2025/26 Continuing Education (CE) Audit Procedures

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/Certification 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 AND OUT-OF-PROVINCE STUDENTS				
To be eligible for provincial funding, Boards of Education must ensure that students are: • *ordinarily resident in B.C.* (and where applicable for school age students) *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.	Confirmation that there is a District wide process to ensure funded students are ordinarily resident in B.C.	That students reported for funding are ordinarily resident in B.C. 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 B.C. 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 The Form 1601's definition of Continuing Education Schools has been in place since 1989 and says: "*To be reported in a CE school, students must be enrolled in a course offered by the CE school. Instruction must be provided by TRB certified staff whose FTE position is assigned to the CE school. Students in a face to face setting must be in a classroom consisting of CE students only*." Form 1601 data is collected every school year at the Fall Data claim period with Principals required to read the descriptions to ensure their facility type meets the school facility type requirements.				

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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 locations resulting in their records being distributed. See Form 1601 CE facility definition. **Note:** Identifying locations in advance is essential, as it will enable an efficient and effective use of time and audit personnel.	An understanding of the organization, location of school facilities (including incarceration centres), location of files, key personnel and how the CE programs are delivered.	How the District CE school operates and whether it operates in accordance with Ministry policies and requirements.	**Key Documents:** As above, and Form 1601 **Note to Lead Auditors:** Most of this information could be acquired (prior to the audit review) by telephone, email, or through exploration of the district's website. **Audit Steps:** 1. Interview appropriate staff and review relevant documentation to determine the district policies and procedures including adherence with facility type definition, 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 2025/26SY either 10/10 or meeting the OL 'active' participation 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.
 	
Adult learners reported for funding include: (Form 1701 Instructions, P.2)
• Non-graduated adults, which include:
  • Students born prior to July 1, 2006 and enrolled in the B.C. Graduation Program; and
  • "Adult Students" ("… a person who is at least 18 years of age (prior to July 1 of the current school year) and
	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 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 (5/5 or 3/3 respectively 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.	

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enrolled in the Adult Graduation Diploma program…."); as well as • Graduated adults: Adults that completed the requirements for graduation from a secondary school or high school in any jurisdiction (Graduated adults only eligible for courses listed on the list of Tuition-Free Courses for Graduated Adults). **NOTE:** school-age non-graduated students in Alternate programs are **not** eligible to be claimed for CE (Ref. Form 1701 Instructions, P.16 and Form 1701 Duplicate Rules)				

Course Claim Eligibility (Number of Eligible Courses Reported)

NOTE: Prior to audit, lead auditor will request samplings of district/school documentation to verify 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 and Child Care by school districts and the extent to which policies are followed*. (Ref. Compliance Policy)

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 understanding, knowledge, skills and competencies that most students can acquire in* ***approximately 30*** *hours of instruction* (Ref: Form 1701 Instructions, P.13), Chapter 3 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 standards. While completion of the course's learning outcomes* [competencies] *may be over several registration periods, only one course is undertaken and therefore eligible for only one funding claim*. (Ref. Form 1701 Instructions, P.14)
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 during the funded school year whether in different schools or the same school* (Ref: Form 1701 Instructions, P.14)

Not fundable through Form 1701: (Ref: Form 1701 Instructions, P.14) credit awarded through equivalency, prior learning assessments, credit recognition, credit granted, tutorial time, 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).

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.15)

Support Blocks: *Support block are not to be reported for school-aged graduates, adult students or by Continuing Education (CE) or Online Learning (OL) schools.* (ref. Form 1701 Instructions P.16)

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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/Authority 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). **Use the auditors IDS checklist as a guide to verify eligibility of IDS claims.** **NOTE: IDS courses and BAA courses do not count towards credit in the Adult Graduation Program (limited to Ministry Authorized courses and some External Credentials). IDS and BAA courses are ineligible claims for those adult students undertaking the Adult Graduation Program (although adult students on the B.C. Graduation Program may be funded for BAA courses).**				
CAREER/SKILLS TRAINING/DUAL CREDIT TRANSITION PROGRAM OF COURSES **NOTE: Each course claim must meet attendance requirements in addition to career directives**				
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 or school district personnel that support career education programing. 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.				
Youth WORK in Trades/WRK (school age only) courses *provide students with opportunities to begin apprenticeship training while in secondary school* (Ref. Form 1701 Instructions, P.13) and meet the requirements as outlined in the current Youth Work In Trades Guide. **NOTE:** *each of these four credit courses are only claimed once regardless of the number of reporting periods the student requires to complete the workplace component* (Form 1701 P.15 – for WEX and WRK). **Audit Steps:** use the auditor's Career Program checklist for WRK based on the following Ministry directives to verify WRK course(s). **WRK** allows secondary students to earn graduation requirements while transitioning into the work force with a total of 480 hours of trade-specific work experience (not to overlap with WEX12A/12B but OK to fulfill 30 hours of career explorations for Career-Life Connections). 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 SkilledTradesBC • Students in WRK programs complete an SkilledTradesBC registration form with the recognised school district staff, and SkilledTradesBC recognized sponsor • School district staff retain copies of all forms required for registration and retain the student's SkilledTradesBC registration number (SkilledTradesBC ID number), including verification of worksite WorkSafeBC coverage			

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- There is a **unique training plan (created and signed off by an educator in conjunction with student and SkilledTradesBC recognized sponsor) demonstrating student progression through each of the WRK11A to WRK12B courses** once students are registered with SkilledTradesBC. Each WRK placement requires a unique, signed student training plan
- Work-based training hours are accrued only after application for registration as **youth apprentices*** has been done with SkilledTradesBC (see auditor's checklist for information regarding Recognition of Prior Work [aka – 'Hidden Apprenticeship'])
- WRK students are **monitored by school personnel and evaluated by educators with valid teaching certificates** who assign final percentages.

***WRK youth apprentices are funding eligible for WRK 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.15)

*In order to be reported as a Ministry-authorized Work Experience 12A or 12B course, the work experience must be supported and monitored by the school and **consist of authentic workplace experiences***.(Ref. Elective Work Experience policy)

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. (WEX hours not to overlap with WRK11A/B and 12A/B but OK to fulfill 30 hours of career explorations for Career-Life Connections.)

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
- There must be a training plan of skills and areas of knowledge to be developed and demonstrates student's progress for each of the WEX courses
- 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:

- Evidence 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. "Credit can be awarded for current or past work experience via prior learning assessment provided that appropriate procedures are followed.

NOTE: While not funding eligible, **"***A board may recognize a student's current or past paid employment as Work Experience, provided that 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*

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the student's employer" (Ref. Work Experience Order)				
Post-Secondary Transition Programs (Dual Credit) (non-graduated 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 to help students make smooth transitions to further education or training…Ministry of Education and Child Care recognizes post-secondary courses for funding purposes if they are part of the school-age students' planned programs of study leading to graduation*. (Ref. Recognition of Post-Secondary Transition Programs for Funding Purposes policy). *Courses taken in BC outside of the public school system (through colleges, post-secondary institutions, private organizations, etc.) are not funded unless permission and support is arranged through the Board of Education and the course is taken for credit towards Grade 12 graduation*. (Ref. K-12 Funding-General Policy). **Youth Train in Trades (TRN)** is a type of dual credit in which students take courses that will provide both high school graduation credits and apprenticeship technical training. (TRN hours are not to overlap with WEX12A/12B, WRK11A/B, or WRK12A/B, nor to fulfill 30 hours of career explorations for Career-Life Connections.) **Audit Steps**: use the detailed PSI audit steps document – the criteria are 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 and are taken for credit towards Grade 12 graduation. • Post-secondary courses lead to a post-secondary credential from a member of the BC Transfer System, or Le Collège Éducacentre (for courses offered in French), or a SkilledTradesBC certified Youth Program training provider. • District has a current agreement with the post-secondary institution(s). • School district pays tuition costs for post-secondary courses reported for funding. • Student signs a planned program of courses, updated annually, listing the transition program course(s). • There is evidence that 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.* **NOTE:** To be eligible for Ministry funding, a dual credit course must be taken by a school-age student and start prior to June 30th of their Grade 12 year. • **NOTE:** Questions about how to offer TRN and other dual credit opportunities in compliance with current policy are answered online (see the dual credit policy FAQ)				
Student Course Claim Eligibility				
All School Age and Non-Graduated Adult Students				
For all students enrolled in a Continuing Education School, report according to the Adult Funding Policy. (Form 1701, P.16). **School-aged graduates and adults who took part in less than 80 hours of instruction during the summer months are**	Evidence that each course claimed for funding is eligible and 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	**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	

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only to be claimed for half a course (0.50) (Form 1701 P.16). *Eligible courses detailed in the Adult Funding Policy (*Ministry Authorized and BAA courses 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 (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 not eligible for ELL or Indigenous Education funding (Ref. Adult Funding Policy)*		directives.	• M320/04 Adult Graduation Requirements Order • Adult Graduation Program • List of Tuition-Free Courses **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 any other jurisdiction. 2. While reviewing enrolment 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. • total FTE for each student • eligibility of the courses claimed. (See audit steps below for verification of attendance) • there is a course 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.* (Ref. Adult Funding Policy) **Definition:** a graduated student is defined as adults that completed the requirements for graduation from a secondary school or high school in any jurisdiction (See Sec 82 *School*	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	**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 OL centres would have undertaken this approval process when their first OL agreement was assigned) 2. Using the student sample verify: • the student is ordinarily resident in BC • there is a course enrolment form (that meets the Adult funding policy's definition) for each student claimed	

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Act)		education to graduated adults.	• 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 OL Active Participation for All Three Reporting/Enrolment Periods) **ALL STUDENT CATEGORIES** *...report all new courses leading to graduation in which the student has met the attendance requirements between May 3, 2025 and September 29, 2025. Report only the courses taken at your school* (Form 1701 P.15) *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 OL Procedures Guide… **choose either the 10/10 criteria OR the active participation procedures (P.15)"*** *(*Ref: Adult Funding Policy)				
(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 29, 2025) • 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)				

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Definitions: **Active Date** – for a student in a course is defined as being the date that a Student is deemed actively participating in a course supportable with evidence, that satisfies the criteria for funding. 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 students (including all adult students)* ***must contain the following*** • A completed school Enrolment Form and/or Course Selection Form for the current school year • A Course Plan OR Program Plan, OR Individual Education Plan OR Student Support Plan • Proof of B.C. residency • Evidence of Student engagement completed and documented by the relevant snapshot date as indicated in the Form 1701 instructions for each reporting period: *Student Engagement:* • *One example of a completed assignment that is aligned with the Curriculum Learning Standards for the course OR replaces a curriculum learning standard for the course as documented in the Student's Individual Education Plan (IEP).* • *Dated evidence of teacher assessment of the completed assignment. The assignment …must be completed (i.e., all components of the assignment have been attempted) and the feedback must reflect the reason for the grade and how a passing grade may be achieved.*	Evidence that the students claimed on Form 1701 have met the active requirements outlined in the OL Procedures Guide, supporting the attendance requirements stated in the Adult Funding policy.	Whether the students claimed for funding meet the appropriate active requirements specified in the OL Procedures Guide aligning with the Adult Funding policy's definition of attendance.	**Key Documents:** *OL Procedures Guide* **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 Participation description) for each course in which the student is claimed. 2. Verify there is a current course selection/ enrolment form (that meets the Active Participation definition) documenting the eligible courses by 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 list of Tuition-Free Courses for Graduated Adults 3. Verify there is evidence of student engagement (that meets the OL Procedures Guide 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				

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Procedures	Auditors Initials
Supplemental funding claims for Indigenous 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. **Indigenous Education Supplemental Funding:** Funds provided for school-age students to Boards of Education for Indigenous Education programs are targeted and must be spent on the provision of these programs and services. The delivery and outcomes of indigenous programs and services must be in accordance with Form 1701 Instructions and related policy directives. **Inclusive Education Supplemental Funding**: The students must be provided with Inclusive Education supports and meet criteria set out in the Ministry's Inclusive Education Services, A Manual of Policies, Procedures and Guidelines.	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 Enrolment audit program.	**Key Documents:** As above, and • K-12 Funding – Indigenous Education Policy • K-12 Funding – English Language Learning Policy • Inclusive Education Manual of Policies, Procedures and Guidelines • 2023/24 Supplemental Audit Procedures **Audit Steps:** For ELL and Indigenous Education services - Review school-age 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. 2. Document discrepancies on an Observation Sheet and attach supporting evidence. Inclusive Education Student Claims (compliance is in accordance with K-12 Funding-Inclusive Education Policy and the Inclusive Education Policy, Procedures and Guidelines Manual). For students reported with a Inclusive Education designation confirm that a current IEP is in place. For non-graduated adults reported with Inclusive Education designations – ensure courses are only Ministry Authorized and BAA and meets the Adult Funding Policy directives specific to inclusive education claims. Locally Developed and XSIEP options are not eligible courses with credit recognized towards a BC Graduation Program.	