BCDLAA
DL Administrators Meeting

Kelowna, British Columbia

Ministry of Education

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Agenda

Introductions & Context

Ministry Review of DL

Policy for Student Success

The Year Ahead

Questions

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Introductions

Teresa McClintick
DL & Skills Projects Manager

Joanne Armstrong
Compliance Program Manager

Vivian Collyer
Secondee, District Principal, School District 62 (Sooke)

Janine Hannis
Manager, Exam Administration and Marking

Judy Smith
Secondee, School District Liaison, MyEducationBC

Cloë Nicholls
Executive Director, Learning Division

Key Responsibilities:

- ✓ Distributed Learning
- ✓ Aboriginal Education
- ✓ Inclusive Education
- ✓ French Education
- ✓ Student Safety and Wellness (including Mental Health)

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Distributed Learning as a Program
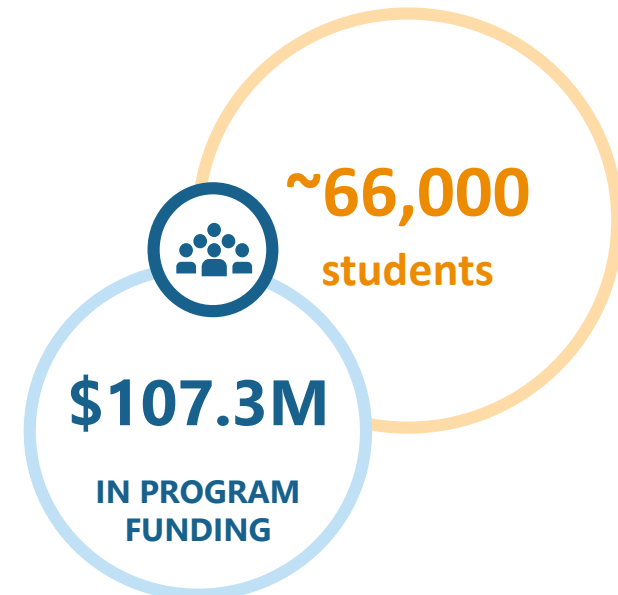
Pre-1990s

- Learning via correspondence

1990 to mid-2000s

- Programs enhanced to include electronic delivery to learners at a distance
- Considered a way to increase choice, create flexibility and provide greater access to a full range of courses and program options to all students in rural and urban communities
- Services and content decentralized mid-2000s

Currently (17/18 SY)

- 74 schools (58 public, 16 independent)
- Approximately one third of students considered full-time
- Various delivery models: online, blended, web-facilitated, correspondence

~66,000 students

$107.3M IN PROGRAM FUNDING

Distributed Learning in Policy & Legislation

Current Vision: to create a quality, dynamic and engaging learning environment that all students in the province can access

- A school district may only operate a distributed learning program if it has a signed agreement with the Minister of Education (School Act, Section 75 (4.1)
  - This ensures programs commit to standards, a Quality Assurance Review Process, training and professional development for teachers, and meet policy requirements related to funding.

- Students can enrol in one or more education programs offered by another public or independent school district (School Act, Section 3.1)

Drivers for Distributed Learning Review

1. Lack of awareness – Who are DL students?
2. Lack of clarity on outcomes – How are they doing?
3. Continuous improvement – What can we learn from others?

Distributed Learning Review

Phase I

- Literature Review

Phase II

- Jurisdictional Scan of Promising Practices
- Internal review of educational data
- Questionnaire to DL schools

Literature Review of Promising Practices

Three key themes related to centralization, blended learning, and funding were identified

1 **Centralization of shared technologies, platforms, resources, services, and/or providers**

- Systems are not centralized across BC's DL schools
    - No common learning management system
    - No consistent standards, platforms, or delivery models

2 **Movement towards blended learning of online and face-to-face instruction to increase student interaction and engagement**

- The Ministry has not mandated DL instruction be delivered in a particular way
    - Two thirds of DL schools provide some form of blended learning as a part of their program

3 **Funding based on measurable outcomes**

- Student funding based on enrolments, for DL in Grades 10-12 5% of course must be completed
- Schools grapple with measuring outcomes and performance individually and independently of the Ministry

Jurisdictional Scan
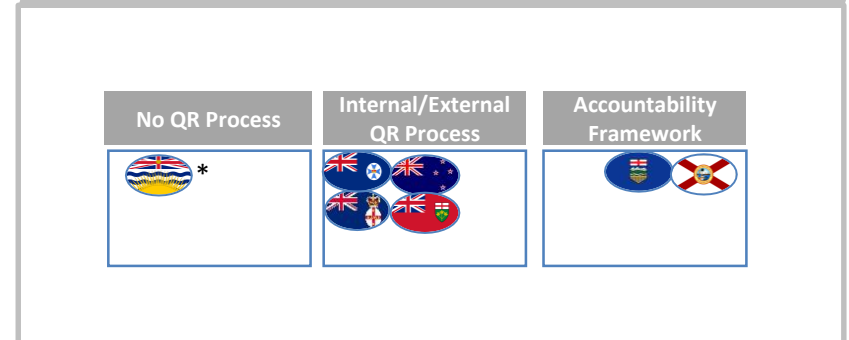
Jurisdictional Scan – Considerations

①

Strategic Framework

No Strategy	Internal Strategy	Public Strategy

Scale

②

Quality Review Process

No QR Process	Internal/External QR Process	Accountability Framework

Legend

- Alberta
- Florida
- Queensland (Aus)
- British Columbia
- Ontario
- New Zealand
- New South Wales (Aus)

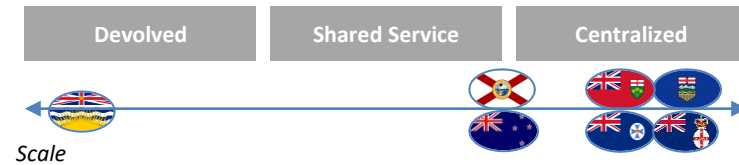* BC last administered a Quality Review process for DL schools in 2015/16

Jurisdictional Scan

③

Defined Student Outcomes

Enrolment	Completion	Competency

Count

Transition	Engagement	Efficiency

④

Centralized Resources
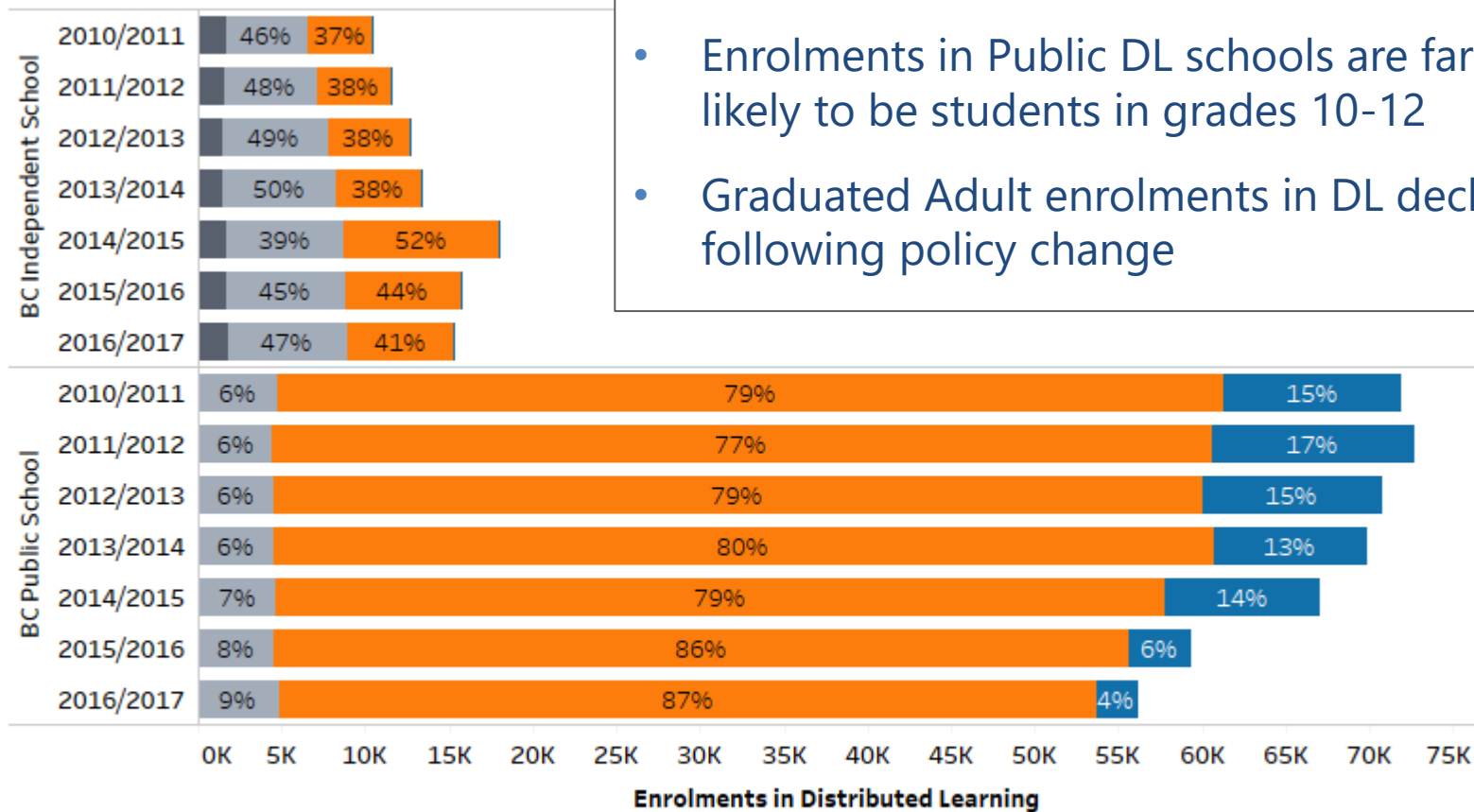
Devolved	Shared Service	Centralized

Scale

Legend

Alberta Florida Queensland (Aus) British Columbia

Ontario New Zealand New South Wales (Aus)
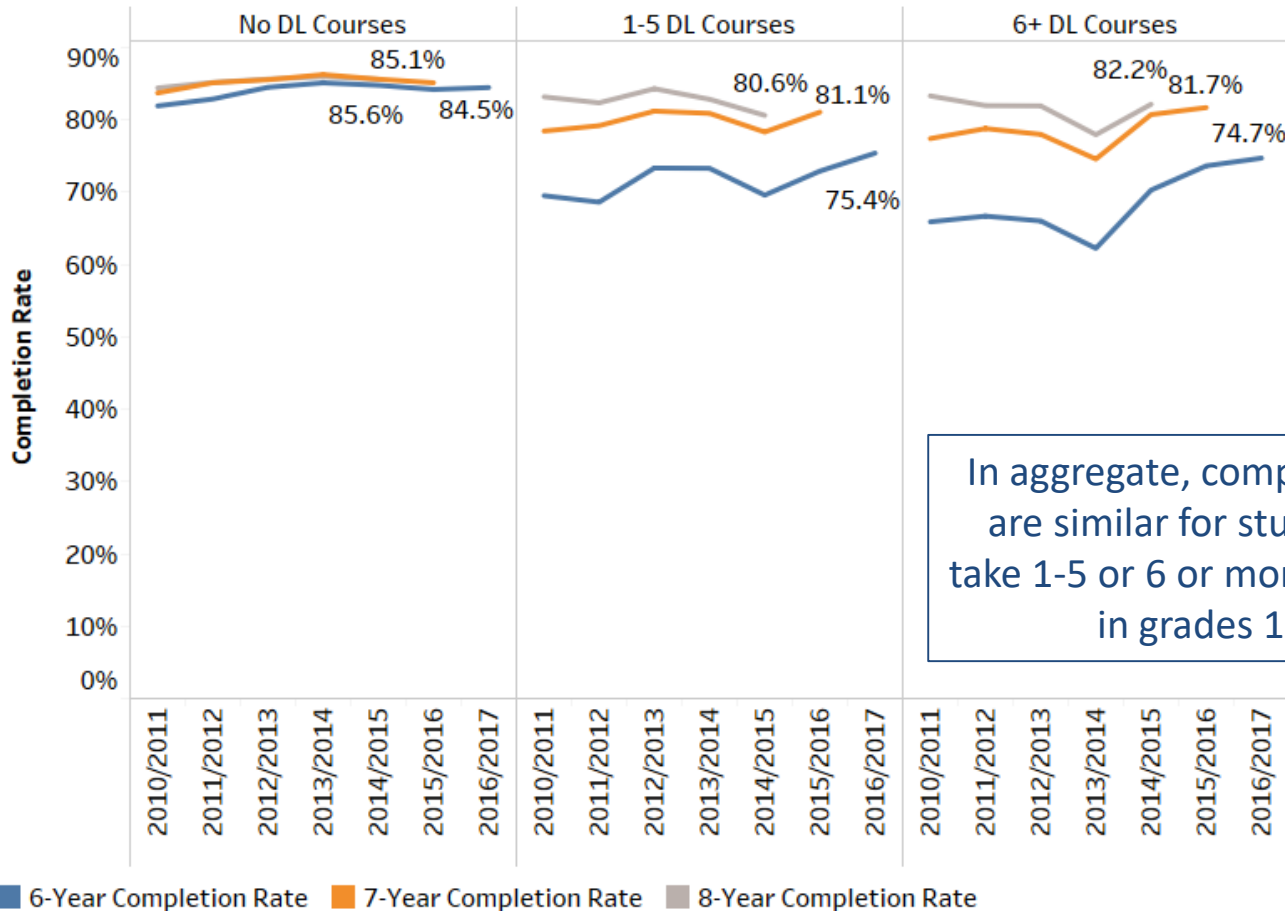
Student Population

- More DL enrolments in Public than Independent

- Enrolments in Public DL schools are far more likely to be students in grades 10-12

- Graduated Adult enrolments in DL declined following policy change

BC Independent School

Year	Home Schooled	K-9	10-12
2010/2011		46%	37%
2011/2012		48%	38%
2012/2013		49%	38%
2013/2014		50%	38%
2014/2015		39%	52%
2015/2016		45%	44%
2016/2017		47%	41%

BC Public School

Year	K-9	10-12	Graduated Adult
2010/2011	6%	79%	15%
2011/2012	6%	77%	17%
2012/2013	6%	79%	15%
2013/2014	6%	80%	13%
2014/2015	7%	79%	14%
2015/2016	8%	86%	6%
2016/2017	9%	87%	4%

0K 5K 10K 15K 20K 25K 30K 35K 40K 45K 50K 55K 60K 65K 70K 75K

Enrolments in Distributed Learning

Grade Range
- Home Schooled
- K-9
- 10-12
- Graduated Adult
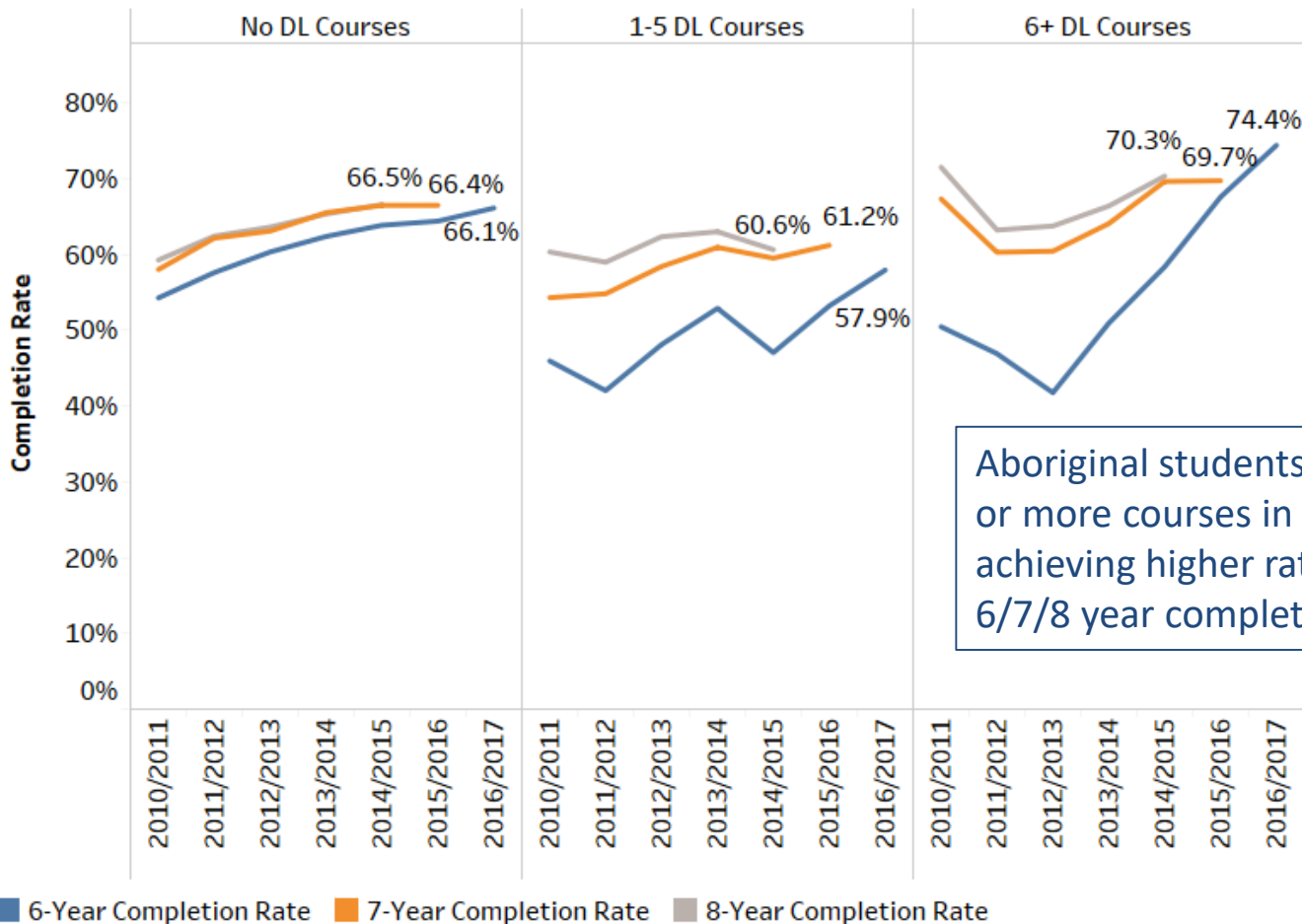
Student Success – High School Completion

Number of DL Courses Taken in Grades 10 to 12

In aggregate, completion rates are similar for students who take 1-5 or 6 or more DL courses in grades 10-12

STUDENT SUCCESS
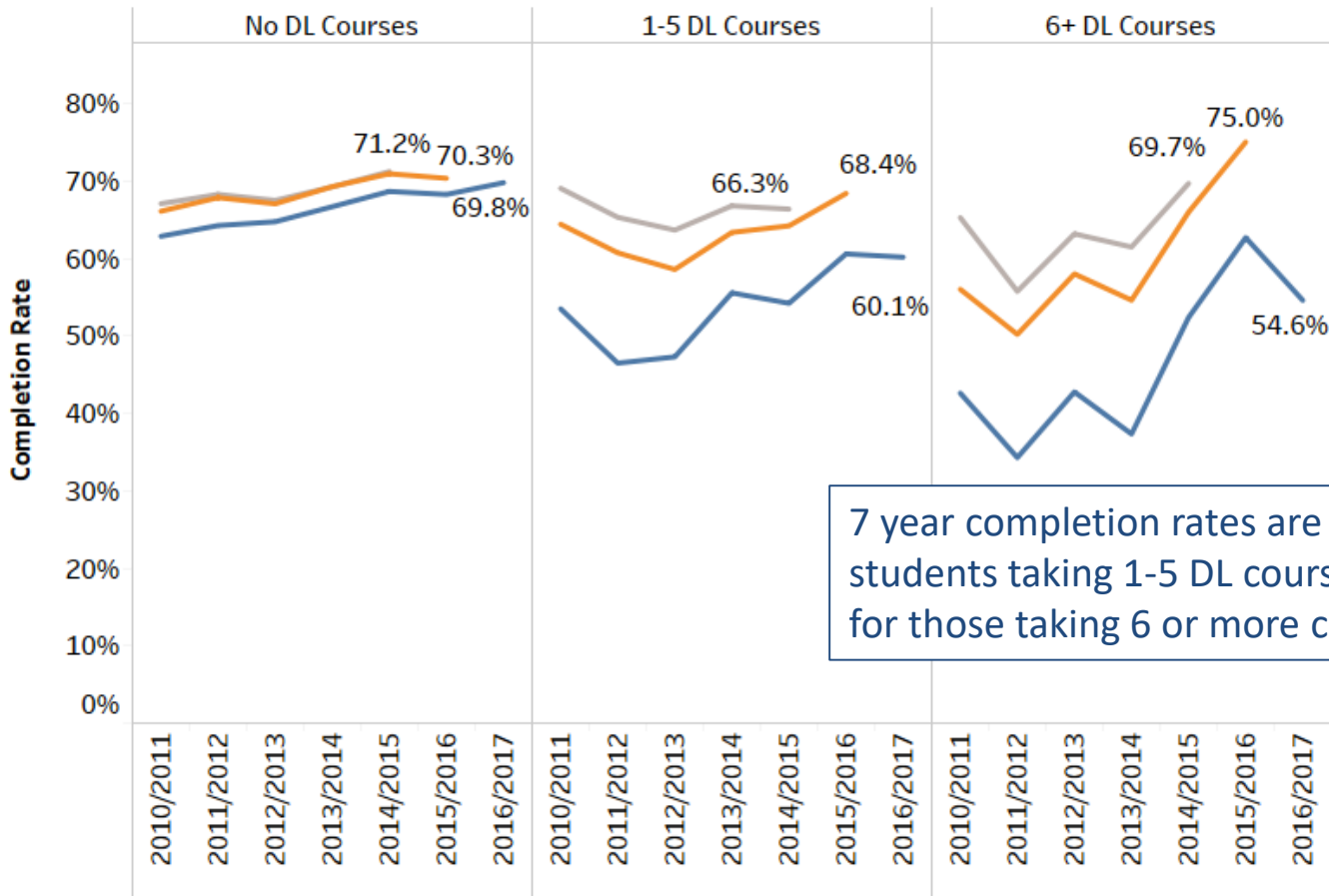
Student Success – High School Completion for Aboriginal Students

Number of DL Courses Taken in Grades 10 to 12

No DL Courses | 1-5 DL Courses | 6+ DL Courses

66.5% 66.4%
66.1%

60.6% 61.2%
57.9%

70.3% 74.4%
69.7%

Aboriginal students taking 6 or more courses in DL are achieving higher rates in 6/7/8 year completion

STUDENT SUCCESS

■ 6-Year Completion Rate   ■ 7-Year Completion Rate   ■ 8-Year Completion Rate

Student Success – High School Completion for Students with Diverse Needs

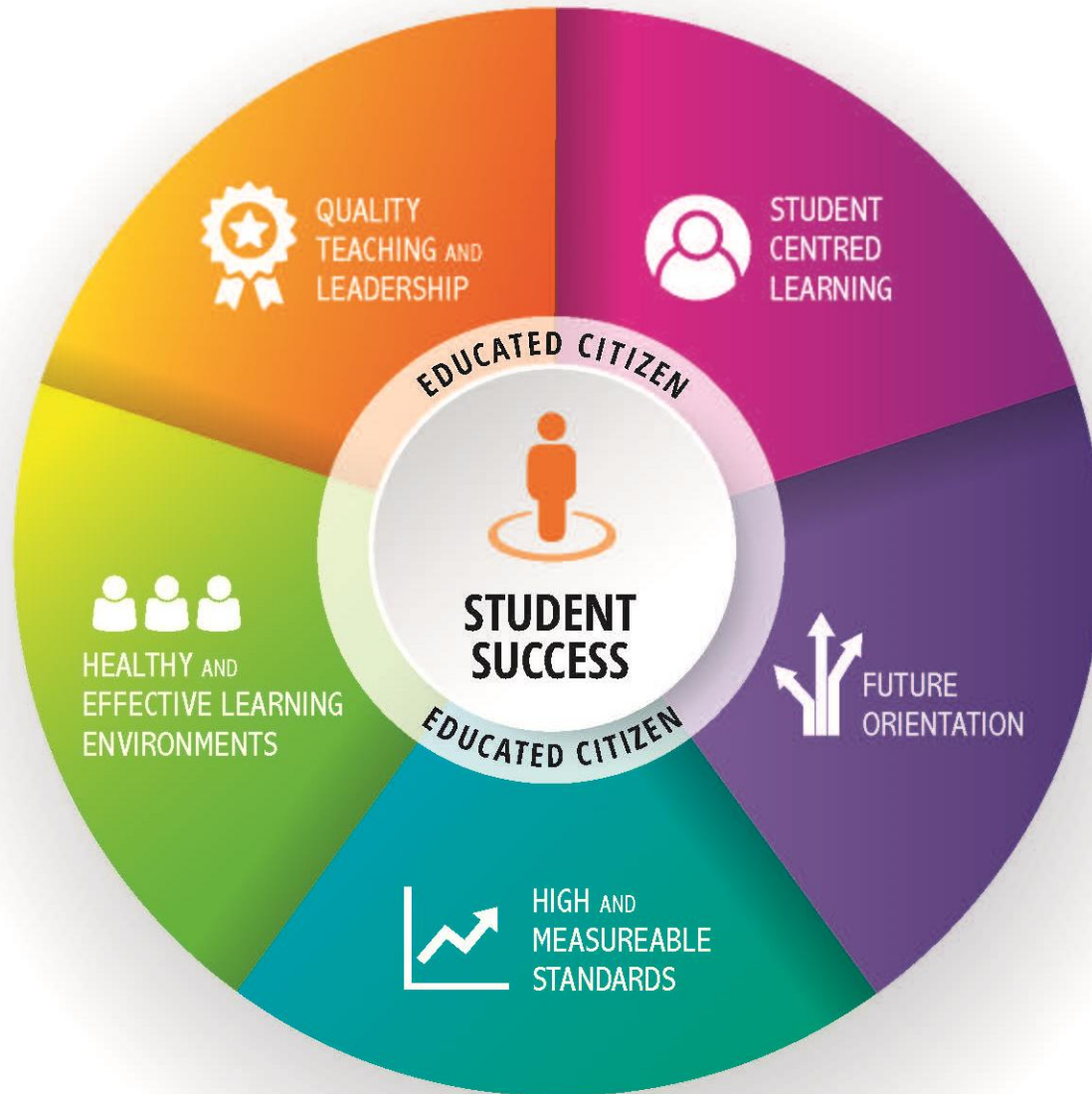Number of DL Courses Taken in Grades 10 to 12

7 year completion rates are close for students taking 1-5 DL courses, and higher for those taking 6 or more courses

STUDENT SUCCESS

■ 6-Year Completion Rate   ■ 7-Year Completion Rate   ■ 8-Year Completion Rate

POLICY FOR STUDENT SUCCESS

OUR PURPOSE

The Year Ahead

QUALITY TEACHING AND LEADERSHIP

35% of DL schools have a strong preference for hiring teachers or administration with specialized training or experience in areas such as distance education or technology

STUDENT CENTRED LEARNING

90% of schools report that students choose DL due to program flexibility

FUTURE ORIENTATION

Over 75% of schools have already adopted the new curriculum

HIGH AND MEASUREABLE STANDARDS

Over 50% of DL schools have an internal quality review process for course content and/or instruction

HEALTHY AND EFFECTIVE LEARNING ENVIRONMENTS

34% of DL schools have specific programming in place for Indigenous learners or students with diverse needs

Thank you

Questions?

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