2018/19 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
Teacher Regulation Branch (TRB)				
To be eligible for provincial funding, Boards of Education must ensure that students are: • *under the supervision of, assessed and evaluated by an employee of the Board of Education who is certified by the Teacher Regulation Branch* (TRB*)* (Ref: K-12 Funding General Policy)	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 *Teaching Profession Act.*	Whether teaching staff are currently certified by the TRB.	**Key Documents:** • *School Act* Section 17 to 20 • BC Regulation 265/89, Sec.4-Duties of a teacher • K-12 Funding-General Policy • TRB Website **Audit Steps** 1. Prior to the audit, verify teaching staff's status through the TRB by reviewing each of the teacher's certification classification.	
B.C. Residency				
To be eligible for provincial funding, Boards of Education must ensure that students are: • *ordinarily resident in BC* (and where applicable) *with their parent/legal guardian* • *enrolled in the district* (Ref: K-12 Funding General Policy) Non-resident Out-of-Province/ International students are not eligible for funding. Per Form 1701 Instructions P.2	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.	**Key Documents:** As above, and • Eligibility of Students for Operating Grant Funding Policy **Audit Steps:** 1. Determine the school process for ensuring that students and parents/legal guardians (of school-age students) are ordinarily resident in BC. 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. **Note:** Verification of student residency and district enrolment is included in the audit steps below.	
Planning and General Understanding of the Program				
Note: This step is essential, as it will enable an efficient and effective use of time and audit personnel. **Note**: The organization of District CE schools vary. The ECHO9100 Report lists	An understanding of the organization, location of schools (including incarceration	How the District CE school operates and whether it operates in	**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.	

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all the CE students for the district. However the students may be attending one or more CE school location resulting in their records being distributed.	centres), location of files, key personnel and how the CE programs are delivered.	accordance with Ministry policies and requirements.	**Audit Steps:** 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) and course enrolment form; course registration, and tracking and reporting of the 'attendance' requirement (for 2018/19SY either 10/10 or meeting the DL 'active' attendance requirement). 2. Document contact person and notes from the interview(s) on an Observation Sheet and attach supporting evidence.	
Student Eligibility				
NOTE: The provision of an educational program to students before verification of funding eligibility has been undertaken does not meet the reporting directives.				
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. • *School aged students reported in a Continuing Education School must be born June 30, 2002 or before* • *Students born prior to July 1, 1999 are considered to be adult students.* (Ref. Form 1701 Instructions, P.2) ***NOTE:*** school-age non-graduated students in Alternate programs are not eligible to be claimed for CE and can only be reported by one school unless enrolled in a Grade 10 to 12 DL course (Ref. Form 1701 Instructions, P.14 and Form 1701 Duplicate Rules)	Evidence that reported FTE claims meet the requirements to qualify for CE funding as specified in Form 1701 Instructions, the Adult Funding Policy, Adult Graduation Program Policy, and the K-12 Funding-General Policy.	Whether the student claims align with Ministry of Education requirements for CE enrolment.	**Key Documents:** • Form 1701 Data Collection website • Adult Funding Policy • Adult Graduation Program Policy **Audit Steps:** 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 while considering a modified attendance requirement (3/3 or 5/5 instead of 10/10). 2. From District list of cross enrolled school-age non-grad students, verify no CE claims were reported in the District's Alternate schools. Identify any Alternate student duplicate claims on an observation sheet and attach supporting evidence.	
Course Claim Eligibility (Number of Eligible Courses Reported)				
NOTE: Prior to audit, lead auditor will request samplings of district/school documentation to verify sampled FTE claims are in a format which enables auditors to undertake their review process to: *ensure the accuracy and eligibility of the student enrolment and other school data reported to the Ministry of Education by school districts and the extent to which policies are followed.* (Ref. Compliance Audit Policy)				

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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... *One credit represents the value attached to the knowledge, skills and aptitudes that most students can acquire in approximately 30 hours of instruction* (Ref: Form 1701 Instructions, P.12), P.56 and P.78 of the Handbook of Procedures for the Graduation Program *and the* Recognition of Post-Secondary Transition Programs for Funding Purposes Policy.

Courses encompass only one organized set of learning outcomes. While 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) **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)
NOTE: Students are not allowed to take the same course at the same time whether in different schools or the same school (Ref: Form 1701 Instructions, P.13)

Not fundable through Form 1701: (Ref: Form 1701 Instructions, P.12) credit awarded through equivalency, prior learning assessments, credit recognition, credit granted, tutorial time and teacher consultation, GED prep courses, 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).

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)

Support Blocks: (Ref: Form 1701 Instructions, P.15) *Support blocks are not to be reported for school-aged graduates, adult students or by Continuing Education (CE) schools.*

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 should be reported when the student is enrolled in grade 12.* (Ref: Form 1701 Instructions, P.13)

Independent Directed Studies (IDS):. *related to or is an extension of one or more of the learning outcomes established in Ministry Authorized or a Board Authorized course...an area of study in an educational program undertaken by a student that is undertaken pursuant to a plan developed by a teacher and a student and approved by a principal, vice principal or director of instruction, and carried out by the student under the general supervision of a teacher..... 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**.* (Ref: Graduation Program Order M302/04).

NOTE: IDS courses do not count for credit in the Adult Graduation Program (are not BAA or Ministry Authorized). These are ineligible claims for those students undertaking the Adult Graduation Program (Ref. Handbook of Procedures for the Graduation Program P.56).

Use the auditors IDS checklist as a guide to verify eligibility of IDS claims.

CAREER/SKILLS TRAINING/DUAL CREDIT TRANSITION PROGRAM OF COURSES
NOTE: Each course claim must meet attendance requirements in addition to career directives

*Career programs offer the opportunity to get first-hand work experience in a career setting. This career exploration process can help students with the transition to the workplace by giving them the confidence they need to focus their efforts on **getting the specific training and skills required for their career choice.** (*Ref. Career and Skills Training website*)*

NOTE: Schools and Boards of Education may also create career program courses as approved BAA educational options. Schools must use Ministry course codes identified through the Course Registry

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Audit Steps: Prior to audit, request a list of all students in career/skills training and PSI 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.

NOTE: If associated with a post-secondary partner see related audit process below. If a BAA course option, audit in accordance with standard course eligibility verification above.

Career Preparation - *prepares students for entry into the workplace, or continued studies at the post-secondary level in a* ==*specific*== *career sector.*
Cooperative Education – *provide students with opportunities to explore one or more career possibilities.*
(Ref. Form 1701 P.11)

Youth WORK in Trades/Secondary School Apprenticeship-WRK/SSA (school age only) courses *provide students with opportunities to begin apprenticeship training while in secondary school* (Ref. Form 1701 Instructions, P.12) and meet the requirements as outlined in the current [Program Guide for Secondary School Apprenticeship](#)
NOTE: *each of these four credit courses are only claimed once regardless of the number of reporting periods the student requires to complete the work place component* (Ref Form 1701 P.13 – for WEX and WRK).
Audit Steps: use the auditor's Career Program checklist for WRK/SSA based on the following Ministry directives to verify WRK/SSA course(s).
NOTE: also refer to WRK/SSA Summary of Attendance Indicators to assist with verifying attendance/active status of each WRK/SSA course claim
WRK/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 overlap with WEX12A/12B). Program consists of WRK11A/B and WRK12A/B – each 4-credit course claims. Requirements in accordance with Program Guide for Secondary School Apprenticeship:
- Students must have an in-school orientation
- Students must have sponsors recognized by the ITA
- Students in WRK/SSA programs complete an ITA registration form with the school district coordinator, and ITA recognized sponsor
- School district coordinator registers WRK 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 application for registration as **youth apprentices*** has been done with ITA (see auditor's checklist for information regarding Recognition of Prior Work [aka – 'Hidden Apprenticeship'])
- WRK students is/are **monitored and evaluated by educators with valid teaching certificates** who assign final percentages.

==***WRK/SSA youth apprentices are funding eligible for WRK/SSA until June 30th of the school year in which students turn 19**==.

Work Experience 12A and 12B claims must meet the directives of the [Elective Work Experience Courses and Workplace Safety Policy](#), [MO237/11 Work Experience Order](#), and in accordance with the [Program Guide for Ministry-Authorized Work Experience Courses](#)...when tracking hours related to the work study program segment of WEX12, each of these four credit courses are only claimed once regardless of the number of reporting periods the student requires to complete the work placement component. (Ref. Form 1701 Instructions P.13)
Definition: "*standard work site*" means a location, other than a work site created specifically for work experience by a school or board,(a) at which a worker performs the tasks and responsibilities related to an occupation or career under the general supervision of an Employer, or (b) at which a self-employed person performs the tasks and responsibilities related to that person's self-employment (Ref. Work Experience Order)

Audit Steps: use the auditor's Career Program checklist for WEX. **NOTE:** also refer to WEX Summary of Attendance Indicators to assist with verifying active status of each WEX course claim.

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Before undertaking work study program portion of WEX course:
- 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

During/after work study program portion of WEX course:
- 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

NOTE: Students on the Adult Graduation Program are eligible for both WEX 12A and 12B. Recognition of current or past work for these students can be used for credit recognition through a prior learning assessment (PLA fee for adults is eligible) but **is not eligible for funding** unless all the work experience standards and learning outcomes are undertaken. **NOTE:** A board may recognize a student's current or past paid employment as Work Experience, provided that as part of the 30 hours for Graduation Transitions (Standard Dogwood), if the student satisfies the board that the employment provides or provided for coverage for student under the *Workers Compensation Act* as confirmed in writing by the student's employer (Ref. Work Experience Order)

Youth Train in Trades-TRN/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 Commitment Form for the 2018/19 school year (Ref. current ITA Train in Trades Program Guide)

Audit Step: Obtain a copy of the Commitment Form for the 2018/19 school year and follow audit procedures using auditor's Career Program checklist for TRN/ACE IT and also use auditor' PSI checklist for Post-Secondary Transition Programs (educational option through a third-party provider).

TRN/ACE IT programs are developed and offered as partnerships between school districts and **post-secondary institutions**, and classes are often taught at colleges (or 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 could be part of this program of courses, or students could be enrolled in both TRN/ACE IT and a WRK/SSA program. S*tudents must be registered in a technical training program funded by the Industry Training Authority in order to report students in Youth TRAIN in Trades Programs.* (Ref: Form 1701 Instructions, P.12)

Post-Secondary Transition Programs (school-age only)
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: All school age students may be eligible for this educational option if the courses are/were part of the student's planned program leading to graduation. (Ref. Form 1701 P.12).
Audit Steps: use the detailed PSI audit steps document – criteria is based on Ministry directives verifying Post-Secondary Transition Program course claims:
- Students begin taking the post-secondary courses that are part of their transition program during their Grade 11 or Grade 12 year

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Procedures	Auditors' Initials

- 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 agreement with the post-secondary institution(s)
- Course(s) is/are part of a school district program that is an educational option for school-age students and aligns with planning for student's **specific occupation**
- School district pays tuition costs for post-secondary courses reported for funding
- Student's annual plan of courses is annually updated, signed [by student], **listing the transition program 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 per Sec.86 *School Act*

Student Course Claim Eligibility
All School Age and Non-Graduated Adult Students

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For all students enrolled in a Continuing Education School, report according to the Adult Funding Policy. (Form 1701, P.14). 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. *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) *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.* *Adults may be charged fees for courses that are not "Eligible" courses...Adult students are*	Evidence that each eligible course claimed for funding is in accordance with related Ministry directives.	That the District's CE centre has reported for funding only eligible course claims in accordance with the related Ministry directives.	**Key Documents:** As above, and • Student Credentials Order M164/96 • Required Areas of Study in an Educational Program Order M295/95 • Graduation Program Order M302/04 • Handbook of Procedures for the Graduation Program • M320/04 Adult Graduation Requirements Order • Adult Graduation Program • List of Tuition-Free Courses for Graduated Adults **Audit Steps:** 1. Interview appropriate staff to determine the processes used to identify whether students have graduated from a high school or secondary school in B.C. 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: • that the student is ordinarily resident in B.C.	

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not eligible for ELL or Aboriginal Education funding (Ref. Adult Funding Policy)			• total FTE for each student • eligibility of the courses claimed. (See audit steps below for verification of attendance) • there is a course selection/enrolment form (that meets the Adult Funding Policy's definition) for each student claimed. 4. Identify discrepancies on an Observation Sheet and attach supporting evidence.	
Graduated Adults Course Claim Eligibility				
...Courses eligible for funding for adults who have graduated can be found on the list of Tuition-Free Courses for Graduated Adults *To be eligible to claim for funding, the board of education must:* • *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.* **Definition:** a graduated student is defined as a student who *completed the requirements for graduation from a secondary school or high school in another jurisdiction.* (See Sec 82 *School Act*)	Verification that the district has claimed only eligible courses for graduated adult students. Confirmation that the district has passed a motion to provide tuition-free education to graduated adults.	Whether the sampled graduated adult FTE represent eligible courses in accordance with relevant policy and legislation for graduated adults. Whether the district has notified the Ministry of their motion to provide tuition-free education to graduated adults.	**Key Documents:** As above. **Audit Steps:** 1. Interview appropriate staff to verify the district notified the Ministry of their agreed motion to provide tuition-free education to graduated adults. **(NOTE**: Majority of district's with DL centres would have undertaken this approval process when their first DL agreement was assigned) 2. Using the student sample verify: • the student is ordinarily resident in BC • there is a course selection/enrolment form (that meets the Adult funding policy's definition) for each student claimed • the course(s) listed are only those contained on the list of Tuition-Free Courses for Graduated Adults 3. Identify discrepancies on an Observation Sheet and attach supporting evidence.	

Attendance (Attendance for CE = 10/10 Rule or meeting the DL Active Policy for All Three Reporting/Registration Periods)
ALL STUDENT CATEGORIES

...report all new courses leading to graduation in which the student has met the attendance requirements. For September 2018: between May 5, 2018 and September 28, 2018. For February 2019: between September 29, 2018 and February 15, 2019
*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)*

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(10/10 Rule Option)				
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) *For adults in standard and alternate schools, funding will be based on the number of adult student FTEs in attendance* at the September deadline (Ref. Adult Funding Policy)	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.	That the district has reported for funding only students who were in attendance, taking eligible courses in accordance with the Adult Funding Policy.	**Key Documents:** As above, and • Form 1701 ECHO Report 9100. **Audit Steps (Attendance):** 1. Determine that the students attended (per 10/10 rule) **each eligible course** [BAA & Ministry Authorized only] claimed for funding. Evidence to support the students' attendance includes: • Timetables aligned with Data Collection reporting deadlines (i.e. September 28 and February 15) • Classroom attendance sheets • Electronic data (system logins/outs) (i.e., Attendance Summary by Period, Student Daily Activity form– the add/drop information) • 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 and supports the FTE claim. 3. Identify discrepancies on an Observation Sheet and attach supporting evidence.	
('Active' Option)				
Definitions: **Active Date** – for a student in a course is defined as being the submission date listed in the Form 1701 Instructions supportable with evidence, which satisfies the Active policy criteria for funding. **2018/19 Submission Dates** – September 28, 2018, February 15, 2019, May 3, 2019 (Per Form 1701 Instructions, P.1) To be considered active in a course for adult funding purposes: *On or before the date listed in the 1701 form instructions, school files for Grade 10-12*	Evidence that the students claimed on Form 1701 have met the active requirements outlined in the DL Active Policy, supporting the attendance requirements stated in the Adult Funding policy.	Whether the students claimed for funding meet the appropriate active requirements specified in the DL Active policy aligning with the Adult Funding policy's definition of attendance.	**Key Documents:** As above, and • DL Active Policy **Audit Steps:** To determine that the students were active in **each course** claimed for funding **by the activation date**: 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 definition) documenting the eligible courses by	

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students (including all adult students) __must contain the following__ (Ref. DL Active Policy) • *A clear course plan must be on file for each course...must link to the course's learning standards and/or outcomes, required resources and assessment strategies* • *A current course selection or enrolment form must list* the courses *reported for funding* • *Substantive student course activity or activities must be submitted by the student to the teacher. The activity or activities must represent a minimum of five percent of the course's learning activities. The activity or activities must be clearly linked to the leaning standards and/or outcomes of the course. The activity or activities must have been evaluated by the teacher, entered in the teacher's records, and __dated on or before the date the student became active__*.			the Active date. • **for non-graduated students** – the course(s) listed meet the graduation requirements • **for graduated adults** – the courses are only those contained on the <u>list of Tuition-Free Courses for Graduated Adults</u> 3. Verify there is evidence of substantive student course activity or activities (that meets the Active Policy's description), for each eligible course, submitted to the teacher by the student prior to claim date. 4. Identify discrepancies on an Observation Sheet and attach supporting evidence. *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__ to be funded by the Ministry.*	
SUPPLEMENTAL CLAIMS – SCHOOL AGE ONLY				
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. **ELL/ALA Supplemental Funding:** Funds provided for school-age students to Boards of Education for ELL/ALA support must have all evidence and documentation requirements as specified on the Form 1701 Instructions. **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	Confirmation that supplemental claims are meeting the criteria specified in the Form 1701 Instructions, related Ministry directives, and aligned with the related procedures in the K-12 Regular Enrolment audit program.	Whether students who are being claimed for supplemental funding are receiving service/support that meets the criteria specified in the Form 1701 Instructions, related Ministry directives, and aligned with the related procedures outlined in the K–12 Regular	**Key Documents:** As above, and • <u>K-12 Funding – Aboriginal Education Policy</u> • <u>K-12 Funding – English Language Learning Policy</u> • <u>Special Education Manual of Policies, Procedures and Guidelines</u> • 2018/19 K-12 Regular Enrolment Audit Program **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 CE School in accordance with Ministry requirements. 1. Follow the audit steps using the relevant segments in the K-12 Regular Enrolment Audit Program for direction.	

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programs and services. The delivery and outcomes of aboriginal programs and services must be in accordance with Form 1701 Instructions.		Enrolment audit program.	2. Document discrepancies on an Observation Sheet and attach supporting evidence. Special Needs Student Claims (compliance is in accordance with K-12 Funding-Special Needs Policy and the Special Needs Policy, Procedures and Guidelines Manual). For students reported with a special needs classification confirm that a current IEP is in place.	

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