeship training while in secondary school</i> (Ref. Form 1701 Instructions, P.11) and meet the requirements as outlined in the Program Guide for Secondary School Apprenticeship <a href="http://www.bced.gov.bc.ca/irp/pdfs/health_career_education/2007pg_secschapprenticeship.pdf">www.bced.gov.bc.ca/irp/pdfs/health_career_education/2007pg_secschapprenticeship.pdf</a></p>				
<p><b>Audit Steps:</b> use the following Ministry directives to verify SSA course claims:  <b>SSA</b> allows secondary students to earn graduation requirements while transitioning into the work force with a total of 480 hours of work experience (not to be associated with WEX12A/12B). Program consists of SSA11A, SSA11B, SSA12A, and SSA12B – each 4-credit course claims. Requirements in</p>				

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<p>accordance with Program Guide for Secondary School Apprenticeship:</p> <ul style="list-style-type: none"> <li>• Students must have an in-school orientation</li> <li>• Students must have sponsors recognized by the ITA</li> <li>• Students in SSA programs complete an ITA registration form with the school district coordinator, and ITA recognized sponsor</li> <li>• School district coordinator registers SSA program students as <b>youth apprentices*</b> with the ITA, keeps copies of all forms required for registrations, and retains the TWID number for the duration of the apprenticeship</li> <li>• Educators must, in conjunction with employers/sponsors, establish a training plan for students and sponsors once students are registered with ITA</li> <li>• Work-based training hours are accrued only after students apply for registration as <b>youth apprentices*</b> with ITA</li> <li>• SSA students must be evaluated by educators with valid teaching certificates who assign final percentages.</li> </ul> <p>*SSA youth apprentices must be 19 and under (at time of enrolment – students 20+ are ineligible) and complete their SSA work based training by 3 months past graduation.</p>				
<p><b>Work Experience 12A and 12B</b> claims must meet the directives of the Elective Work Experience Courses and Workplace Safety Policy <a href="http://www.bced.gov.bc.ca/policy/policies/elective_work_experience.htm">www.bced.gov.bc.ca/policy/policies/elective_work_experience.htm</a> , MO282/04 Work Experience Order <a href="http://www.bced.gov.bc.ca/legislation/schoollaw/e/m282-04.pdf">www.bced.gov.bc.ca/legislation/schoollaw/e/m282-04.pdf</a> , and in accordance with the program Guide for Ministry-Authorized Work Experience Courses <a href="http://www.bced.gov.bc.ca/careers/work_experience.pdf">www.bced.gov.bc.ca/careers/work_experience.pdf</a>. ...when tracking hours related to the work study program segment of WEX12, only one four credit course is claimed regardless of the number of reporting periods the student requires to complete the work placement component.(Ref. Form 1701 Instructions P.12)</p> <p><b>Definitions:</b> “<b>work experience</b>” means that part of an educational program that provides a student with an opportunity to participate in, observe or learn about the performance of tasks and responsibilities related to an occupation or career. “<b>work study program</b>” means work experience at a standard work site.</p> <p><b>Audit Steps:</b> use the following Ministry directives to verify WEX course claims</p> <p><b>Before undertaking work study program portion of WEX course:</b></p> <ul style="list-style-type: none"> <li>• Boards must establish guidelines regarding conduct, supervision, evaluation and participation of students in all school-arranged work placements</li> <li>• Students must have an in-school orientation</li> <li>• There must be a signed Work Experience Agreement Form</li> <li>• Evidence students are at a WCB covered work site (if employment is paid and placement is supported and monitored by school)</li> </ul> <p><b>During/after work study program portion of WEX course:</b></p> <ul style="list-style-type: none"> <li>• Once student is undertaking school-arranged work placement school personnel must monitor each in accordance with board guidelines</li> <li>• An educator with valid teaching certificate must evaluate all work experience courses and assign a percentage</li> </ul> <p><b>NOTE:</b> Only one WEX12 course claim is eligible for adults taking Adult Graduation Program</p>				
<p><b>Accelerated Credit Enrolment in Industry Training-ACE IT (school-age only)</b> is an industry training program for high school students. Through an ACE IT program, students take courses that will provide both high school graduation credits that are equivalent to the first level of apprenticeship technical training. <b>NOTE:</b> Follow audit procedures below for Post-Secondary Transition Programs.</p> <p>ACE IT programs are developed and offered as partnerships between school districts and <b>post-secondary institutions</b>, and classes are often taught at colleges through agreements with school districts. Districts claim for student funding with a funding transfer to the college. Work experience (WEX12A and 12B) placements are usually part of this program, or students could be enrolled in both ACE IT and a Secondary School Apprenticeship program (no WEX12A/12B claim as SSA has its own work experience component - see above). <i>Students must be registered in a technical training</i></p>				

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<i>program funded by the Industry Training Authority in order to report students in ACE-IT Programs. (Ref: Form 1701 Instructions, P.11)</i>				
<p><b>Career Technical Centre Programs (school-age only)</b> are an educational program that combines secondary and <b>post-secondary courses</b> and students earn both a secondary graduation and post secondary certificate in a broad range of trades and technology areas. <i>Boards must have a post-secondary partner in order to report students in Career Technical Programs (Ref. Form 1701 Instructions, P.11).</i> <b>NOTE:</b> Follow audit procedures below for Post-Secondary Transition Programs.</p>				
<p><b>Post-Secondary Transition Programs (ONLY For <u>School-Age Students</u> Who Began Taking These Programs Funded as Courses During Grades 11 and 12)</b> <i>May be reported (for funding) if they are part of the school aged student's planned program leading to graduation and meet the requirements in the <a href="#">Recognition of Post-Secondary Transition Programs for Funding Purposes Policy</a> (Ref. Form 1701 Instructions, P.11)</i></p> <p><b>Audit Steps:</b> use the following Ministry directives to verify Post-Secondary Transition Program course claims –</p> <ul style="list-style-type: none"> <li>• Post secondary courses lead to a post-secondary credential from a district partnered post secondary institution, which is a member of the BC Transfer System</li> <li>• Courses are part of a school district program that is an educational option for students</li> <li>• School district pays any tuition costs for post-secondary courses reported for funding</li> <li>• Student's annual plan of courses is signed and current with the program plan courses listed including when and where they will be taking the post-secondary courses</li> </ul>				
<p><b>School-Age Students-Course Claim Eligibility</b></p>				
<p>Verify the eligibility of courses claimed for funding.</p> <p><b>NOTE:</b> The following criteria and processes may also apply to non-graduated adult students undertaking a B.C. Certificate of Graduation.</p>				
<p>To be eligible for provincial funding, Boards of Education must ensure that students are provided the requirements for an educational program set out in the following Ministerial Orders:</p> <ul style="list-style-type: none"> <li>• 205/95 <u>Graduation Requirements</u> for students in Grades 11-12 (1995 program)</li> <li>• 302/04 <u>Graduation Program Order</u> for students in Grades 10-12 (2004 program) (Ref. K-12 Funding-General Policy)</li> </ul>	<p>Verification that courses reported for funding are eligible and meet Ministry graduation requirements.</p>	<p>Whether the district has reported for funding only eligible courses which lead to graduation in accordance with Ministry graduation requirements.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• M164/96 Student Credentials Order</li> <li>• M205/95 Graduation Requirements Order</li> <li>• M302/04 Graduation Program Order</li> <li>• Course Information for the Graduation Program <a href="http://www.bced.gov.bc.ca/exams/handbook/1011/course_information_book.pdf">http://www.bced.gov.bc.ca/exams/handbook/1011/course_information_book.pdf</a></li> <li>• Handbook of Procedures for the Graduation Program <a href="http://www.bced.gov.bc.ca/exams/handbook/1011/handbook_of_procedures.pdf">www.bced.gov.bc.ca/exams/handbook/1011/handbook_of_procedures.pdf</a></li> <li>• Recognition of Post-Secondary Transition Programs for Funding Purposes Policy <a href="http://www.bced.gov.bc.ca/policy/policies/recog_post_sec.htm">www.bced.gov.bc.ca/policy/policies/recog_post_sec.htm</a></li> <li>• Earning Credits Through Equivalency Policy <a href="http://www.bced.gov.bc.ca/policy/policies/earning">www.bced.gov.bc.ca/policy/policies/earning</a></li> </ul>	

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			<p><a href="#">_credit_through.htm</a></p> <ul style="list-style-type: none"> <li>Graduation Requirements Policy <a href="http://www.bced.gov.bc.ca/policy/policies/graduation_req_sec_2.htm">www.bced.gov.bc.ca/policy/policies/graduation_req_sec_2.htm</a></li> </ul> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>Verify that the FTE claims are eligible courses leading to the graduation of the student. Use <a href="http://www.bced.gov.bc.ca/graduation/ataglance.pdf">www.bced.gov.bc.ca/graduation/ataglance.pdf</a> for specific (Dogwood) graduation requirements and reference Course Information for the Graduation Program to identify eligible courses <a href="http://www.bced.gov.bc.ca/exams/handbook/1011/course_information_book.pdf">http://www.bced.gov.bc.ca/exams/handbook/1011/course_information_book.pdf</a> and see <a href="http://www.bcsta.org/baa/">www.bcsta.org/baa/</a> for eligible BAA courses.</li> <li>Reconcile the courses claimed with the Graduation Requirements to ensure courses are eligible.</li> <li>Identify on Observation Sheets each of the student's courses that do not meet the criteria and attach supporting documentation.</li> </ol>	
<b>Adult Students-Course Claim Eligibility</b>				
Verify the eligibility of courses claimed for funding.				
<p><i>Adults may be charged fees for courses that are not "Eligible" courses...Adult students are not eligible for ESL or Aboriginal Education funding...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. Graduated adults are not eligible for Special Education funding. (Ref. Adult Funding Policy) *or Student Learning Plan (SLP) for DL Active attendance</i></p>				
<b>Non-Graduated Adult Students-Course Claim Eligibility</b>				
<p><i>Non-graduated adult students may be eligible for funding if they are <b>enrolled in eligible courses that lead to the B.C. Certificate of Graduation or the B.C. Adult Graduation Diploma.</b></i></p> <p><b>Definition - "Eligible courses:"</b> For non-graduated adult students, eligible courses include Ministry Authorized courses, Board/Authority Authorized courses, and</p>	<p>A current Course Enrolment Form documenting each eligible course (or SLP) for each student.</p> <p>Courses claimed for funding are in accordance with adult</p>	<p>Whether the sampled adult students have a Course Enrolment Form (or SLP).</p> <p>Whether the sampled adult students' funded FTEs represent eligible</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>M320/04 Adult Graduation Requirements Order</li> <li>Adult Graduation Program Website <a href="http://www.bced.gov.bc.ca/adult_graduation/diploma.htm">www.bced.gov.bc.ca/adult_graduation/diploma.htm</a></li> <li>Appendix 1 of Phase 3 Education Guarantee Adult Courses <a href="http://www.bced.gov.bc.ca/adult_graduation/pdfs/">www.bced.gov.bc.ca/adult_graduation/pdfs/</a></li> </ul>	



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<p><i>courses listed in Appendix 1 of the <u>Education Guarantee Information</u> page.</i></p> <p><b>NOTE: Locally Developed courses apply only for the 2009-2010 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. In 2010-2011 these course, with the exception of the GED preparation course, will be replaced by the new ministry authorized Literacy Foundations courses.</b> (Ref: Adult Program Policy)</p>	<p>program policy and legislation for adult learners.</p>	<p>courses in accordance with relevant policy and legislation for adults.</p>	<p><u>adult_grads_course_list.pdf</u>.</p> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Interview appropriate staff to determine the processes used to identify whether students have graduated from a secondary school or post-secondary institution.</li> <li>2. While reviewing registration or other student documents look for indications of the student's prior graduation status.</li> <li>3. Determine that there is a 2010/11 Course Enrolment Form (or SLP) for each of the students claimed for funding.</li> <li>4. Verify that the courses claimed are eligible leading to graduation <a href="http://www.bced.gov.bc.ca/adult_graduation/diploma.htm">www.bced.gov.bc.ca/adult_graduation/diploma.htm</a> : <ul style="list-style-type: none"> <li>• Reconcile the courses claimed with the Course Information for the Graduation Program at <a href="http://www.bced.gov.bc.ca/exams/handbook/1011/course_information_book.pdf">http://www.bced.gov.bc.ca/exams/handbook/1011/course_information_book.pdf</a>, the authorized BAA website <a href="http://www.bcsta.org/baa/">www.bcsta.org/baa/</a>, and the tuition free courses noted in Appendix 1 of Education Guarantee website (above) to ensure courses are eligible for funding.</li> </ul> </li> <li>5. Identify on Observation Sheets each of the student's courses that do not meet the criteria and attach supporting documentation.</li> </ol>	
<b>Graduated Adults-Course Claim Eligibility</b>				
<p><i>Boards of education will be funded for <b>graduated adults</b> taking courses offered at continuing education...through Phase 3 of the "Education Guarantee". For <b>graduated adult students</b>, eligible courses include only courses listed in Appendix 1 of the <u>Education</u></i></p>	<p>A current Course Enrolment Form documenting each eligible course (or SLP) for each student.</p>	<p>Whether the sampled adult students have a Course Enrolment Form (or SLP).</p> <p>Whether the sampled</p>	<p><b>Key Documents:</b> As above.</p> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Interview appropriate staff to verify the district notified the Ministry of their agreed motion to provide tuition-free education to</li> </ol>	

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<p><u>Guarantee Information page.</u> (Ref. Adult Funding Policy)</p> <p><b>Definition:</b> <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> (Ref. Adult Funding Policy)</p> <p><i>To be eligible to claim for funding, the board of education must:</i></p> <ul style="list-style-type: none"> <li>• <i>Pass a motion that it intends to provide tuition-free education to graduated adults in Continuing Education, and notify the ministry that it has done so.</i></li> </ul> <p>(Ref. Adult Funding Policy)</p>	<p>Verification that the district has claimed only 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>graduated adult students' funded FTEs represent eligible 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>graduated adults.</p> <p>2. Interview appropriate staff to identify the processes used to determine whether students have graduated from a secondary school or post-secondary institution.</p> <p>3. Determine that there is a 2010/11 Course Enrolment Form (or SLP) for each student claimed for funding.</p> <p>4. Verify that the courses claimed are eligible for funding:</p> <ul style="list-style-type: none"> <li>• Reconcile the courses claimed with the tuition free courses noted in Appendix 1 of Education Guarantee website <a href="http://www.bced.gov.bc.ca/adult_graduation/pdfs/adult_grads_course_list.pdf">www.bced.gov.bc.ca/adult_graduation/pdfs/adult_grads_course_list.pdf</a> to ensure courses are fundable.</li> </ul> <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>	
<b>Attendance (Active = Attendance for CE = 10/10 Rule or meeting the DL Active Policy for All Three Reporting/Registration Periods) All Student Categories</b>				
<p><i>For the September 2010 data collection, report all courses in which the student has become active between July 1, 2010 and September 30, 2010.</i></p> <p><b>Definition (School Age):</b> <i>“Active” for school aged students is defined as either when the student meets the “DL active” policy or when the student has received a minimum of 10 hours of classroom instruction for each course or has reached a demonstrated completion of 10% of the course requirements.</i> (Ref. Form 1701 Instructions, P.13)</p> <p><b>Definition (Adult):</b> <i>Attendance is defined to</i></p>	<p><b>Verification</b> that students reported for funding were attending in accordance with CE active requirements and met all the Ministry of Education directives.</p> <p><b>Evidence</b> that sampled students are attending each course claimed for funding in accordance with the definition of attendance as identified in the Form 1701</p>	<p>That the district has reported for funding only students who:</p> <p>a) were attending courses claimed in accordance with the CE definitions of attendance during the specified time period, and</p> <p>b) students claimed for each eligible course(s) met the Ministry attendance requirements.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• DL Active Policy</li> </ul> <p><b>Audit Steps (Attendance 10/10):</b></p> <p>1. Determine that each of the students in the sample attended (per 10/10 rule) <b>each course</b> claimed for funding. Evidence to support the students' attendance includes:</p> <ul style="list-style-type: none"> <li>• Classroom teacher attendance sheets</li> <li>• Computer bubble sheets</li> <li>• Electronic data (system logins/outs)</li> <li>• Information gathered through interviews with teachers and other staff</li> <li>• Record of work performed (progress)</li> </ul>	

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<p><i>be over one registration period AND either</i>  <b>1) 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</b>  <b>2) meets the active policy for distributed learning.</b>  <i>Attendance for students in Correctional Facilities is defined as over one registration period AND: 1) For 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>  <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>            (Ref. Adult Funding Policy)  <b>Interpretation – Instruction in a Classroom:</b> 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)  <b>Active participation...</b><i>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...</i>            To be considered active in a course/program for adult funding purposes:  <i>Grades 10-12 student files (including all adult claims) <b>must</b> contain the following at the activation submission date as listed in the</i></p>	<p>Instructions, CE change notifications and the Adult Funding Policy.</p>		<p>2. 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><b>Audit Steps (Attendance DL Active)</b>            To determine that the students in the sample were active in <b>each course</b> claimed for funding <b>by the appropriate activation date listed in the Form 1701 Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Verify there is a course plan (that meets the Active Policy's definition) for each course in which the student is claimed.</li> <li>2. Verify there is a current student learning plan (that meets the Active Policy's definition) consisting of eligible courses that is signed (or there is documented verification of confirmation) by the teacher and student, <b>and for school age students and non-graduated adults</b> – the course(s) listed meet the graduation requirements.  <b>Note:</b> The student learning plan will demonstrate how the required areas of study will be met. It will include the teacher's plan for learning activities; demonstrate the student's commitment to learning; and links to the student's interest and needs.  <b>Note:</b> 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 all adults is to document eligible courses on a course enrolment form by the Active date.</li> <li>3. Verify there is evidence of at least one</li> </ol>	

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<p><u>1701 instructions to be claimed for funding.</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• ...at least one example of instruction-related communication between the teacher and student...<u>Teachers communicate with students to support the learning outcomes in their program and/or course...Evidence must include at least one contact for the student to be considered active in the program and/or course they are enrolled in.</u></li> <li>• At least one substantive assignment submitted to the teacher by the student by the snapshot date. A substantive assignment <u>addresses the learning outcomes of the course and noticeably impacts the final percentage value of the student's school mark...</u>Substantive assignments are submitted to teachers and <u>address curriculum outcomes in the student's program and/or course...samples of marked student work are kept on file.</u> <b>NOTE:</b> for February funding period claims onward <i>The substantive assignment will be clearly linked to the learning outcomes of each course claimed, will be dated, marked, and impact the final percentage of the student's school mark by at least five percent (Ref. DL Active Policy, September 30, 2010 ver.)</i></li> <li>• A student learning plan (of eligible courses), reviewed annually and signed by the student, which meets graduation requirements.</li> </ul> <p><b>Definition:</b> A document listing the courses or components of a student's program of studies meeting Required Areas of Study or Graduation Program Order requirements. (Ref. DL Active Policy)</p>			<p>example of instruction-related communication between the teacher and student that supports the learning outcomes in their eligible course prior to funding claim.</p> <p>4. Verify there is evidence of a substantive assignment, that addresses curriculum outcomes in the student's eligible course, noticeably impacts the final percentage value of the student's school mark for the course (or by at least five percent for all February 2011 funding period claims), and was submitted to the teacher by the student prior to claiming funding.</p> <p><b>Note:</b> 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.</u></p> <p>5. Document discrepancies on an Observation Sheet and attach supporting documentation.</p>	

