

State of the Nation: K-12 E-Learning in Canada

2019 Edition

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Executive Summary

The 12th issue of the *State of the Nation: K-12 e-Learning in Canada* report is also the seventh year of the Canadian eLearning Network's (CANeLearn) support of this research. This report and its accompanying research briefs and vignettes grow in importance given the increasing interest and attention e-learning is taking in K-12 education. New policy changes in several provinces have sparked public debate about the effectiveness and application of e-learning. Now, more than ever, research specific to e-learning in K-12 education in Canada is necessary to inform policy changes and the conversations generated.

This report provides a foundation for expanding research that reflects the diversity of needs and solutions that digital technologies and e-learning are addressing in our educational practices. This issue, unlike those in the past, describes only changes that have occurred in relation to the governance and e-learning activity with full jurisdictional profiles available on the project research website at <https://k12sotn.ca/data/>. Additionally, any brief issue papers and vignettes received are simply introduced or referred to in this report, but are presented in full on the website.

While there have been no major changes in the nature of regulation governing K-12 distance and online learning activity and distance or online learning enrolment remains relatively stable, there were several initiatives launched or concluding in the 2018-19 school year likely to impact activity in two provinces as well as in First Nations programs nationally. Ontario announced that starting in the 2020-21 school year e-learning would be centralized and two e-learning course credits would be required of the 30 credits to achieve an Ontario Secondary School Diploma. In British Columbia a review of funding for K-12 in the province will result in a change in policy as well as funding for the province's distributed learning (e-learning) programs.

The *State of the Nation: K-12 e-Learning in Canada* report, and its accompanying publications on its project website, provides critical information and insight into how Canadian educational authorities and governments are integrating technology-supported approaches to prepare students for today's economy and a future society in which the use of technology will be ubiquitous. The report and website provide a benchmark for educators and offers background, guidance, and ideas for the improvement of policy and practice in online and blended learning. The online version of the *State of the Nation: K-12 e-Learning in Canada* will continue to be the comprehensive resource for e-learning in each jurisdiction, and additional research is noted on the site.

1. Introduction

This report details the results of the twelfth annual *State of the Nation: K-12 E-Learning in Canada* study. Beginning in 2018, the physical report has undergone significant changes. While the standard jurisdictional profiles (i.e., the annual update of activity and nature of governance for each province and territory, as well as for First Nations, Métis, and Inuit under federal jurisdiction) continue to be released in full on the *State of the Nation: K-12 E-Learning in Canada* website, this report will only describe changes that have occurred in relation to the governance and e-learning activity over the past year. Additionally, any brief issue papers and vignettes received are simply introduced in this report, but are presented in full on the website. The *State of the Nation: K-12 E-Learning in Canada* website can be accessed at: <https://k12sotn.ca/>

1.1 Methodology

The methodology utilized to collect the data for the annual study included:

- a survey that was sent to each of the Ministries of Education,
- follow-up interviews to clarify or expand on any of the responses contained in the survey,
- an analysis of documents from the Ministry of Education, often available in online format, and
- follow-up interviews with key stakeholders in many of the jurisdictions.

In addition to the data collection for the provincial, territorial, and federal profiles, the researchers also undertook an individual program survey that was sent to contacts from all of the K-12 distance, online, and blended programs across Canada identified by the researchers. The survey was sent to all contacts on six occasions from May through November. The response rate by jurisdiction is provided in Table 1.

Table 1. Individual program survey responses for 2018-19

	Total Number of Programs	Number of Programs Responding	Response Rate
NL	1	1	100%
NS	2	2	100%
PE	0	-	-
NB	2	2	100%
QC	5	3	60%
ON	84	15	18%
MB	38	1	3%
SK	21	7	33%
AB	33	10	30%
BC	74	14	19%
YT	2	1	50%
NT	1	1	100%
NU	0	-	-
Federal	5	3	60%
Total	268	60	22%

Data as of the time the printed report was submitted for publication (K-12 e-learning programs can update their information at any time).

The most recent responses that the *State of the Nation: K-12 E-Learning in Canada* researchers have received are included in the provincial, territorial and federal profiles located at <https://k12sotn.ca/data/>

A complete description of the methodology, including all of the instruments, is provided at <https://k12sotn.ca/about/>

1.2 How to Read This Document

The goal of the 2019 *State of the Nation: K-12 E-Learning in Canada* report is to provide an overview of the state of K-12 e-learning in Canada. K-12 e-learning is broadly defined to include all forms of K-12 distance and online learning, as well as blended learning that may occur within the context of a face-to-face setting.

The report continues to begin with a brief description of new brief issue papers, followed by a national overview of K-12 distance, online, and blended learning in Canada, but differs from traditional *State of the Nation: K-12 E-Learning in Canada* reports in that it does not provide a full discussion of the nature of regulation and level of activity for each provincial, territorial, and federal jurisdiction. Instead the profile in this report simply provides a brief update of any changes or new developments in each province, territory, and federally. The full jurisdictional profiles continue to be available at <https://k12sotn.ca/data/>

It is our goal that the *State of the Nation: K-12 E-Learning in Canada* annual published report will be a much shorter version of the updated changes that have occurred in each jurisdiction from the previous year. However, the online version of the *State of the Nation: K-12 E-Learning in Canada* will continue to be a more comprehensive resource for e-learning in each jurisdiction.

1.3 Brief Issue Papers

The brief issue papers published on the research website (<https://k12sotn.ca/papers/>) are designed to examine a range of issues that are current and relevant to the design, delivery, support and regulation of all forms K-12 e-learning in Canada. There were two brief issue papers included in the 2019 *State of the Nation: K-12 E-Learning in Canada* report.

A. In November 2019, Contact North | Contact Nord published a presentation depicting the strengths of Ontario's current e-learning programs and steps that would be necessary for the province to achieve the vision of "making Ontario Canada's leader in online learning in secondary schools." The presentation was made in relation to the Government of Ontario's e-learning announcements of 15 March 2019 and 21 November 2019. Read more at <https://k12sotn.ca/papers/making-ontario-canadas-leader-in-online-learning-in-secondary-schools/>

B. In 2017, the *National Survey of Online and Digital Learning* of post-secondary institutions was launched. In 2019 the third annual survey included refined questions and interesting insights into the increase of both online and blended/hybrid digital learning in post-secondary institutions in Canada. The majority of institutions reported an optimistic forecast for an increase in online enrolments in the 2019-20 years and most post-secondary institutions in Canada indicated that online learning was very to extremely important to their institutions strategic/academic plan. Read more at <https://k12sotn.ca/papers/state-of-the-nation-online-and-digital-learning-in-canadian-post-secondary-institutions/>

2. National Overview

Since 2011, the annual *State of the Nation: K-12 e-Learning in Canada* study has received consistent participation from the various Ministries of Education (and federal authorities since 2013). In some cases the Ministries collected and published detailed information. For example, the Government of Newfoundland and Labrador produced an annual Education Statistics report that is granular enough to be able to report that there were 23 males and 31 females enrolled in Art and Design 3200 during the 2017-18 school year, and this was a decrease of 20 students (i.e., 8 males and 12 females) from the previous school year (Government of Newfoundland and Labrador, 2019). However, there are other instances where the Ministries do not collect any data related to K-12 distance, online, and/or blended learning.

The data collected from these Ministry sources are compared with the information received from key stakeholders in various jurisdictions, as well as an analysis of available documents. In some instances the data from Ministries and stakeholders agree, while in other cases there is some inconsistency between the stated governance regime and experiences of stakeholders. The sponsorship of the Canadian eLearning Network (CANElearn) that began in 2014 has significantly increased the network of stakeholders available to the *State of the Nation: K-12 e-Learning in Canada* team.

This sponsorship has also helped to foster the collection of data from the individual program survey. While the response rate for the 2018-19 school year was only 22%, over the past nine years (i.e., since the individual program survey was first introduced for the 2010-11 school year) the project has received at least one response from 50% of the programs in Canada.

Table 2. Historic individual program survey responses

	Total Number of Programs	Number of Programs Responding	Response Rate
NL	1	1	100%
NS	2	2	100%
PE	0	-	-
NB	2	2	100%
QC	5	5	100%
ON	84	34	40%
MB	38	9	24%
SK	21	14	67%
AB	33	16	48%
BC	74	44	59%
YT	2	1	50%
NT	1	1	100%
NU	0	-	-
Federal	7	5	71%
Total	270	134	50%

However, it is also important to note that this reality means that the *State of the Nation: K-12 e-Learning in Canada* project team have never received any data from approximately half of the known K-12 e-learning programs in Canada. Additionally, jurisdictions such as Alberta, Ontario, and – in particular – Manitoba remain below the national average in terms of participating in the annual study (and significantly below the average in the case of Manitoba). While the *State of the Nation: K-12 e-Learning in Canada* project team is confident in the information included in this report and on the project website, the limitations in the data collection must be recognized. In the two previous reports, the authors have presented data on the overall participation in K-12 e-learning (i.e., participation in distance/online learning AND participation in blended learning). This discussion has been removed from the 2019 *State of the Nation: K-12 e-Learning in Canada* report due to these limitations (and this omission is discussed in greater detail below with respect to K-12 blended learning activity).

Nature of K-12 E-Learning Regulation

There have been no major changes in the nature of regulation governing K-12 distance and online learning.

Table 3. Summary of the K-12 distance and online learning regulation by jurisdiction

	Legislation	Policy Handbook	Agreements	Memorandum of Understanding
NL				
NS	✓			
PE	✓			
NB		✓		
QC	✓			
ON		✓	✓	
MB	✓	✓		✓
SK				
AB	✓	✓		
BC	✓		✓	
YT	✓			✓
NT	✓	✓		✓
NU	✓			✓
Federal	✓			

As a reminder, while many provinces and territories continue to have some reference to distance education in the *Education Act* or *Schools Act*, in most instances these references simply define distance education or give the Minister of Education in that province or territory the ability to create, approve or regulate K-12 distance education. Many of these references have also become antiquated given the present realities of K-12 distance and online learning. The only provinces where this is not the case are Nova Scotia (e.g., collective agreement signed between the Government of Nova Scotia [2017] and the Nova Scotia Teachers Union) and British Columbia (e.g., section 3.1 and section 75 (4.1) of the *School Act, 2006*, as well as section 8.1 of the *Independent School Act, 2006*). The most dominant trend affecting

the regulation of K-12 distance and online learning is that approximately a third of all jurisdictions use policy handbooks to regulate K-12 distance and online learning; sometimes in combination with a formal agreement or contract.

In fact, there was only one jurisdiction that had any significant change in the way e-learning was governed and/or regulated – the First Nations, Métis, and Inuit programs under federal jurisdiction. Following four years of engagement between Indigenous Services Canada (ISC) and the Assembly of First Nations, ISC announced significant changes to the *Elementary and Secondary Education Program*, as well as the end of the *New Paths for Education Program* (which had historically supported several of the e-learning programs). Motivated by efforts to adhere to the *First Nations Education Transformation* and the *Principle of First Nation Control of First Nation Education*, these changes are being implemented for the fiscal year 2019-20. As such, the changes will likely first impact e-learning programs for the 2019-20 school year.

The timeline for these changes is actually a theme from a regulatory standpoint for coming school years. For example, the 2017 amendment to the *Loi sur l'instruction publique* in Quebec allowed the Minister of Education to authorize pilot projects to test or innovate distance education. It is believed that several pilot projects began during the 2018-19, which can last for up to five years with an evaluation every two years and an overall evaluation at the end of the pilot project. The results of these evaluations will likely guide regulatory changes in the province. Additionally, the Government of Ontario announced in 2019 that:

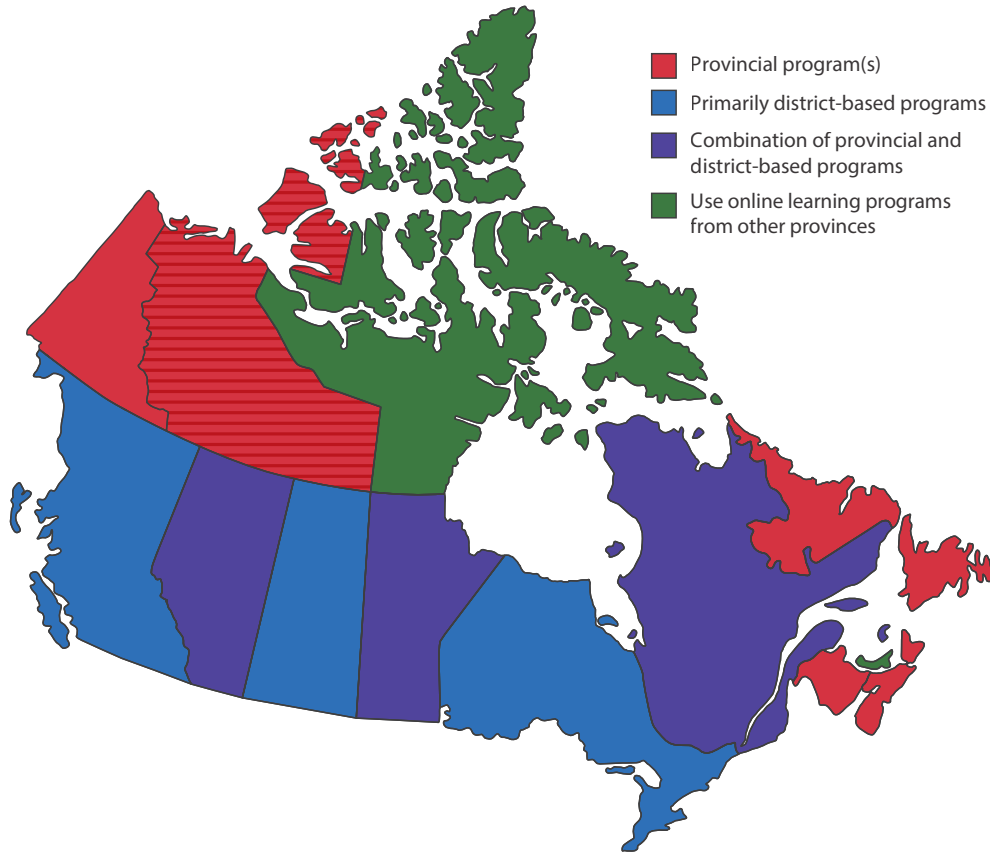
- Starting in 2020-21, the government will centralize the delivery of all e-learning courses to allow students greater access to programming and educational opportunities, no matter where they live in Ontario.
- Secondary students will take a minimum of four e-learning credits out of the 30 credits¹ needed to fulfill the requirements for achieving an Ontario Secondary School Diploma. That is equivalent to one credit per year, with exemptions for some students on an individualized basis. These changes will be phased in, starting in 2020-21. (Ministry of Education, 2019a)

Further, the Government of British Columbia began a review of the model that it uses to fund K-12 education in 2017, including addressing the “artificial division in the current model between ‘bricks-and-mortar’ and distributed learning, which should not exist” (Government of British Columbia, 2018, p. 3). These examples highlight some of the broader issues that will likely impact e-learning programs in years, and will be examined in greater detail in subsequent *State of the Nation: K-12 e-Learning in Canada* reports.

1 The Ministry of Education (2019b) later announced that “Ontario students will be required to take two online credits to graduate from secondary school” (¶ 3).

Level of K-12 Distance/Online Learning Activity

Twelve years following the publication of the first *State of the Nation: K-12 e-Learning in Canada* report, there continues to be a great deal of consistency in types of K-12 distance and online learning programs that exist throughout the country.



Students from all thirteen provinces and territories continue to participate in K-12 distance and online learning opportunities. Most jurisdictions continue to have either primarily district-based programs or district-based programs and provincial programs. The exception to this trend is in Atlantic Canada and Northern Canada. In Atlantic Canada, the dominant model is the use of a single province-wide program, with the exception of Prince Edward Island, which does not have any distance or online learning program. The greatest change has actually occurred in the Canadian territories where the Yukon has developed its own online learning program and the Northwest Territories is in the second of a three year expansion of a district-based online pilot. However, all three territories still utilized distance and/or online learning programs from southern provinces.

In terms of level of distance and online learning activity across Canada, the total K-12 population in Canada for 2018-19 was approximately five million students. Based on actual and estimated enrolment data, the number of students engaged in K-12 distance and online learning was 299,320 or 5.9% of the overall K-12 student population (see Table 4). It is important to note that the ~ symbol below means that approximations were provided by one or more sources during the data collection.

Table 4. Summary of K-12 distance and/or online learning activity by jurisdiction for 2018-19

	# of K-12 students	# enrolled in distance/ online learning	Percent involvement
NL	64,336	1,140	1.8%
NS	120,604	2,381	2.0%
PE	20,131	~100	0.1%
NB	98,906	~3,270	3.3%
QC	1,003,322	~40,000	4.0%
ON	2,020,245	~89,000	4.4%
MB	208,796	~11,875	5.7%
SK	184,004	8,378	4.5%
AB	718,310	75,806	10.6%
BC	633,805	~65,000	10.2%
YT	5,456	170	3.1%
NT	8,700	130	1.4%
NU	10,107	~70	0.1%
Federal	~107,000	~2,000	1.9%
Total	5,056,819	299,320	5.9%

It is important to note that for the first time since the *State of the Nation: K-12 e-Learning in Canada* began collecting data, British Columbia did not report the highest proportion of students engaged in distance and/or online learning. The 2018-19 school year saw Alberta have the highest level of reported activity in distance and/or online courses. However, this is also the first year that a total number of students were reported for Alberta, as historically the number of students were estimated based on a total number of course enrolments (e.g., it was estimated that there were ~63,000 students engaged in distance and/or online learning in Alberta during the 2017-18 based on 80,359 reported course enrolments).

The 299,320 students or 5.9% proportion of students engaged in K-12 distance and/or online learning across the country was an increase in the overall participation level from the previous three school years (see Table 5).

Table 5. Summary of K-12 distance and/or online learning activity over the past four years

# students engaged in distance and/or online learning				
	2015-16	2016-17	2017-18	2018-19
NL	1,105	968	1,233	1,140
NS	~2,500	~2,600	~2,700	2,381
PE	89	89	56	~100
NB	2,527	3,262	~3,239	~3,270
QC	~41,000	~42,600	30,366	~40,000
ON	~94,500	~91,000	~82,000	~89,000
MB	~8,000	8,941	~6,398	~11,875
SK	~12,000	~8,500	7,738	8,378
AB	~60,000	~50,000	~63,000	75,806
BC	69,735	57,046	65,556	~65,000
YT	149	189	136	170
NT	81	79	93	130
NU	325	~40	~40	~70
Federal	1,390	1,289	1,131	~2,000
Total	293,401	277,603	263,686	299,320

With the exception of minor decreases in participation reported in Newfoundland and Labrador and Nova Scotia, and no real change in enrolment in New Brunswick and British Columbia, most of the remaining 10 jurisdictions reported increases of 10% or greater (with some as high as 80%+) in the level of participation in K-12 distance and/or online learning.

In fact, the 2018-19 school year witnessed the first reported increase in the proportion of students engaged in K-12 distance and/or online learning since the 2014-15 school year (see Table 6 below).

Table 6. K-12 distance and/or online learning student enrolment in Canada

Year	# of distance education students	% of students engaged in distance education
1999-2000*	~25,000	0.5%
2008-09	~140,000	2.7%
2009-10	150,000-175,000	2.9%-3.4%
2010-11	207,096	4.2%
2011-12	245,252	4.9%
2012-13	284,963	5.2%
2013-14	290,185	5.4%
2014-15	311,648	6.0%
2015-16	293,401	5.7%
2016-17	277,603	5.4%
2017-18	263,686	5.1%
2018-19	299,320	5.9%

* (Canadian Teachers Federation, 2000)

As has been stated in previous reports, the number of K-12 students engaged in distance and/or online learning has remained relatively steady over the past eight years (i.e., within ~1%). Project researchers continue to believe that this stability represents the variability in the accuracy of data collection (i.e., approximately half of the 14 jurisdictions were estimates or approximations).

Level of K-12 Blended Learning Activity

Data on the level of blended learning has been collected since the 2014-15 school year. However, as the vast majority of jurisdictions do not formally track participation in blended learning programs, this data has been quite unreliable. For example, there are jurisdictions such as Nova Scotia, New Brunswick, and Ontario, where the data provided by the Ministries based on the number of student accounts in the provincially licensed learning management system. While the enrolments in a learning management system are an indicator of the potential for blended learning activity, it also doesn't mean that those students are actually using those accounts or are using those accounts for the purposes of blended learning. This data also excludes those students and teachers that may be engaged in blended learning activities, courses, and programs that do not make use of the provincial learning management system.

Each year this data was often supplemented by responses from the individual Ministries of Education or key stakeholders. However, the definitions of blended learning in several of these instances were inconsistent with the definition of blended learning used for this annual study (i.e., a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace; and at least in part at a supervised brick-and-mortar location away from home). For example, the Northwest Territories Department of Education, Culture and Employment defined blended learning as a formal education program where students learn in part through online delivery of content and instruction, and in part in a brick and mortar setting. This definition is consistent with the study's description of online distance learning, not blended learning. The Leading English Education and Resource Network (LEARN) program in Quebec utilizes a similar definition.

Finally, the third source of information for estimates of blended learning activity has traditionally been data from the individual program survey. Table 7 indicates the response rate for e-learning programs to the individual program survey for the 2018-19 school year, as well as the overall response rate since 2014-15 (i.e., the first year blended learning data was included).

Table 7. Individual program survey responses

	Total Number of Programs	Number of Programs Responding in 2019	2019 Response Rate	Number of Programs Responding Since 2015	Response Rate Since 2015
NL	1	1	100%	1	100%
NS	2	2	100%	2	100%
PE	0	-	-	-	-
NB	2	2	100%	2	100%
QC	5	3	60%	5	100%
ON	84	14	17%	21	25%
MB	38	0	0%	4	11%
SK	21	7	33%	11	52%
AB	33	10	30%	14	42%
BC	74	14	19%	51	69%
YT	2	1	50%	1	50%
NT	1	1	100%	1	100%
NU	0	-	-	-	-
Federal	5	3	60%	3	60%
Total	268	58	22%	116	43%

This past year only 22% of the e-learning programs that were identified completed the individual program survey. In fact, since blended learning data has been collected only 43% of the known e-learning programs have completed the individual program survey. Of those 116 programs that completed the survey (i.e., 43% of known programs), only 52 of them self-identified as having blended learning enrolments. However, it is important to note that the individual program survey is circulated directly to e-learning programs (i.e., programs that were primarily engaged in distance and/or online learning), and then on both the CANeLearn and *State of the Nation: K-12 e-Learning in Canada* websites. So if Villanova Junior High in Conception Bay South, Newfoundland and Labrador or Forest Glade Public School in Windsor, Ontario or Okanagan Mission Secondary in Kelowna, British Columbia was engaged in blended learning there is a strong possibility that they would not have been aware of this survey to even consider completing it.

So, in reporting the “Level of K-12 Blended Learning Activity,” a discussion of the data limitations is critical to inform the reader that while we can report that K-12 blended learning appears to be growing, we also believe that the estimation of blended learning activity provided in this report does not begin to scratch the surface of the true level of blended learning occurring in most jurisdictions. Based on the estimated enrolment data, the number of students engaged in K-12 blended learning was 860,398 or 17% of the overall K-12 student population (see Table 8).

Table 8. Summary of the K-12 blended learning activity by jurisdiction for 2018-19

	# of K-12 students	# enrolled in blended learning	Percent involvement
NL	64,336	~9,000*	14%
NS	120,604	98,000**	81%
PE	20,131	-	-
NB	98,906	~8,325***	8%
QC	1,003,322	~21,300*	2 %
ON	2,020,245	~708,000**	35%
MB	208,796	24*	0%
SK	184,004	~2300*	1%
AB	718,310	~2000*	0%
BC	633,805	~10,500*	2%
YT	5,456	418***	8.0%
NT	8,700	-	-
NU	10,107	-	-
Federal	~107,000	531*	1%
Total	5,056,819	860,398	17%

* Data extracted from individual program survey responses or previous data collection cycles

** Estimate of potential number based on learning management system data

*** Data provided by Ministry

Table 9 illustrates the estimated level of K-12 blended learning over the past three years and the basis for that estimation.

Table 9. Summary of estimated K-12 blended learning activity over the past three years

# students engaged in distance and online learning			
	2016-17	2017-18	2018-19
NL	~8,000**	~9,000**	~9,000*
NS	~54,000**	97,575**	98,000**
PE	-	-	-
NB	5,917***	~7,000***	~8,325***
QC	~5,300*	~21,300*	~21,300**
ON	~468,000**	~515,000**	~708,000**
MB	24*	24*	24*
SK	1895*	~11,500*	~2300*
AB	1463*	~3071*	~2000*
BC	~6,300*	~9,500*	~10,500*
YT	830***	907***	418***
NT	-	~100***	-
NU	-	-	-
Federal	638***	531***	531*
Total	552,367	675,508	860,398

* Data extracted from individual program survey responses or previous data collection cycles

** Estimate of potential number based on learning management system data

*** Data provided by Ministry

It is important to underscore once again that these estimates of K-12 blended learning activity continue to be a best effort attempt at trying to quantify this type of e-learning activity.

Finally, due to the problematic nature of the K-12 blended learning activity data, there is no presentation of the overall K-12 e-learning activity data for 2018-19, or comparison of that data to previous years.

3. Jurisdictional Summaries

The following sub-sections contain a summary of the revisions to the profiles for each province, territory, and federal jurisdiction. These summaries focus specifically on highlighting any changes to the governance and regulation that exists in that jurisdiction, as well as providing updated levels of activity for distance, online, and blended learning.

The project website contains a full jurisdictional profile that is organized in the following manner:

- a detailed description of the distance, online and blended learning programs operating in that jurisdiction;
- a discussion of the various legislative and regulatory documents that govern how these distance, online and blended learning programs operate;
- links to previous annual profiles;
- an exploration of the history of e-learning in that jurisdiction;
- links to vignettes (i.e., stories designed to provide a more personalized perspective of those involved in K–12 e-learning) for that jurisdiction;
- links to any brief issues papers (i.e., more detailed discussions of specific issues related to the design, delivery and support of K–12 e-learning) in that jurisdiction;
- the most recent responses to the individual program survey; and
- an overview of the jurisdiction’s policies related to the provision of e-learning in and to other jurisdictions.

The full profiles for each of these jurisdictions can be found at <https://k12sotn.ca/data/>



3.1 Newfoundland and Labrador (NL)

Population: 526,977

Number of K-12 Schools: 260

Number of K-12 Students: 64,336

Number of K-12 E-Learning Programs: 1

Number of K-12 E-Learning: 1,140

e-Learning Updates

There have been no significant regulatory changes in the province of Newfoundland and Labrador. The Centre for Distance Learning and Innovation (CDLI) is the sole provider of K-12 distance education in the province. During the 2018-19 school year there were 1,140 students representing 1,840 course registrations in 44 different courses. The CDLI also allows any provincial educator (i.e., including classroom teachers) to register in their portal and use the CDLI's asynchronous course materials with their face-to-face students.

The full provincial profile can be found at <https://k12sotn.ca/nl/>



3.2 Nova Scotia (NS)

Population: 966,858

Number of K-12 Schools: 371

Number of K-12 Students: 120,604

Number of K-12 E-Learning Programs: 2

Number of K-12 E-Learning Students: ~98,000

e-Learning Updates

There have been no significant regulatory changes in the province of Nova Scotia. Based on figures provided by the Department of Education and Early Childhood Development, there were approximately 1,366 students enrolled in offerings from the Nova Scotia Virtual School and approximately 1,015 students enrolled in courses offered through the correspondence studies program during the 2018-19 school year. Additionally, there were 97,575 students with accounts in various blended learning tools offered by the Department.

The full provincial profile can be found at <https://k12sotn.ca/ns/>

Nova Scotia Virtual School

With the successful implementation of online courses hosted in the Moodle LMS developed for the Nova Scotia Virtual School, many classroom teachers began exploring how the online courses and other classroom-based technologies could begin to support a blended learning model. This story is about one science teacher's approach and its impact on others. See more at <https://k12sotn.ca/ns/blended-learning-in-chemistry-11/>

Nova Scotia Virtual School has been providing online courses to schools throughout the province for years. This feature is a story about the critical roles of both the online teacher and the local support teacher and how they work together to ensure success for all learners. See more at <https://k12sotn.ca/ns/nova-scotia-virtual-school-model-for-support-students/>



3.3 Prince Edward Island (PE)

Population: 145,211

Number of K-12 Schools: 63

Number of K-12 Students: 20,131

Number of K-12 E-Learning Programs: 0

Number of K-12 E-Learning Students: ~100

e-Learning Updates

There have been no regulatory changes in the province of Prince Edward Island. There are still no distance and/or online learning programs in the province, and students continue to enroll in programs offered from New Brunswick. Based on figures provided by the Department of Education, Early Learning and Culture, during the 2018-19 school year there were 80 students enrolled in English-language distance education and 10 students enrolled in French-language distance education programs. While there is no formal agreement between the two jurisdictions, there are also approximately a dozen students enrolled in courses through the Nova Scotia correspondence study program. Other e-learning participation levels are still not formally tracked by the province.

The full provincial profile can be found at <https://k12sotn.ca/pe/>



3.4 New Brunswick (NB)

Population: 755,464

Number of K-12 Schools: 307

Number of K-12 Students: 98,906

Number of K-12 E-Learning Programs: 2

Number of K-12 E-Learning Students: ~11,595

e-Learning Updates

There have been no regulatory changes in the province of New Brunswick. Based on figures provided by the Department of Education and Early Childhood Development, during the 2018-19 school year there were approximately 2,000 regular students enrolled in the Anglophone program, while there 1,270 students enrolled in the Francophone program. Similarly, during the 2017-18 school year there were approximately 3,000 English-language and approximately 5,325 French-language face-to-face students registered in the learning management system using online courses in a more blended learning model under the direction of their local school's classroom teachers.

The full provincial profile can be found at <https://k12sotn.ca/nb/>



3.5 Quebec (QC)

Population: 8,263,600

Number of K-12 Schools: 3,102

Number of K-12 Students: 1,003,322

Number of K-12 E-Learning Programs: 5+

Number of K-12 E-Learning Students: ~50,000+

e-Learning Updates

There have been no regulatory changes in the province of Quebec. However, a 2017 amendment to the *Loi sur l'instruction publique* that allowed the Minister of Education to authorize pilot projects to test or innovate distance education did see an unknown number of projects approved to operate under the regulations outline in this amendment during the 2018-19 school year.

During the same school year there were approximately 32,000 students enrolled in distance and/or online learning courses. It is believed that there were at least approximately 20,000 students enrolled in formal blended learning opportunities. These figures do not include students engaged in the above mentioned pilot projects.

The full provincial profile can be found at <https://k12sotn.ca/qc/>

SOFAD

Over twenty years ago, SOFAD, an independent non-profit organization of the Québec school boards and Ministry, was formed to serve students in adult and vocational training programs by offering resources for purchase by schools or individual students. The original service expanded to include online courses for use by teachers in school boards that purchase access. Plans are also underway for a new portal to improve access to the services. See more at <https://k12sotn.ca/qc/societe-de-formation-a-distance-des-commissions-scolaires-du-quebec-sofad/>

LEARN

As part of its outreach to the English students in Québec that it serves, for the past five years LEARN has been offering online evening Twitter chats that cover questions about learning online, but more importantly create connections between and among students and teachers lives and interests. Examples provided offer a glimpse into how effective the strategy can be. See more at <https://k12sotn.ca/qc/learns-lqchat/>



3.6 Ontario (ON)

Population: 13,537,994

Number of K-12 Schools: 4850

Number of K-12 Students: 2,020,245

Number of K-12 Distance Education Programs: ~81

Number of K-12 Distance Education Students: ~795,000

e-Learning Updates

There have been no regulatory changes in the province of Ontario. Although, in March 2019 the Government did announce plans to centralize the delivery of all e-learning courses, to require all secondary students take a minimum of four e-learning credits to graduate starting in 2020-21, and to expand broadband Internet access for all schools by the 2021-22 school year.

Based on figures provided by the Ministry of Education, there were approximately 57,000 students engaged in online courses offered by one of the public district school board eLearning programs during the 2017-18 school year (i.e., the most recent year that data is available), as well as between 2,500 and 3,000 French-language students taking courses through the Consortium d'apprentissage virtuel de

langue française de l'Ontario and approximately 10,000 students enrolled in online courses offered by approved private schools. Additionally, there were approximately 19,000 students enrolled in distance courses offered by the Independent Learning Centre. Finally, there were approximately 765,000 unique student logins in the provincial learning management system from classroom-based or online students.

The full provincial profile can be found at <https://k12sotn.ca/on/>

Television Ontario / Independent Learning Centre

Television Ontario (TVO) Independent Learning Centre (ILC) is the chosen distance learning partner of the Ontario Ministry of Education. This school year the ILC courses have been launched in the Ministry's Bright Space Virtual Learning Environment with TVO using its unique capabilities as a digital media publisher to modify features in the ILC courses. See more at <https://k12sotn.ca/on/the-evolution-of-a-distance-to-digital-learning-model-in-ontario>



3.7 Manitoba (MB)

Population: 1,369,000

Number of K-12 Schools: 810

Number of K-12 Students: 208,796

Number of K-12 E-Learning Programs: ~38

Number of K-12 E-Learning Students: ~11,875

e-Learning Updates

There have been no regulatory changes in the province of Manitoba. Each school division in the province continues to participate in one or more of the three distance education program options. During the 2017-18 school year, the ISO program (i.e., provincial electronic/print-based model) enrolled approximately 3,196 active students in 58 English courses and 12 French courses for grades 9-12 students, issuing 1,436.5 credits. The TMO program (i.e., audio conference model) offered 21 English courses for grades 9-12 students and saw 418 course enrolments from 21 different schools from eight different rural or northern school divisions/groups. Finally, the WBC Option (i.e., learning management system course model) enrolled an estimated 7,500 students.

The full provincial profile can be found at <https://k12sotn.ca/mb/>

Teacher Mediated Option

Manitoba's Teacher Mediated Option provides access to compulsory and elective courses not available to rural students through technology available to them in their local school. A telephone connection provides live connection to classes taught by teachers, and these same teachers travel to each of the rural schools to provide one-on-one and group instructional support as well as offer individual email and telephone support outside of class time. See more at <https://k12sotn.ca/mb/manitobas-teacher-mediated-option/>



3.8 Saskatchewan (SK)

Population: 1,169,131

Number of K-12 Schools: 767

Number of K-12 Students: 184,004

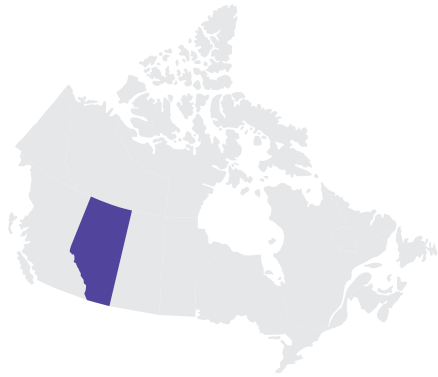
Number of K-12 E-Learning Programs: 14

Number of K-12 E-Learning Students: 8,378

e-Learning Updates

There have been no regulatory changes in the province of Saskatchewan. There are currently 14 provincial school divisions, one independent school, and one First Nation educational authority that are active and recognized K-12 online schools. During the 2018-19 school year, there were 14,136 course enrolments involving 8,378 unique students in Grades 10 to 12. Finally, the Ministry does not monitor blended learning activity.

The full provincial profile can be found at <https://k12sotn.ca/sk/>



3.9 Alberta (AB)

Population: 4,371,316

Number of K-12 Schools: 2,266

Number of K-12 Students: 718,310

Number of K-12 E-Learning Programs: 33

Number of K-12 E-Learning Students: 75,806

e-Learning Updates

There have been minor regulatory changes in the province of Alberta with respect to distance/online learning. However, Alberta Education changed the terminology for a program that consists of two parts (i.e., where the school-authority is responsible for the student's education program, and where the parent is responsible for their child's education program) from blended program to "shared responsibility" program to become more aligned with the current e-learning vernacular.

At present, Alberta Education lists 33 different distance and/or online learning programs as a part of their website directory. During the 2018-19 school year there were a total of 75,806 students coded as being enrolled in online learning/distance education programs, including 17,979 who were coded as fully online students, 1,295 who were coded as full print-based distance education, 3,796 supplemental print-based distance education students, and 52,736 supplemental virtual students. Alberta Education currently does not track blended learning activity.

The full provincial profile can be found at <https://k12sotn.ca/ab/>

North of 60

Canada's territories that are "North of 60" (sixty degrees latitude) cover a wide expanse of land dotted with relatively isolated rural and remote communities. Distance education has played a significant role and as internet connectivity slowly expands along with the population, online learning providers such as CFÉD delivering French-language online courses and resources has become important.

See more at <https://k12sotn.ca/ab/francophone-collaboration-north-of-60/>



3.10 British Columbia (BC)

Population: 5,020,302

Number of K-12 Schools: 1933

Number of K-12 Students: 633,805

Number of K-12 E-Learning Programs: 74

Number of K-12 E-Learning Students: ~65,000

e-Learning Updates

There have been no regulatory changes in the province of BC, although the profile has been updated to better reflect distinctions between public distributed learning schools and independent distributed learning schools. However, in February 2018 an Independent Review Panel launched consultations to examine how K-12 education was funded. This Panel presented a report to the province in December 2018. One of the four Working Groups focused on online learning and was tasked with assisting the Ministry of Education in determining the best approach to implementing the recommendation that reads: “with the shift to a per-student-based funding model, the Ministry should develop a new policy and program delivery model for Distributed Learning to ensure consistent access to quality programming for all students in the province.” The conclusion of this process is expected during the 2019-20 school year.

In 2018-19 there were 57 district-level public distributed learning schools and 16 independent distributed learning schools that enrolled approximately 65,000 unique students in one or more courses. Additionally, Open School BC also provided provincial content and online hosting services on a cost-recovery model to school districts lacking the capacity or desire to manage their own distributed learning program. Finally, the Ministry of Education does not gather formal data on blended learning programs.

The full provincial profile can be found at <https://k12sotn.ca/bc/>



3.11 Yukon (YT)

Population: 35,874

Number of K-12 Schools: 33

Number of K-12 Students: 5,456

Number of K-12 Distance Education Programs: 2

Number of K-12 Distance Education Students: 588

e-Learning Updates

There have been no regulatory changes in the Yukon territory. During the 2018-19 school year, the territory's only online program – the Aurora Virtual School – enrolled 98 students. Additionally, there were 55 students enrolled in courses offered by one of the four British Columbia schools authorized to operate in the territory and another 17 students enrolled in programming offered by the Centre francophone d'éducation à distance. Finally, during the 2018-19 school year there were 418 students from 18 of the territory's 30 schools involved in K-12 blended learning.

The full provincial profile can be found at <https://k12sotn.ca/yk/>



3.12 Northwest Territories (NT)

Population: 44,826

Number of K-12 Schools: 49

Number of K-12 Students: 8,700

Number of K-12 E-Learning Programs: 1

Number of K-12 E-Learning Students: 130

e-Learning Updates

There have been no regulatory changes in the Northwest Territories. During the 2018-19 school year 72 students were enrolled in Northern Distance Learning, which was in its second year of a three-year expansion. Additionally, there were approximately 58 students enrolled in distance learning courses offered through the Alberta Distance Learning Centre. The Department of Education, Culture and Employment does not formally track blended learning.

The full provincial profile can be found at <https://k12sotn.ca/nt/>

Northern Distance Learning Program

The Northwest Territories NDL program is an innovative approach to ensuring access for remote students to required courses for post-secondary, but also to build a presence and connection for these students to peers and teachers not available to them in their own community.

See more at <https://k12sotn.ca/nt/building-presence-in-northern-distance-learning-program/>



3.13 Nunavut (NV)

Population: 35,944

Number of K-12 Schools: 44

Number of K-12 Students: 10,107

Number of K-12 E-Learning Programs: 0

Number of K-12 Distance Learning Students: ~70

e-Learning Updates

There were no changes in the regulatory framework for Nunavut. There are no K-12 distance/online learning programs in Nunavut. However, during the 2018-19 school year there were 70 students enrolled in courses offered by the Alberta Distance Learning Centre. Additionally, an unknown number of students attending up to twelve schools in seven communities had access to programming delivered through Contact North. Finally, the Department of Education does not formally track blended learning.

The full provincial profile can be found at <https://k12sotn.ca/nv/>



3.14 Federal

Population: 1,400,685

*Number of K-12 Schools: 489**

*Number of K-12 Students: ~107,000**

Number of K-12 E-Learning Programs: 5

Number of K-12 E-Learning Students: ~2,500

** refers to those reporting a nominal role directly to Indigenous Services Canada*

e-Learning Updates

There were no changes in the regulatory framework for federal e-learning programs for 2018-19 school year. However, there were significant changes announced which will take effect for the 2019-20 school year that were based on a four year process between Indigenous Services Canada (ISC) and the Assembly of First Nations. These changes include the discontinuation of the *New Paths for Education Program* and revisions to the *Elementary and Secondary Education Program* to make e-learning more comprehensive in nature and to focus on partnerships directly with various First Nations.

ISC collects enrolment data that include e-learning indicators such as: distance education, home schooled (online sourced), virtual (Internet), classroom and distance education, and classroom and

virtual (Internet). However, to reflect the *Principle of First Nation Control of First Nation Education*, ISC no longer provides program level data. Based on individual program survey responses, it is estimated there is a combined enrolment of approximately 2000 students in four distance/online programs. Further, during the 2016-17 school year (i.e., the most recent data shared by the department), there were 531 students engaged in blended learning.

The full provincial profile can be found at <https://k12sotn.ca/fnmi/>

The Wahsa Distance Education Centre

The Wahsa Distance Education Centre, a recognized, accredited Ontario Private Secondary School, offers courses to students in remote communities that are not road accessible. Through a combination of SMART Bridgit (radio), Independent Learning, and the Brightspace Virtual Learning Environment (online), curriculum tailored to student's needs in northern Ontario communities is provided in English as well as in the Oji-Cree language. Distance Education Coordinators (DECs) monitor and maintain the learning centres, while providing support and encouragement for students. Since inception in 1991, over 500 students have graduated with a Grade 12 diploma.

See more at <https://k12sotn.ca/fnmi/wahsa-distance-education-centre/>

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5. Call for Sponsors

2020 *State of the Nation: K-12 E-Learning in Canada* Study

We are seeking funding for the 2020 K-12 e-learning study of Canada. If your organization is interested in participating through sponsorship by supporting the thirteenth anniversary edition of the *State of the Nation Study: K-12 E-Learning in Canada*, please contact Michael Barbour, principal investigator at mkbarbour@gmail.com

Your participation as a sponsor helps support more widespread participation from online and blended programs across the country in the K-12 e-learning in Canada project and is an ideal opportunity to demonstrate your organization's interest in and commitment to supporting online and blended learning. Your company or organization will be recognized for its support of virtual schools seeking to effectively expand educational options for K-12 students across Canada.

Please review the sponsor benefits and opportunities for the *State of the Nation: K-12 E-Learning in Canada* study:

- Recognition in all post-study press releases, presentations and distribution of information;
- Opportunity to provide input into the program survey;
- Participate in project conference calls;
- Project sponsor name and logo listed on all promotional materials;
- Project sponsor name and logo listed on the final report;
- Receive hard copies of the final report;
- Receive Executive Summary of the final report for use on company website and for marketing purposes;
- Receive recognition as a thought leader for cutting-edge research of K-12 e-learning in Canada for sponsoring the research study.

The plans for the 2020 study include an updating of the K-12 policy and activity reports for each of the provinces. Also, the 2020 study will feature brief issue papers and vignettes from a variety of K-12 e-learning programs across the different province and territories, along with the continued updating of the individual program survey response. Finally, there will be a continued development of the online version of the report – particularly the French portion of the website.

For-profit and non-profit institutions, organizations, individuals, foundations and companies are welcome to partner with the State of the Nation: K-12 E-Learning in Canada research team for sponsoring the study. Please consider sponsorship of this important survey and report to be conducted annually. Your consideration is deeply appreciated.

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