

2014/15 Continuing Education (CE) Audit Program

(NOTE: Due to job action "September 30th" attendance/snapshot/activation date for this school year is October 17, 2014)

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
Teacher Regulation Branch (TRB)				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> under the supervision of, assessed and evaluated by an employee of the Board of Education who is certified by the Teacher Regulation Branch <p>(Ref: K-12 Funding General Policy)</p>	<p>Verification that all staff teaching K-12 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 currently certified by the TRB.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> School Act Section 17 to 20 BC Regulation 265/89, Sec.4-Duties of a teacher K-12 Funding General Policy TRB Website <p>Audit Steps</p> <p>1. Prior to the audit, verify teacher's status through the TRB by reviewing each of the teacher's certification status.</p>	
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"> ordinarily resident in BC (and where applicable) with their parent/legal guardian enrolled in the district <p>(Ref: K-12 Funding General Policy)</p> <p>Non-resident Out-of-Province/ International students are not eligible for funding. Per Form 1701 Instructions.</p>	<p>Confirmation that there is a District wide process to ensure funded students are ordinarily resident in BC.</p>	<p>Whether the Board of Education has a residency policy/process in compliance with provincial requirements.</p> <p>That students reported for funding are ordinarily resident in BC and therefore eligible for provincial funding.</p>	<p>Key Documents: As above and <i>School Act</i> Section 82</p> <p>Audit Steps:</p> <p>1. Determine the school process for ensuring that students (incl. adults), and parents/legal guardians (of school-age students) are ordinarily resident in BC.</p> <p>2. Obtain 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.</p> <p>Note: International/Out-of-Province students are not eligible for funding.</p> <p>Note: Verification of student residency and district enrolment is included in the audit steps below.</p>	

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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>Note: 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>	<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>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 graduation plan (for non-graduated students)/course selection/enrolment form (for all non-graduated students where attendance requirement is based on the 'Active' attendance option) or course enrolment form (adults); course registration, and tracking and reporting of the 'attendance' requirement (for 2014/15SY either 10/10 or meeting the DL Active Policy). 2. Document contact person and notes from the interview(s) on an Observation Sheet and attach supporting documentation. 	
Student Eligibility				
<p>Students are to be reported by the CE school with which they are enrolled and meet the Adult Funding Policy's definition of attendance in accordance with the Form 1701 instructions for the September, February and May reporting/registration periods:</p> <ul style="list-style-type: none"> • <i>School aged students reported in a CE school must be born June 30, 1998 or before</i> • <i>Students born prior to July 1, 1995 are considered to be adult students.</i> (Ref. Form 1701 Instructions, P.2) <p>NOTE: school-age students in Alternate programs are can only be reported by one school unless enrolled in a Gr10-12 DL course (Form 1701 Instructions, P.14)</p>	<p>Evidence that reported FTE claims meet all the requirements specified in Form 1701 Instructions, the Adult Funding Policy, Adult Program Policy, and the K-12 Funding-General Policy 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>Key Documents:</p> <ul style="list-style-type: none"> • Form 1701 Fall [September], February, and May Data Collection Instructions for 2014/15 school year • Adult Funding Policy/Adult Graduation Program Policy <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. 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. 2. From District list of cross enrolled school-age non-grad students, verify no CE claims were reported in the District's Alternate schools. 3. Identify any Alternate student duplicate claims on an observation sheet and attach supporting documentation. 	

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Course Claim Eligibility (Number of Eligible Courses Reported)				
'COURSE' Clarifications:				
<p>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 (Ref: Form 1701 Instructions, P.12) and the Recognition of Post-Secondary Transition Programs for Funding Purposes Policy.</p>				
<p>Not fundable through Form 1701: (Ref: Form 1701 Instructions, P.12) <i>Items that are not secondary courses, such as credit awarded through a prior learning assessment, credit recognition, tutorial time and teacher consultation, and courses completed via challenge and external credential courses.</i> NOTE: Partial credit courses are Ministry approved and must have assigned Ministry course code (verify through online Course Registry).</p>				
<p>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 http://www.bced.gov.bc.ca/irp/pdfs/health_career_education/support_materials/planning10_qa.pdf). Planning 12 is a course that will allow non-graduated adult students to take Planning 10 as a Grade 12 elective for the Adult Dogwood Program (if Planning 10 was not completed in secondary school). Adults in the Adult Dogwood program receive Grade 12 credit recognition based on the previous completion of Planning 10 – not a duplicate funding claim.</p>				
<p>General Education Development (GED): (Ref: GED Preparation Course Funding Policy and Form 1701 Instructions, P.2) <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. The Ministry of Education will not fund school-aged students to enroll in a GED® preparation course.</i></p>				
<p>Graduation Transitions is only to be reported once for a student taking a graduation program leading to a BC Certificate of Graduation – Dogwood during their K-12 education and are to be reported when the student is enrolled in grade 12. (Ref: Form 1701 Instructions, P.12)</p>				
<p>Advanced Placement – <i>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 approximately 120 hours (for a four credit course) on the student's timetable, the course is being taught by a certified teacher and is in accordance with the Student Credentials Ministerial Order M164/96.</i> (Ref: Form 1701 Instructions P.13)</p>				
<p>Support Blocks - <i>Support block are not to be reported for school-aged graduates, adult students or by Continuing Education (CE) or Distributed Learning (DL) schools.</i></p>				
<p>Self-paced courses <i>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.</i> (Ref. Form 1701 Instructions, P.12)</p>				
<p>NOTE: There is to be evidence of a qualified teacher's instructional component to meet the requirements of Section 17 of the <i>School Act</i> and BC Reg 265/89, Section 4 (Duties of a Teacher)</p>				
<p>Independent Directed Studies (IDS): <i>allows schools to recognize prior learning in a Ministry-developed or board authorized course that a student may not have completed...the process is intended to encourage schools (including DL) to allow students to pursue further studies, or to recognize prior learning, in a Ministry-developed or board authorized elective course that a student may not have completed. IDS credits may only be used to satisfy elective requirements. IDS credits may be awarded by schools to students who have successfully completed independent work based on a subset of outcomes of Grade 10, 11 and 12 Ministry courses or board authorized courses... The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal.</i> (Ref: Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy). NOTE: credit earned/granted/awarded based on prior learning can achieve credit recognition but is not fundable (see P.12 Form 1701). Without the provision of a school provided educational program it is an ineligible funding claim. NOTE: IDS claims are ineligible in the Adult Graduation Program (Ref. Handbook of Procedures for the Graduation Program P.59).</p>				
CAREER/SKILLS TRAINING/DUAL CREDIT TRANSITION PROGRAM OF COURSES				
<p>Audit Steps: Prior to audit, request a list of all students in career and skills training transition programs, and dual credit transition courses as well as the name of the district/schools' Career Program Coordinator. It should be that this district staff member will have all the documentation for each funded student claim.</p>				

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<p>Definition: <i>educational programs that combine related courses with a work component within a particular career sector...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 and Skills Training website)</p> <p>NOTE: Schools and Boards of Education may also create career program courses as educational options. Boards must approve all career program courses offered. Reporting career program participation to the Ministry, schools must use Ministry codes identified through the online Course Registry</p> <p>NOTE: See audit steps below if career program is partnered with a post-secondary institution or industry association.</p>				
<p>Career Preparation offers students experience in the career field of their choice through a combination of course work and 90 plus hours of work experience.</p> <p>Cooperative Education students explore various careers and gain job readiness through work experience. Programs can offer a mixture of course work, career exploration, pre-employment training, skills enhancement and work experience placements for credit towards graduation.</p> <p>NOTE: These are Board/Authority Approved courses 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>Secondary School Apprenticeship-SSA (school age only) 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</p> <p>Audit Steps: use the auditor's Career Program checklist for SSA based on the following Ministry directives to verify SSA course:</p> <p>SSA 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 accordance with Program Guide for Secondary School Apprenticeship:</p> <ul style="list-style-type: none"> • Students must have an in-school orientation • Students must have sponsors recognized by the ITA • Students in SSA programs complete an ITA registration form with the school district coordinator, and ITA recognized sponsor • School district coordinator registers SSA program students as youth apprentices* with the ITA, keeps copies of all forms required for registrations, and retains the ITA ID number for the duration of the apprenticeship and verifies worksite WorkSafe BC coverage • Educators must, in conjunction with employers/sponsors, establish a training plan for students and sponsors once students are registered with ITA • Work-based training hours are accrued only after students apply for registration as youth apprentices* with ITA (see auditor's checklist for information regarding Recognition of Prior Work [aka – 'Hidden Apprenticeship']) • SSA students is/are monitored and evaluated by educators with valid teaching certificates who assign final percentages. <p>*School-aged SSA youth apprentices are eligible for participation in SSA until June 30th of the school year in which they turn 19. (Ref: ITA website for SSA)</p>				
<p>Work Experience 12A and 12B claims must meet the directives of the Elective Work Experience Courses and Workplace Safety Policy www.bced.gov.bc.ca/policy/policies/elective_work_experience.htm, MO237/11 Work Experience Order www.bced.gov.bc.ca/legislation/schoollaw/e/m237-11.pdf, and in accordance with the Program Guide for Ministry-Authorized Work Experience Courses http://www.bced.gov.bc.ca/irp/pdfs/health_career_education/2014pg_minauthworkexper.pdf...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.13)</p> <p>Definitions: “work experience” 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. “work study program” means work experience at a standard</p>				

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<p>work site.</p> <p>Audit Steps: use the auditor's Career Program checklist for WEX based on the following Ministry directives.</p> <p>Before undertaking work study program portion of WEX course:</p> <ul style="list-style-type: none"> • Boards must establish guidelines regarding conduct, supervision, evaluation and participation of students in all school-arranged work placements • Students must have an in-school orientation • There must be a duly signed Work Experience Agreement Form • Evidence students are at sites where WorkSafeBC coverage is provided <p>During/after work study program portion of WEX course:</p> <ul style="list-style-type: none"> • School personnel have monitored students in accordance with Board guidelines • An educator with valid teaching certificate must evaluate the performance of all students in work experience courses and assign final percentages <p>NOTE: Students on the Adult Graduation Program are now eligible for both WEX 12A and 12B</p>				
<p>Accelerated Credit Enrolment in Industry Training-ACE IT (school-age only) 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. NOTE: All Districts/Board Authorities are required to submit an up-to-date ACE IT Intent to Deliver form for the 2014/15 school year (Ref. ITA website for ACE IT) Audit Step: Obtain a copy of the district's ACE IT Intent to Deliver Form for the 2014/15 school year and follow audit procedures using auditor's Career Program checklist for ACE IT based on Ministry directives below for Post-Secondary Transition Programs. ACE IT programs are developed and offered as partnerships between school districts and post-secondary institutions, and classes are often taught at colleges (or an ITA approved training centres) 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. <i>Students must be registered in a technical training program funded by the Industry Training Authority in order to report students in ACE-IT Programs.</i> (Ref: Form 1701 Instructions, P.11)</p>				
<p>Career Technical Centre Programs (school-age only) providing "secondary students with opportunities to simultaneously earn their secondary school diplomas and post-secondary or industry training certification". <i>Boards must have a post-secondary partner or be certified by the Industry Training Authority in order to report students in Career Technical Programs</i> (Ref. Form 1701 Instructions, P.11). NOTE: Follow audit procedures below for Post-Secondary Transition Programs and the auditor's Career Program checklist for PSI.</p>				
<p>Post-Secondary Transition Programs (school-age only)</p> <p>Post-secondary transition programs are educational programs that combine secondary and post-secondary courses , and that lead to Grade 12 graduation as well as help students make smooth transitions to further education or training. (Ref. Recognition of Post-Secondary Transition Programs for Funding Purposes policy. NOTE: School age graduates are also eligible as this educational option is part of the transition to further education or training. Per the <i>School Act Sec82(1)(b)</i> every student of school age, resident in BC, is entitled to instruction in an educational program after the student has met the general requirements for graduation.</p> <p>Audit Steps: use the auditor's Career Program checklist for PSI based on Ministry directives verifying Post-Secondary Transition Program course claims:</p> <ul style="list-style-type: none"> • 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 • District has a current formal agreement with the post-secondary institution • Courses are part of a school district program that is an educational option for school-age students 				

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<ul style="list-style-type: none"> • School district pays tuition costs for post-secondary courses reported for funding • Student's annual plan of courses is signed, current, and listing the program plan course(s) including when and where student takes the post – secondary course(s) • There is evidence the purchased educational services are under the general supervision of an employee of the board who is a certificate holder 				
School-Age Students-Course Claim Eligibility				
Verify the eligibility of courses claimed for funding and that attendance requirements are met.				
NOTE: The following criteria and processes may also apply to non-graduated adult students undertaking a B.C. Certificate of Graduation.				
<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</p> <ul style="list-style-type: none"> • M302/04 Graduation Program Order for students in Grades 10-12 (2004 program) (Ref. K-12 Funding-General Policy) <p><i>School-aged students are reported when they meet the Adult Funding Policy's definition of attendance. (Form 1701, P.14)</i></p> <p><i>School-aged graduates... who took part in less than 80 hours of instruction during the summer months are only to be claimed for ½ a course. *</i></p> <p><i>Report only the courses taken at your school.</i> (Ref. P.14 Form 1701 Instructions)</p> <p>*NOTE School-aged non-graduated students undertaking courses during the summer months are to be reported through the Form 1701 Instructions for Summer Learning process – not via the September Form 1701 claim period.</p>	<p>Verification that students are enrolled and claimed for funding in accordance with Ministry requirements.</p> <p>Verification that courses reported for funding are eligible and meet Ministry graduation requirements.</p> <p>Verification of the actual credit value of courses reported and assurance the claims were reported through the correct data collection period for each student.</p>	<p>Whether the district has reported for funding only eligible courses which lead to graduation in accordance with Ministry graduation requirements and the credit values are accurate.</p> <p>That the claims for specific student groups were reported in the correct data collection period.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • Student Credentials Order M164/96 • Required Areas of Study in an Educational Program Order M295/95 • Course Registry website • Handbook of Grad Procedures (14/15) • Reporting deadline timetables [i.e., September 30th [October 17 for 14/15SY] timetable from archived GDEs-if applicable], Student Daily Activity forms – i.e., for September 15 to November 7 found in “courses” in BCeSIS – the add/drop information [if applicable], and BC Student Information Verification Form [short version]-if applicable <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Using the student sample verify: <ul style="list-style-type: none"> • that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC. • the total FTE, for each student, confirming the actual credit value of each course through the online Course Registry. • the determined FTE equivalent (based on the Form 1701 FTE calculation table P.15) with the district reported FTE. • the eligibility of each student's total courses claimed leading to graduation and these were reported in the correct data collection period*. (See audit steps below for verification of attendance.) 	

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			2. Identify discrepancies on an Observation Sheet and attach supporting documentation.	
Adult Students-Course Claim Eligibility				
<p>Verify the eligibility of courses claimed for funding.</p> <p><i>Adults may be charged fees for courses that are not "Eligible" courses...Adult students are not eligible for ELL 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 (10/10 or DL Active). Graduated adults are not eligible for Special Education funding. (Ref. Adult Funding Policy)</i></p>				
Non-Graduated Adult Students-Course Claim Eligibility				
<p><i>Eligible courses [BAA & Ministry Authorized only].. will be funded if they are documented on a Course Enrolment Form and the student meets the attendance definition written in the Adult Funding Policy and the student meets the funding eligibility requirements set out in the K-12 Funding Policy.(Ref. September Form 1701 P.2)</i></p> <p>Course Enrolment Form (definition from 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><i>For adults in standard and alternate schools, funding will be based on the number of adult student FTEs in attendance on September 30th [October 17 for 14/15SY] (Ref. Adult Funding Policy)</i></p>	<p>Evidence that students are attending each eligible course claimed for funding in accordance with the definition of attendance as stated in the Adult Funding policy.</p>	<p>That the district has reported for funding only students who were in attendance, taking eligible courses in accordance with the Adult Funding policy.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • M320/04 Adult Graduation Requirements Order • Adult Graduation Program • Authorized course list for Graduated Adults <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 high school or secondary school in BC or another jurisdiction. 2. While reviewing registration or other student documents look for indications of the student's prior graduation status. 3 Using the student sample verify: <ul style="list-style-type: none"> • that the student is ordinarily resident in BC • the total FTE, for each student, confirming the actual credit value of courses through the online Course Registry. • the determined FTE equivalent (based on the Form 1701 FTE calculation table P.15) with the district reported FTE, including the tuition-free courses on the Education Guarantee website to ensure course claims are eligible for funding. • the eligibility of each student's total courses claimed leading to graduation and these were reported in the correct data collection period*. (See audit steps below for verification of attendance) 4. Identify discrepancies on an Observation Sheet and attach supporting documentation. 	

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Graduated Adults-Course Claim Eligibility				
<p>...Courses eligible for funding for adults who have already graduated can be found in Appendix 1: Courses Funded Under the Education Guarantee (Ref. Adult Funding Policy)</p> <p>Definition: a graduated student is defined as a student who <i>completed the requirements for graduation from a secondary school or high school in another jurisdiction.</i> (See Sec 82 School Act)</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 graduated adults in Continuing Education...and notify the ministry that it has done so.</i> (Ref. Adult Funding Policy) 	<p>Verification that students are enrolled and claimed for funding in accordance with Ministry requirements.</p> <p>A current course enrolment form documenting each eligible course for each student.</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>Whether the sampled adult students have a current course enrolment form.</p> <p>Whether the sampled 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>Key Documents: As above.</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Interview appropriate staff to verify the district notified the Ministry of their agreed motion to provide tuition-free education to graduated adults. 2. Interview appropriate staff to identify the processes used to determine whether students have graduated from a secondary school or post-secondary institution in BC or another jurisdiction. 3. Using the student sample verify: <ul style="list-style-type: none"> • that the student is ordinarily resident in BC • the FTE claim represents only eligible courses 4. Identify discrepancies on an Observation Sheet and attach supporting documentation. 	
Attendance (Attendance for CE = 10/10 Rule or meeting the DL Active Policy for All Three Reporting/Registration Periods) ALL STUDENT CATEGORIES				
<p><i>...report all new courses leading to graduation in which the student has met the attendance requirements. For September 2014: between May 3, 2014 and October 17, 2014. For February 2015: between October 18, 2014 and February 13, 2015 For May 2015: between February 14, 2015 and May 1, 2015 (Ref. Form 1701 Instructions)</i></p> <p><i>Attendance is defined to be over one reporting period AND either 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 (10/10 Rule) - OR - 2) meets the Grade 10-12 'active' requirements as outlined in the DL Active policy... choose either the 10/10 criteria OR the active policy as a definition of "attendance". Ref: Adult Funding Policy</i></p>				
(10/10 Rule Option)				
Attendance evidence: a minimum of 10 hours of instruction in a classroom or learning	Evidence that students are	That the district has reported for funding	Key Documents: As above, and <ul style="list-style-type: none"> • Form 1701 ECHO Report 9100. 	

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<p><i>centre for each course -or- a demonstrated completion of 10% of the course requirements (10/10 Rule)</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>attending each eligible course claimed for funding in accordance with the definition of attendance as stated in the Adult Funding policy.</p>	<p>only students who were in attendance, taking eligible courses in accordance with the Adult Funding policy.</p>	<ul style="list-style-type: none"> • Adult Funding Policy <p>Audit Steps (Attendance):</p> <ol style="list-style-type: none"> 1. Determine that the adult students attended (per 10/10 rule) each eligible course [BAA & Ministry Authorized only] claimed for funding. Evidence to support the students' attendance includes: <ul style="list-style-type: none"> • September 30th [October 17 for 14/15SY] timetables [BCeSIS archived GDEs-if applicable] • Classroom attendance sheets • Electronic data (system logins/outs) (i.e., BCeSIS documents: Attendance Summary by Period from September 2 to December 5, Student Daily Activity form September 15 to November 7 found in "courses" in BCeSIS – the add/drop information [if applicable]) • Information gathered through interviews with school staff • Record of work performed (progress) 2. Verify there is a current Course Enrolment Form that meets Adult Funding Policy's definition. 3. Identify discrepancies on an Observation Sheet and attach supporting documentation. 	
('Active' Option)				
<p>Definitions:</p> <p>Active Date – for a student in a course is defined as being the submission date as listed in the Form 1701 Instructions supportable with evidence, which satisfies the Active policy criteria for funding.</p> <p>Submission Date – October 17, 2014 (Per September Form 1701 Instructions, P.1)</p> <p>Active participation...is equivalent to attendance in a school and is a requirement under the School Act. Boards of education must have evidence of active participation</p>	<p>Evidence that the students claimed on Form 1701 have met the active requirements outlined in the DL Active Policy, per the attendance requirements stated in the Adult Funding policy.</p>	<p>Whether the students claimed for funding meet the appropriate active requirements specified in the DL Active policy in accordance with the Adult Funding policy's definition of attendance.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • DL Active Policy <p>Audit Steps:</p> <p>To determine that the adult students were active in each course claimed for funding by the activation date:</p> <ol style="list-style-type: none"> 1. Verify there is a course plan (that meets the Active Policy's description) for each course in which the student is claimed. 2. Verify there is a current course selection/ enrolment form (that meets the Active Policy's 	

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<p><i>to be funded by the Ministry</i> To be considered active in a course for adult funding purposes: <i>On or before the date listed in the 1701 form instructions, school files for...all students in grades 10-12 students (including all adult students) must contain the following</i> (Ref. DL Active Policy)</p> <ul style="list-style-type: none"> • <i>A clear course plan must be on file for each course...plan must link to the course's learning outcomes, performance standards, required resources and assessment strategies...course plan is the evidence supporting the requirement that assigned work is meeting the learning outcomes.</i> • <i>A current course selection or enrolment form must list the distributed learning courses reported for funding</i> • <i>Substantive student course activity must be submitted by the student to the teacher. The activity must represent a minimum of five percent of the course's learning activities. The activity must be clearly linked to the learning outcomes of each course. The activity must have been evaluated by the teacher and entered in the teacher's records, dated on or before the date the student became active.</i> 			<p>definition) documenting the eligible courses by the Active date.</p> <ul style="list-style-type: none"> • for non-graduated adults – the course(s) listed meet the graduation requirements • for graduated adults – the courses are only those contained on the list of tuition free courses for graduated adults <p>3. Verify there is evidence of substantive student course activity (that meets the Active Policy's description), for each eligible course, submitted to the teacher by the student prior to claiming funding.</p> <p>4. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p> <p>Course Selection/Enrolment Form Definition: <i>A document on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment.</i> (Ref. DL Active Policy)</p>	

Program and 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 (Ref: Form 1701 Instructions, P.12) and the [Recognition of Post-Secondary Transition Programs for Funding Purposes Policy](#).

Not fundable through Form 1701: (Ref: Form 1701 Instructions, P.12) *Items that are not secondary courses, such as credit awarded through a prior learning assessment, credit recognition, tutorial time and teacher consultation, and courses completed via challenge and external credential courses.* **NOTE:** Partial credit courses are Ministry approved and must have assigned Ministry course code (verify through online [Course Registry](#)).

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 http://www.bced.gov.bc.ca/irp/pdfs/health_career_education/support_materials/planning10_qa.pdf). **Planning 12** is a course that will allow non-graduated adult students to take Planning 10 as a Grade 12 elective for the Adult Dogwood Program (if Planning 10 was not completed in secondary school). Adults in

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<p>the Adult Dogwood program receive Grade 12 credit recognition based on the previous completion of Planning 10 – not a duplicate funding claim.</p> <p>General Education Development (GED): (Ref: GED Preparation Course Funding Policy and Form 1701 Instructions, P.2) <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. The Ministry of Education will not fund school-aged students to enroll in a GED® preparation course.</i></p> <p>Graduation Transitions is only to be reported once for a student taking a graduation program leading to a BC Certificate of Graduation – Dogwood during their K-12 education and are to be reported when the student is enrolled in grade 12. (Ref: Form 1701 Instructions, P.12)</p> <p>Advanced Placement – 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 approximately 120 hours (for a four credit course) on the student's timetable, the course is being taught by a certified teacher and is in accordance with the Student Credentials Ministerial Order M164/96. (Ref: Form 1701 Instructions P.13)</p> <p>Support Blocks: (Ref: Form 1701 Instructions, P.14) for non-special needs, school-aged, non-graduated students in grades 10-12 and SU engaged in their learning at structured times in addition to their annual academic or regular program courses provided in District schools and are taking fewer than 8 courses. The combined total number of support block and courses leading to graduation cannot exceed 8 for these students. Each support block is to be considered equivalent to the 120 hours of instruction of a regular 4-credit course, instructional service is provided and documented by a teacher, regular attendance is expected, and does not include independent study time, drop-in sessions, voluntary study halls, tutorial sessions or time spent on courses at another school. Support block are not to be reported for school-aged graduates, adult students or by Continuing Education (CE) or Distributed Learning (DL) schools.</p> <p>Self-paced courses 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. (Ref. Form 1701 Instructions, P.12)</p> <p>NOTE: There is to be evidence of a qualified teacher's instructional component to meet the requirements of Section 17 of the School Act and BC Reg 265/89, Section 4 (Duties of a Teacher)</p> <p>Independent Directed Studies (IDS): allows schools to recognize prior learning in a Ministry-developed or board authorized course that a student may not have completed...the process is intended to encourage schools (including DL) to allow students to pursue further studies, or to recognize prior learning, in a Ministry-developed or board authorized elective course that a student may not have completed. <i>IDS credits may only be used to satisfy elective requirements. IDS credits may be awarded by schools to students who have successfully completed independent work based on a subset of outcomes of Grade 10, 11 and 12 Ministry courses or board authorized courses... The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal.</i> (Ref: Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy). NOTE: credit earned/granted/awarded based on prior learning can achieve credit recognition but is not fundable (see P.12 Form 1701). Without the provision of a school provided educational program it is an ineligible funding claim. NOTE: IDS claims are ineligible in the Adult Graduation Program (Ref. Handbook of Procedures for the Graduation Program P.59).</p>				
<p style="text-align: center;">CAREER/SKILLS TRAINING/DUAL CREDIT TRANSITION PROGRAM OF COURSES</p> <p>Audit Steps: Prior to audit, request a list of all students in career and skills training transition programs, and dual credit transition courses as well as the name of the district/schools' Career Program Coordinator. It should be that this district staff member will have all the documentation for each funded student claim.</p> <p>Definition: <i>educational programs that combine related courses with a work component within a particular career sector...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 and Skills Training website)</p> <p>NOTE: Schools and Boards of Education may also create career program courses as educational options. Boards must approve all career program courses offered. Reporting career program participation to the Ministry, schools must use Ministry codes identified through the online Course Registry</p> <p>NOTE: See audit steps below if career program is partnered with a post-secondary institution or industry association.</p>				

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	<p>Career Preparation offers students experience in the career field of their choice through a combination of course work and 90 plus hours of work experience.</p> <p>Cooperative Education students explore various careers and gain job readiness through work experience. Programs can offer a mixture of course work, career exploration, pre-employment training, skills enhancement and work experience placements for credit towards graduation.</p> <p>NOTE: These are Board/Authority Approved courses 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>Secondary School Apprenticeship-SSA (school age only) 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</p> <p>Audit Steps: use the auditor's Career Program checklist for SSA based on the following Ministry directives to verify SSA course:</p> <p>SSA 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 accordance with Program Guide for Secondary School Apprenticeship:</p> <ul style="list-style-type: none"> • Students must have an in-school orientation • Students must have sponsors recognized by the ITA • Students in SSA programs complete an ITA registration form with the school district coordinator, and ITA recognized sponsor • School district coordinator registers SSA program students as youth apprentices* with the ITA, keeps copies of all forms required for registrations, and retains the ITA ID number for the duration of the apprenticeship and verifies worksite WorkSafe BC coverage • Educators must, in conjunction with employers/sponsors, establish a training plan for students and sponsors once students are registered with ITA • Work-based training hours are accrued only after students apply for registration as youth apprentices* with ITA (see auditor's checklist for information regarding Recognition of Prior Work [aka – 'Hidden Apprenticeship']) • SSA students is/are monitored and evaluated by educators with valid teaching certificates who assign final percentages. <p>*School-aged SSA youth apprentices are eligible for participation in SSA until June 30th of the school year in which they turn 19. (Ref: ITA website for SSA)</p>			
	<p>Work Experience 12A and 12B claims must meet the directives of the Elective Work Experience Courses and Workplace Safety Policy www.bced.gov.bc.ca/policy/policies/elective_work_experience.htm , MO237/11 Work Experience Order www.bced.gov.bc.ca/legislation/schoollaw/e/m237-11.pdf , and in accordance with the Program Guide for Ministry-Authorized Work Experience Courses http://www.bced.gov.bc.ca/irp/pdfs/health_career_education/2014pg_minauthworkexper.pdf...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.13)</p> <p>Definitions: “work experience” 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. “work study program” means work experience at a standard work site.</p> <p>Audit Steps: use the auditor's Career Program checklist for WEX based on the following Ministry directives.</p> <p>Before undertaking work study program portion of WEX course:</p> <ul style="list-style-type: none"> • Boards must establish guidelines regarding conduct, supervision, evaluation and participation of students in all school-arranged work placements • Students must have an in-school orientation • There must be a duly signed Work Experience Agreement Form 			

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<ul style="list-style-type: none"> Evidence students are at sites where WorkSafeBC coverage is provided <p>During/after work study program portion of WEX course:</p> <ul style="list-style-type: none"> School personnel have monitored students in accordance with Board guidelines An educator with valid teaching certificate must evaluate the performance of all students in work experience courses and assign final percentages <p>NOTE: Students on the Adult Graduation Program are now eligible for both WEX 12A and 12B</p>				
<p>Accelerated Credit Enrolment in Industry Training-ACE IT (school-age only) 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. NOTE: All Districts/Board Authorities are required to submit an up-to-date ACE IT Intent to Deliver form for the 2014/15 school year (Ref. ITA website for ACE IT) Audit Step: Obtain a copy of the district's ACE IT Intent to Deliver Form for the 2014/15 school year and follow audit procedures using auditor's Career Program checklist for ACE IT based on Ministry directives below for Post-Secondary Transition Programs. ACE IT programs are developed and offered as partnerships between school districts and post-secondary institutions, and classes are often taught at colleges (or an ITA approved training centres) 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. <i>Students must be registered in a technical training program funded by the Industry Training Authority in order to report students in ACE-IT Programs.</i> (Ref: Form 1701 Instructions, P.11)</p>				
<p>Career Technical Centre Programs (school-age only) providing "secondary students with opportunities to simultaneously earn their secondary school diplomas and post-secondary or industry training certification". Boards must have a post-secondary partner or be certified by the Industry Training Authority in order to report students in Career Technical Programs (Ref. Form 1701 Instructions, P.11). NOTE: Follow audit procedures below for Post-Secondary Transition Programs and the auditor's Career Program checklist for PSI.</p>				
<p>Post-Secondary Transition Programs (school-age only)</p>				
<p>Post-secondary transition programs are educational programs that combine secondary and post-secondary courses , and that lead to Grade 12 graduation as well as help students make smooth transitions to further education or training. (Ref. Recognition of Post-Secondary Transition Programs for Funding Purposes policy. NOTE: School age graduates are also eligible as this educational option is part of the transition to further education or training. Per the <i>School Act Sec82(1)(b)</i> every student of school age, resident in BC, is entitled to instruction in an educational program after the student has met the general requirements for graduation.</p>	<p>Verification that post-secondary courses reported for funding are in accordance with the Form 1701 Instructions and requirements of the Recognition of Post-Secondary Transition Programs for Funding Purposes Policy.</p>	<p>Whether the Post-Secondary courses reported for funding are in accordance with Ministry directives.</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 Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy <p>Audit Steps:</p> <ol style="list-style-type: none"> As noted above, prior to audit acquire a list of all students enrolled in career program and dual-credit courses claimed for course funding. Identify through school contact those students enrolled in post-secondary program courses through a post-secondary institution. Document on an Observation Sheet and attach relevant documentation. 	

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<p>(Ref: Recognition of Post-Secondary Transition Programs for Funding Purposes):</p> <p><i>The school district retains a current agreement with the post-secondary partner.</i></p>	<p>Evidence of a current agreement for each related partnership</p>	<p>Whether the district's partnership is in accordance with related Ministry directives</p>	<p>Audit Steps:</p> <p>1. Obtain copies of each current agreement the district has with their post-secondary and/or industry partner(s).</p>	
<p><i>...the following criteria must be met in order for the post-secondary courses to be eligible as courses funded by the Ministry:</i></p> <p><i>The post-secondary courses lead to a post-secondary credential (and appear on a post-secondary transcript) from a post-secondary institution, which is a member of the British Columbia Transfer System., or offered in French through the auspices of Educacentre, or an Industry Training Authority certified Youth Program training provider</i></p> <p><i>The post-secondary courses are part of a school district program that is an education option for students.</i></p>	<p>Evidence of an eligible post-secondary partner that is a Ministry recognized post-secondary program/course provider.</p> <p>Evidence that the post-secondary course(s) is an education option for eligible students within the school or school district.</p>	<p>Whether there is a related agreement in place between the district/school and post-secondary partner for each eligible student enrolled in post-secondary programs through post-secondary institutions.</p> <p>Whether the post-secondary course(s) is part of the school or school district's programs.</p>	<p>Audit Steps:</p> <p>1. Review current agreement(s) to ensuring post-secondary partner is a member of the BC Transfer System – see checklist for exceptions) to be eligible for funding.</p> <p>2. Select students enrolled in the post-secondary transition programs. Undertake the following to establish if courses reported are eligible for funding.</p> <p>Verify that the post-secondary courses are part of a school district program by:</p> <ul style="list-style-type: none"> • examining district and/or school course catalogue documents; • examining the school course calendar; • examining student timetables; • interviewing staff <p>3. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p>	
<p><i>The school district pays any tuition costs for post-secondary courses reported for funding.</i></p>	<p>Evidence that the school district paid tuition costs for post-secondary institution courses claimed for funding.</p>	<p>Whether the school district paid the tuition fees associated with the funded post-secondary courses claimed.</p>	<p>Audit Steps:</p> <p>1. For each student, verify that the school district paid the tuition fees for the applicable course(s) claimed for funding.</p> <p>Note: Student should not have paid any tuition fees either directly to the post-secondary institution or to the school district. Students might be paying for texts or tools (acceptable) – or - a deposit for the educational resource materials (refunded all/in part if returned).</p> <p>2. Request a copy of the cheques that have been sent to the post-secondary institution along with the applicable student names and the related program each student is taking.</p>	

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<p><i>Students in post-secondary transition programs annually update and sign a planned program of courses. This program plan lists their transition program courses, including when and where they will be taking their post-secondary courses.</i></p> <p><i>School districts establish transition programs with post-secondary partners. For students in post secondary transition programs, schools prepare a document listing all courses that are part of student's post-secondary transition program and the student signs the document. School districts include the documented post-secondary courses for funding as part of the 1701 data collection process.</i></p> <p><i>Assign 4 credits for most single dual-credit transition claims.</i></p> <p><i>For the reporting of modular courses (i.e., 12A thru 12J) representing a dual-credit transition program through the 1701 data collection process, consider each four credit course as approximately 120 hours.</i></p>	<p>Evidence of a current, signed planned program of courses that includes the students' post-secondary transition program courses and location.</p> <p>Verification that credit reporting meets requirements.</p>	<p>Whether the students have a current, signed planned program of studies that includes their secondary courses and funded post-secondary transition program courses claimed.</p> <p>Whether the funded post secondary courses have been claimed in accordance with Ministry policy requirements.</p>	<p>3. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p> <p>Audit Steps:</p> <p>1. For each student:</p> <ul style="list-style-type: none"> • Ensure that they have a completed and signed planned program of studies/courses and that it was in place by October 17, 2014 (therefore aligning with the FTEs claimed at October 17th for the student). NOTE: often these plans are kept by the District Career Coordinator rather than in the students' files. • Determine that the plan is for the current year (2014/15). • Examine the plan to verify it lists all the students' courses including transition program or dual-credit courses, and where and when the student will be taking their courses. • Verify that courses were claimed for funding and are in accordance with relevant Ministry descriptions for the career program (above). • Confirm the correct number of full credit courses were reported for funding. <p>2. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p>	
SUPPLEMENTAL CLAIMS – SCHOOL AGE ONLY				
<p>Supplemental funding claims for Aboriginal Education and English Language Learning-ELL (also includes English as a Second Dialect-ESD)/Apprentissage de la langue anglaise-ALA.</p> <p>ELL/ALA Supplemental Funding: School-age students reported as ELL/ALA on the Form 1701 and who meet all of the requirements as specified on the Form 1701</p>	<p>Confirmation that the ELL program is meeting the criteria specified in the Form 1701 Instructions and the K-12 Regular Enrolment audit program.</p> <p>Confirmation that the</p>	<p>Whether students who are being claimed for ELL or Aboriginal Education supplemental funding meet all the criteria specified in the Form 1701 Instructions as</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • K-12 Funding – Aboriginal Education Policy • K-12 Funding – English Language Learning Policy • 2014/15 K-12 Regular Enrolment Audit Program • Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy 	

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<p>Instructions may qualify for ELL/ALA funding.</p> <p>Aboriginal Education Supplemental Funding: Funds provided for school-age students to Boards of Education for Aboriginal Education programs are targeted and must be spent on the provision of these programs and services. The delivery and outcomes of aboriginal programs and services must be in accordance with Form 1701 Instructions...</p>	<p>Aboriginal Education Program is meeting the criteria specified in the Form 1701 Instructions and the K-12 Regular Enrolment audit program.</p>	<p>outlined in the K–12 Regular Enrolment audit program.</p>	<p>Audit Steps: For ELL and Aboriginal Education services - Review student files to verify there is evidence that the appropriate services are being provided by the DL School in accordance with Ministry requirements. (Use K-12 Regular Enrolment Audit Program for direction).</p> <ol style="list-style-type: none"> 1. Follow the audit steps in the K–12 audit program’s sections specific to Aboriginal Education and ELL. 2. Document discrepancies on an Observation Sheet and attach supporting documentation. <p>Special Needs Student Claims (compliance is in accordance with Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy and the Special Needs Policy, Procedures and Guidelines Manual. For students reported with special needs classification confirm that a current IEP is in place.</p>	