

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

2020 Abbreviated Edition

Michael K. Barbour
Touro University California

Randy LaBonte
Canadian eLearning Network

Joelle Nagle
University of Windsor



Acknowledgements

Let me begin by thanking LEARN (Quebec), Virtual High School (Ontario), the Ontario Virtual School and the Canadian eLearning Network (CANeLearn) for their generous support and sponsorship of this report. Their collective guidance, suggestions and feedback were also helpful in compiling this report. A special thank you goes out to Open School BC for the publication of this document.

I would also like to thank the following individuals for providing information used in the creation of the provincial territorial, and federal profiles.

Georgina Lake & Mike Sceviour – Newfoundland and Labrador English School District
Sue Taylor-Foley – Nova Scotia Department of Education and Early Childhood Development
Marcel Landry – Prince Edward Island Department of Education & Early Childhood Development
Mike Cusack & Lucie Pearson – New Brunswick Department of Education and Early Childhood Development
Janick Audy and Catherine David-Bélanger – *Ministère de l'Éducation et de l'Enseignement supérieur*
Cathy Blacklock, Paul Hatala & Anusha Malik – Technology Enabled Learning Ontario
Todd Pottle – Ontario E-Learning Consortium
Claude Pierre-Louis – *Consortium d'apprentissage virtuel de langue française de l'Ontario*
Steve Baker – Virtual High School
Shannon Magee, Chris Fredrickson & Donna Smith – Manitoba Education and Training
Shelley Lowes – Saskatchewan Ministry of Education
Daylene Lauman & Leanna Buzak – Alberta Education
Jennifer Riddel, Marnie Mayhew, Grant Sheppard, Theo Vandeweg & Teresa McClintick – British Columbia Ministry of Education
Syndie Hebert, District 093 – *Conseil scolaire francophone*
Dave McInnes – Yukon Education
Edward Frison – Aurora Virtual School
Maud Caron – *École Nomade*
Blake Wile & Jessica Brace – Northwest Territories Department of Education
Shelly Blizzard Jones – Indigenous Services Canada

Additionally, thanks to the many additional key stakeholders from several of the jurisdictions that also provided data and information that contributed to this report.

Michael K. Barbour

Founding Researcher, *State of the Nation Report*

Table of Contents

Acknowledgements	II
Executive Summary	IV
1. Introduction	1
1.1 Methodology	2
1.2 How to Read This Document	3
2. National Overview	4
2.1 Nature of K-12 E-Learning Regulation	5
2.2 Level of K-12 Distance/Online Learning Activity	6
2.3 Level of K-12 Blended Learning Activity	10
2.4 Emergency Remote Teaching	11
3. Jurisdictional Summaries	16
3.1 Newfoundland and Labrador (NL)	17
3.2 Nova Scotia (NS)	17
3.3 Prince Edward Island (PE)	18
3.4 New Brunswick (NB)	18
3.6 Ontario (ON)	19
3.7 Manitoba (MB)	20
3.8 Saskatchewan (SK)	21
3.9 Alberta (AB)	22
3.10 British Columbia (BC)	22
3.11 Yukon (YT)	23
3.12 Northwest Territories (NT)	24
3.13 Nunavut (NV)	24
3.14 Federal	25
4. References	26
5. Call for Sponsors: 2021 <i>State of the Nation: K-12 E-Learning in Canada Study</i>	27

Executive Summary

The 13th issue of the annual *State of the Nation: K-12 e-Learning in Canada* study describes the changes that have occurred in relation to e-learning governance and activity over the past year. Jurisdictional profiles describe activity and nature of governance for each province and territory, as well as for Indigenous programs under federal jurisdiction. This issue 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. It also provides context for the emergency remote teaching that began in March 2020 during the pandemic drawn from the Canadian eLearning Network's "Remote Learning Research Project," which was designed to delineate how each jurisdiction managed their emergency remote teaching.

Distance or online learning enrolment remains relatively stable across the country, with a slight continuous increase in the number of students enrolled in programs. While there have been no major changes in the nature of regulation governing K-12 distance and online learning activity in the provinces and territories, consultation between the federal government's Indigenous Services Canada (ISC) and the Assembly of First Nations provided significant changes. The *New Paths for Education Program* was discontinued and revisions to the *Elementary and Secondary Education Program* were undertaken to make e-learning more comprehensive in nature and to focus on partnerships directly with various First Nations.

Additionally, some clarity was made for several proposed changes to e-learning that had been announced during the 2018-19 school year. For example, the Ontario Minister of Education announced that students would be required to take two, not the previously announced four, online credits to graduate from secondary school beginning with students graduating in 2023-24, and that courses could count toward this requirement beginning in September 2020. The *Ontario Educational Communications Authority Act* and the *Ontario French-language Educational Communications Authority Act, 2008* were also amended following the 2019-20 school year to broaden the mandates of both Television Ontario (TVO) and *Télévision française de l'Ontario (TFO)* to position them to provide centralized e-learning opportunities.

Another example of regulatory clarity that came about during the 2019-20 school year was in British Columbia, where the government modified the funding regime for distributed learning in independent schools and the development of policy and program delivery models for distributed learning to reflect per-student-based funding continues. Other examples included several provinces that established or clarified definitions of blended learning to provide consistency and alignment with the current e-learning vernacular.

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.

1. Introduction

This report details the results of the thirteenth annual *State of the Nation: K-12 e-Learning in Canada* study. Since 2018 this report has simply described the changes that have occurred in relation to e-learning governance and activity over the past year. The standard jurisdictional profiles (i.e., the annual update of activity and nature of governance for each province and territory, as well as for Indigenous programs under federal jurisdiction) have continued to be released in full on the *State of the Nation: K-12 e-Learning in Canada* website, which can be accessed at: <https://k12sotn.ca/>

Additionally, any new brief issue papers and vignettes are simply introduced in this report, but are presented in full on the website. However, there are no new brief issue papers or vignettes associated with the 2020 annual *State of the Nation: K-12 e-Learning in Canada* report.

No accounting of the 2019-20 school year would be complete without some comment on the global pandemic that was declared by the World Health Organization on 11 March 2020. Within days jurisdictions all around the world began to close schools, and Canada was no different. The annual *State of the Nation: K-12 e-Learning in Canada* study is designed to examine K-12 distance, online, and blended learning. Distance, online, and blended learning requires purposeful instructional planning, using a systematic model of administrative procedures, and course development. It also requires the careful consideration of various pedagogical strategies. These pedagogical considerations are used to determine which are best suited to the specific affordances and challenges of delivery mediums and the purposeful selection of tools based on the strengths and limitations of each one. Finally, careful planning requires that teachers be appropriately trained to be able to support the tools that are being used, and for teachers to be able to effectively use those tools to help facilitate student learning.

However, as Hodges et al. (2020) argued, “emergency remote teaching’ has emerged as a common alternative term used by online education researchers and professional practitioners to draw a clear contrast with what many of us know as high-quality online education” (para. 6). Hodges and his colleagues described emergency remote teaching as:

a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis. (para. 13)

As emergency remote teaching is temporary in nature, it is generally beyond the confines of an annual study focused on planned distance, online, and blended learning¹. But we would be remiss if it was excluded altogether.

Given this reality, the 2020 annual *State of the Nation: K-12 e-Learning in Canada* report will provide some context for the emergency remote teaching that began in March of the 2019-20 school year. This context will be drawn from the Canadian eLearning Network's "Remote Learning Research Project," which was designed to delineate how each jurisdiction managed their emergency remote teaching throughout the pandemic (Barbour & LaBonte, 2020; Nagle, Barbour, & LaBonte, 2020; Nagle, LaBonte, & Barbour, 2020). In particular, the project examined the moves each Canadian jurisdiction made to continue to promote learning throughout the pandemic. Information was gathered for each province and territory, through government websites, educational organizations, and current news releases regarding each jurisdiction's strategies to provide supports, resources, and technologies appropriate for the continuation of emergency remote teaching and learning.²

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 June through December. The response rate by jurisdiction is provided in Table 1.

¹ *The State of the Nation: K-12 e-Learning in Canada special report entitled Understanding Pandemic Pedagogy: Differences Between Emergency Remote, Remote, and Online Teaching examined the differences between online learning and emergency remote teaching from a K-12 perspective (see Barbour et al., 2020).*

² For additional information visit <https://canelearn.net/home/research/> or <https://sites.google.com/view/canelearn-ert/research-background>

Table 1. Individual program survey responses for 2019-20

	Total Number of Programs	Number of Programs Responding	Response Rate
NL	1	1	100%
NS	2	0	0%
PE	0	-	-
NB	2	2	100%
QC	5	2	40%
ON	70	8	11%
MB	38	1	3%
SK	16	5	31%
AB	34	11	32%
BC	69	18	26%
YT	2	2	100%
NT	1	0	0%
NU	0	-	-
Federal	5	2	40%
Total	245	52	21%

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 2020 annual *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 begins with a national overview of K-12 distance, online, and blended learning in Canada. It continues with a brief update of any changes or new developments in each provincial, territorial, and federal jurisdiction. 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.

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. 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 2019-20 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 (see Table 2).

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	70	37	53%
MB	38	9	24%
SK	16	14	88%
AB	34	21	62%
BC	69	46	67%
YT	2	2	100%
NT	1	1	100%
NU	0	-	-
Federal	5	5	100%
Total	245	134	55%

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 almost half of the known K-12 e-learning programs in Canada. Additionally, jurisdictions such as 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 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 2020 *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).

2.1 Nature of K-12 E-Learning Regulation

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 [2020] 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*). Table 3 provides a summary of regulations showing that 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.

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	✓			

There was only one jurisdiction that had any significant change to how e-learning was governed and/or regulated that took effect during the 2019-20 school year was 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, significant changes, including the discontinuation of

the *New Paths for Education Program* and revisions to the *Elementary and Secondary Education Program*, were undertaken to make e-learning more comprehensive in nature and to focus on partnerships directly with various First Nations. ISC also implemented a new co-developed policy and funding approach for elementary and secondary education that was in effect for the 2019-20 school year.

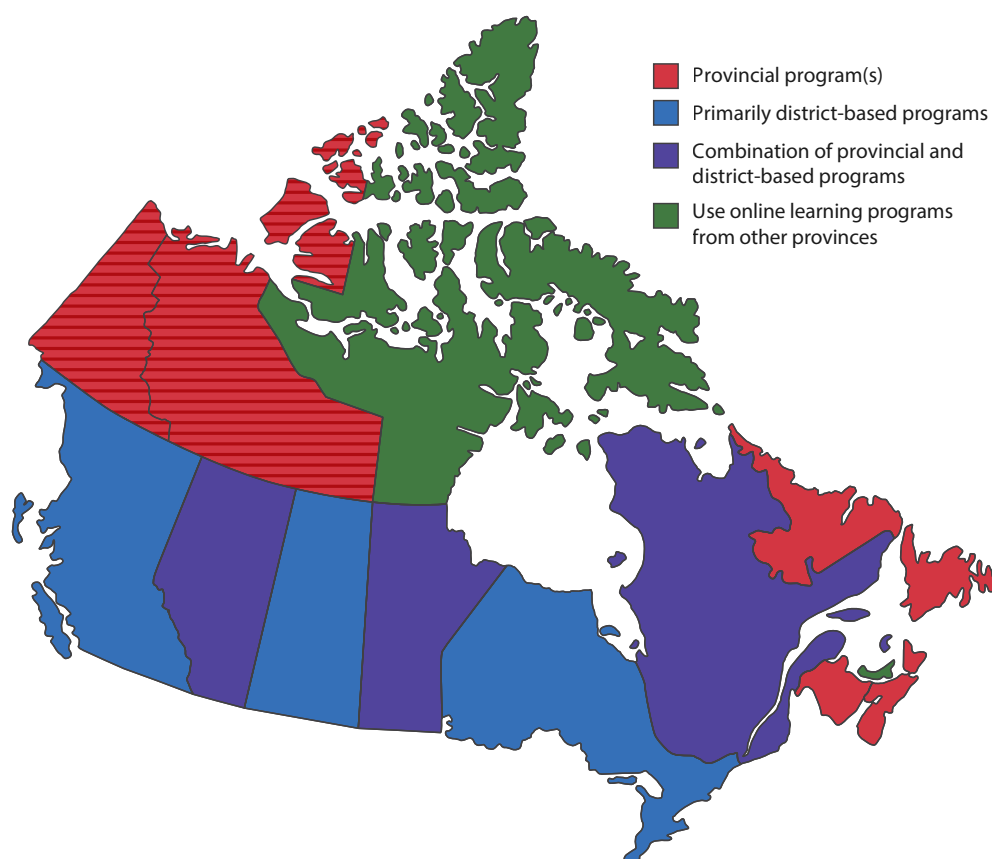
Additionally, there was some clarity around many of the proposed changes to e-learning that had been announced during the 2018-19 school year. For example, during the Fall 2019 the Ontario Minister of Education announced that students would be required to take two online credits to graduate from secondary school beginning with students graduating in 2023-24, and that courses could count toward this requirement beginning in September 2020. This figure was decreased from the four courses that had been announced during the previous school year. Additionally, the *Ontario Educational Communications Authority Act* and the *Ontario French-language Educational Communications Authority Act, 2008* were amended following the 2019-20 school year to broaden the mandates of both Television Ontario (TVO) and *Télévision française de l'Ontario (TFO)* to position them to provide centralized e-learning opportunities. Following two years of review, British Columbia modified the funding regime for distributed learning in independent schools. However, changes will not take effect for the 2020-21 school year and the development of policy and program delivery models for distributed learning to reflect per-student-based funding is still on-going.

Finally, Manitoba Education established a formal definition of blended learning and released an accompanying resource for educators. Similarly, Alberta Education changed the “blended learning” terminology to “shared responsibility” for instances where the school-authority and the parent were each partially responsible for a child’s education. Both of these changes brought the jurisdictions more in alignment with the current e-learning vernacular.

2.2 Level of K-12 Distance/Online Learning Activity

Thirteen 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 (see Figure 1).

Figure 1. Types of K-12 distance and online learning programming across Canada



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. In Northern Canada, both the Yukon and the Northwest Territories continue to develop their own online learning programs. However, all three territories also still utilize distance and/or online learning programs from southern provinces (notably Alberta and British Columbia).

In terms of the level of distance and online learning activity across Canada, the total K-12 population in Canada for 2019-20 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 310,582 or 6.0% 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 2019-20

	# of K-12 students	# enrolled in distance/ online learning	Percent involvement
NL	63,722	1,092	1.7%
NS	123,239	2,241	1.8%
PE	20,131	133	0.1%
NB	98,906	~3,470	3.5%
QC	1,003,322	~35,000	3.5%
ON	2,056,055	~98,000	4.8%
MB	208,796	~13,749	6.6%
SK	186,036	12,456	6.7%
AB	741,802	82,857	11.2%
BC	548,702	~59,000	10.8%
YT	5,456	234	4.2%
NT	8,700	131	1.5%
NU	10,107	19	0.001%
Federal	~109,400	~2,200	2.0%
Total	5,184,374	310,582	6.0%

In examining the data by jurisdiction, there are three trends or categories that emerge. The first category are jurisdictions like Alberta and British Columbia where the proportion of students engaged in K-12 distance and online learning are significantly higher than the national average. The second category are jurisdictions like Saskatchewan, Manitoba, and Ontario, where the proportion of students engaged in K-12 distance and online learning are approximately at the national average. The third and final category are jurisdictions like Quebec, the Atlantic Canadian provinces, and the territories, where the proportion of students engaged in K-12 distance and online learning are well below the national average.

While these three categories exist, it is difficult to determine why particular jurisdictions end up in each of the categories. For example, Alberta has next to no regulations or governance related to the provision of K-12 distance and online learning. Alberta has also had a long-standing and historically extensively used province-wide distance learning program, as well as a growing level of activity in programs offered by school divisions.

On the other hand, British Columbia has an extensive regulatory regime and a quality improvement process in place. Additionally, British Columbia has no province-wide program, but has had a significantly high number of district-based and independent distance learning programs – many of which operate on a province-wide scale. Both jurisdictions fund K-12 distance and online learning at a lower amount than they fund traditional brick-and-mortar education. In fact, it would be quite easy to argue that Alberta and British Columbia have had almost opposite approaches to fostering the development of K-12 distance and online learning. Yet, these two jurisdictions consistently have a much higher proportion of students engaged in K-12 distance and online learning compared to the national average.

At the same time, a jurisdiction like Saskatchewan has taken an approach that is quite consistent with the one seen in Alberta with the exception that K-12 distance and online learning students in Saskatchewan are funded at the same level as brick-and-mortar students. Similarly, Ontario has taken an approach that is quite consistent with the one scene in British Columbia, as both jurisdictions have extensive regulations (i.e., in the case of British Columbia they are legislative and in the case of Ontario there in the formal agreements or contracts), and both jurisdictions have significant private school K-12 distance and online learning activity. Yet both Saskatchewan and Ontario have far fewer students proportionally engaged in K-12 distance and online learning as compared to Alberta and British Columbia.

Further, Manitoba has taken almost the same approach to K-12 online and distance learning as we see throughout Atlantic Canada. All five of these provinces rely upon centralized, Ministry-operated distance learning programs. Yet Manitoba has a slightly higher proportion of students engaged in K-12 distance and online learning as compared to the national average, whereas the four Atlantic Canadian provinces are all well below the national average - three of them significantly below the national average. So there appear to be no real trends for why one jurisdiction has a higher or lower level of engagement in K-12 distance and online learning, and any effort to apply a rationale would be political, ideological, or self-serving.

In terms of the 310,582 students or 6.0% proportion of students engaged in K-12 distance and/or online learning across the country, there has been a continued 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			
	2016-17	2017-18	2018-19	2019-20
NL	968	1,233	1,140	1,092
NS	~2,600	~2,700	2,381	2,241
PE	89	56	~100	133
NB	3,262	~3,239	~3,270	~3,470
QC	~42,600	30,366	~40,000	~35,000
ON	~91,000	~82,000	~89,000	~98,000
MB	8,941	~6,398	~11,875	~13,749
SK	~8,500	7,738	8,378	12,456
AB	~50,000	~63,000	75,806	82,857
BC	57,046	65,556	~65,000	~59,000
YT	189	136	170	234
NT	79	93	130	131
NU	~40	~40	~70	19
Federal	1,289	1,131	~2,000	~2,200
Total	277,603	263,686	299,320	310,582

With the exception of minor decreases in participation reported in Newfoundland and Labrador, Nova Scotia, Quebec, and British Columbia, most of the remaining 10 jurisdictions reported increases of 10% or greater in the level of participation in K-12 distance and/or online learning for the second straight year.

In fact, the 2019-20 school year was the second straight school year to report an 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), and also represents the highest proportion of students involved in K-12 distance and/or online learning.

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 ¹	~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%
2019-20	310,582	6.0%

¹ 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 decade (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 are still only able to provide estimates, approximations, or delayed data).

2.3 Level of K-12 Blended Learning Activity

While data on the level of blended learning has been collected since the 2014-15 school year, the vast majority of jurisdictions do not formally track participation in blended learning programs and the data that is collected is quite unreliable. Previous editions of this report have indicated that jurisdictions such as New Brunswick and Ontario are able to provide data based on the number of student accounts in the provincially licensed learning management system, but that doesn't necessarily mean that those students are actually using those accounts or are using those accounts for the purposes of blended learning. That 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.

Additionally, blended learning activity has been estimated from data collected in the individual program surveys, but this instrument is only circulated directly to e-learning programs (i.e., mainly programs that were primarily engaged in distance and/or online learning. 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.

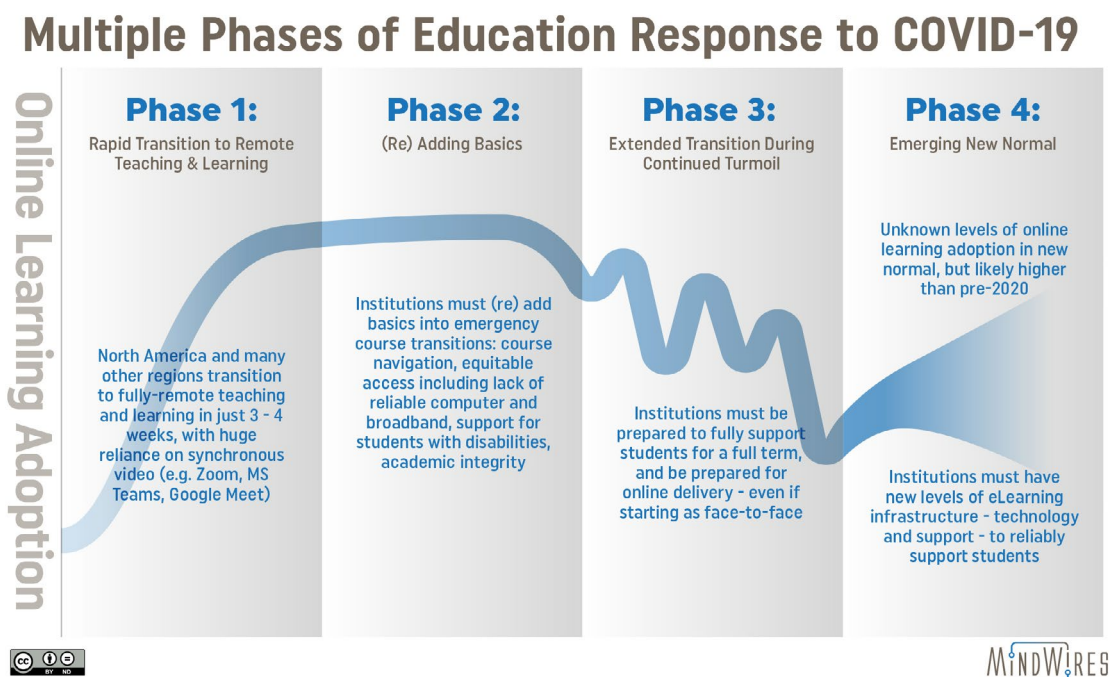
As has been stated in the past, in reporting the “Level of K-12 Blended Learning Activity” the estimation of blended learning activity provided in this report does not begin to scratch the surface of the true level of blended learning occurring in most jurisdictions because of these data limitations. In fact, a review of previous editions of this annual study would reveal statements following each of the tables related to blended learning activity that included: data extracted from individual program survey responses or previous data collection cycles, estimate of potential number based on learning management system data, and data provided by Ministry.

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 2019-20, or comparison of that data to previous years. The data that has been collected is still presented in the full jurisdictional profiles, as the data can be situated appropriately in those profiles.

2.4 Emergency Remote Teaching

As indicated above, a reporting of K-12 distance, online, and/or blended learning in Canada during the 2019-20 school year would be incomplete without some reference to the emergency remote teaching that occurred during the Spring. One way to conceptualize this temporary shift to distance learning is to consider this transition in terms of phases (see Figure 2).

Figure 2. Four phases of educational response to COVID-19 in terms of remote and online learning adoption. (Barbour et al., 2020, p. 3)



The four phases were described by the authors as:

Phase 1: Rapid Transition to Remote Teaching and Learning – Institutions making an all-hands-on-deck movement to remote delivery, often relying on synchronous video, with massive changes in just four weeks.

Phase 2: (Re)adding the Basics – Institutions must (re)add basics into emergency course transitions: course navigation, equitable access including reliable computer and broadband, support for students with disabilities, and academic integrity.

Phase 3: Extended Transition During Continued Turmoil – Institutions must be prepared to support students for a full term, and be prepared for online delivery – even if starting as face-to-face.

Phase 4: Emerging New Normal – This phase would see unknown levels of online learning adoption, likely higher than pre-COVID-19 days, but Institutions would have new levels of technology and support to reliably support students.

During Spring 2020, schools across Canada shifted to Phase 1 (with some jurisdictions transitioning to Phase 2). Using information collected as a part of CANeLearn’s “Remote Learning Research Project,” this section summarizes the actions each Canadian jurisdiction took to continue to promote learning throughout the pandemic. The information presented was based on government websites, educational

organizations, and news releases regarding each jurisdiction's strategies to provide supports, resources, and technologies appropriate for the continuation of emergency remote teaching and learning.

While it is safe to state that most teachers were unprepared to transition to an online setting during the emergency remote teaching that occurred during Spring 2020, some jurisdictions had the potential to be better positioned to provide continuity of learning than others (see Table 7 for an overview of the state of online learning in each jurisdiction at the time of the pandemic).

Table 7. Existing e-Learning Structure Prior to the Pandemic

Jurisdiction	# of Programs	% of Students Involved	Centralized Program	Centralized LMS	Centralized Course Development	Centralized Blended Learning Access
NL	1	1.7%	✓	✓ ¹	✓	✓ ¹
NS	2	1.8%	✓	✓	✓	✓
PE	0	0.1%	✓ ²			
NB	2	3.5%	✓	✓	✓	
QC	5	3.5%	✓ ³		✓ ⁴	
ON	70	4.8%	✓ ³	✓	✓	✓
MB	38	6.6%	✓	✓	✓	✓
SK	16	6.7%				
AB	34	11.2%	✓		✓	
BC	69	10.8%				
YT	2	4.2%	✓	✓	✓	✓
NT	1	1.5%	✓	✓	✓	
NU	0	0.001%				
Federal	5	2.0%				

¹ There is a single, province-wide learning management system that teachers can access for the purposes of blended learning. However, it is undetermined how widely known that availability is among classroom teachers, and the existing content is limited to secondary courses (with some intermediate courses included).

² The provincial program is actually the one offered by the New Brunswick Department of Education and Early Childhood Development.

³ The only centralized program in both Quebec and Ontario is a correspondence-based model that is specifically for adult students.

⁴ Either through their correspondence program for French language students or through LEARN for English language students.

While some jurisdictions may have had a higher proportion of students and teachers with experience in distance and online learning or may have had a more substantial e-learning infrastructure, the goal of the CANeLearn report was to simply report what occurred based on published announcements, not to assess the quality of what occurred or the fidelity of what was announced.

The first consideration is the timeline of how events occurred. Table 8 outlines how New Brunswick was the first jurisdiction to close their schools and within 10 days all K-12 schools across Canada were closed.

Table 8. Key emergency remote teaching dates

Jurisdiction	School closure	Remote teaching began	End of school year
NL	March 17	April 2	Ended early on June 5
NS	March 15	April 8	
PE	March 23	April 6	
NB	March 13	April 2	A gradual return for teachers in June
QC	March 16	March 30	Some students returned on May 11
ON	March 23	April 6	
MB	March 20	March 30	Some teachers & students returned in June
SK	March 20	March 30	
AB	March 16	March 20	
BC	March 17	March 27	Returned on June 1
YT	March 18	April 16	
NT	March 16	April 14	
NU	March 17	April 21	
Federal	Followed timeline of jurisdiction where school was located		

While Alberta closed schools three days after New Brunswick (and was the fourth jurisdiction to do so), they were the first jurisdiction to release plans to allow for remote teaching to begin. Ontario was the last jurisdiction to close schools, but it only took them 15 calendar days to release plans to allow for remote teaching to occur. The average length of time it took jurisdictions from the date that schools closed to the date their remote teaching plans were released was 18 calendar days. It should be noted that the three territories all took much longer to release their plans than their provincial counterparts.

Beyond the dates of when schools closed, began emergency remote teaching, and any milestones accompanying the end of the school year, it is important to describe exactly what each jurisdiction provided to ensure the continuity of learning. For example, did teachers receive professional learning on the tools and content that was provided? Were students provided access to the tools and content? In addition to digital devices and/or internet access, were offline resources provided to students? Did any jurisdictions offer specific support for Indigenous students? Table 9 provides an overview of the responses for each jurisdiction.

Table 9. Provision of remote teaching

Jurisdiction	Teacher professional development	Devices provided to students	Provision of non-digital resources	Attendance expectations	Support for Indigenous learners
NL		✓	✓		
NS	✓	✓	✓	✓	
PE			✓	✓	
NB		✓		✓	
QC	✓		✓		
ON	✓	✓		✓	
MB			✓	✓	
SK			✓		
AB				✓	
BC		✓	✓		✓
YT	✓		✓	✓	✓
NT			✓	✓	✓
NU			✓		✓
Federal	Followed guidelines of the jurisdiction where school was located				

Several jurisdictions announced the provision of professional learning for teachers in the form of webinars, university courses, ‘how to’ tutorials, virtual professional development days, toolkits, and access to resources for curriculum support. Similarly, some jurisdictions provided devices on loan to homes with limited or no technology for students (e.g., iPads or tablets, laptops, or Chromebooks), and a limited number of those jurisdictions also included the provision of additional access to internet connectivity.

Most jurisdictions provided non-digital educational packages for students with limited or no internet as a part of their announced planning (e.g., both the TVO-managed Independent Learning Centre and the Alberta Distance Learning Centre had access to significant print-based correspondence packets). Further, most jurisdictions outlined specific attendance requirements and/or teacher-student correspondence expectations to ensure continued interaction.

Finally, only British Columbia and the three territories explicitly provided considerations for Indigenous learners in the form of continued access to support staff, the inclusion of on-the-land and land-based learning approaches where family activities (e.g., motorcycle maintenance, hunting and fishing, beadwork, etc.) contributed to the successful completion of students for the 2019-20 school year.

Again, this is not to say that the jurisdictions above did not include any of these items, only that those jurisdictions did not make any reference to that fact in their public announcements.

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;
- an overview of the jurisdiction's policies related to the provision of e-learning in and to other jurisdictions; and
- **NEW:** a summary of the jurisdiction's emergency remote teaching response to the pandemic (i.e., summarized from Nagel, Barbour, & LaBonte, 2020).

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

3.1 Newfoundland and Labrador (NL)

522,994	Population
260	Number of K-12 Schools
63,722	Number of K-12 Students
1	Number of K-12 E-Learning Programs
1,092	Number of K-12 E-Learning Students



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 2019-20 school year there were 1,092 students registered in 45 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)

971,395	Population
371	Number of K-12 Schools
123,239	Number of K-12 Students
2	Number of K-12 E-Learning Programs
~106,627	Number of K-12 E-Learning Students



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 1,407 students enrolled in offerings from the Nova Scotia Virtual School and approximately 834 students enrolled in courses offered through the correspondence studies program during the 2019-20 school year. Additionally, there were 120,000 students with accounts in various blended learning tools offered by the Department.

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

3.3 Prince Edward Island (PE)

159,249	Population
63	Number of K-12 Schools
20,131	Number of K-12 Students
0	Number of K-12 E-Learning Programs
133	Number of K-12 E-Learning Students



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 enrol in programs offered from New Brunswick. Based on figures provided by the Department of Education, Early Learning and Culture, during the 2019-20 school year there were 121 students enrolled in English-language distance education and 12 students enrolled in French-language distance education programs. 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)

781,024	Population
307	Number of K-12 Schools
98,906	Number of K-12 Students
2	Number of K-12 E-Learning Programs
~12,000	Number of K-12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the management of English-speaking distance learning in province of New Brunswick. However, the French-speaking distance learning program has created a management committee to allow school districts to be involved in decision making.

Based on figures provided by the Department of Education and Early Childhood Development, during the 2019-20 school year there were approximately 2,200 regular students enrolled in the Anglophone program, while there 1,270 students enrolled in the Francophone program. There were unreported numbers of English and French face-to-face students registered in the learning management system using approximately 300 or more 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)

8,572,054	Population
3,102	Number of K-12 Schools
1,003,322	Number of K-12 Students
5+	Number of K-12 E-Learning Programs
~55,000+	Number of K-12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of Quebec. Based on 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, at least one pilot project was underway during the 2019-20 school year. However, the *Ministère de l'Éducation et de l'Enseignement supérieur* was not able to provide data on the number of students, teachers, or schools that were involved. It was reported that the pilot project was focused on the synchronous mode of delivery and that course design was underway to enable asynchronous delivery.

During the 2019-20 school year it was estimated there were 35,000 students enrolled in distance and/or online learning courses. It is also 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 project(s).

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

3.6 Ontario (ON)

14,723,497	Population
4,844	Number of K-12 Schools
2,056,055	Number of K-12 Students
~70	Number of K-12 E-Learning Programs
~850,000	Number of K-12 E-Learning Students



e-Learning Updates

In November 2019 the Minister of Education announced that Ontario students would be required to take two online credits to graduate from secondary school beginning with students graduating in 2023-24, and that courses could count toward this requirement beginning in September 2020 (Ministry of Education, 2019).

Additionally, the *Ontario Educational Communications Authority Act* and the *Ontario French-language Educational Communications Authority Act, 2008* were amended in July 2020 to:

provide that its objects include supporting the establishment, administration and coordination of distance education programs by or with prescribed persons or entities and discharging any prescribed duties. Related regulation-making powers are added. (Government of Ontario, 2020, p. iv)

This change broadened the mandates of both Television Ontario (TVO) and Télévision française de l'Ontario (TFO) to position them to provide centralized administration, coordination and support for teacher-led online learning in the English-language and French-language publicly-funded education systems.

Based on figures provided by the Ministry of Education, there were approximately 61,000 students engaged in online courses offered by public district school board eLearning programs during the 2018-19 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 15,000 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 849,000 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/>

3.7 Manitoba (MB)

1,369,000	Population
810	Number of K-12 Schools
208,796	Number of K-12 Students
~38	Number of K-12 E-Learning Programs
~13,749	Number of K-12 E-Learning Students



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 2019-20 school year, the ISO program (i.e., provincial electronic/print-based model) enrolled approximately 3,921 active students in 55 English courses and 13 French courses for grades 9-12 students, issuing 1,602 credits. The TMO program (i.e., audio conference model) offered 21 English courses for grades 9-12 students and saw 328 course enrolments from 17 different schools, issuing

315 credits. Finally, the WBC Option (i.e., learning management system course model) enrolled an estimated 9,500 students. Beginning on April 6, 2020, all new WBC were delivered using *Brightspace by Desire2Learn (D2L)*, with *Blackboard Learn* continuing to be available for delivery of existing courses until June 30, 2020.

Additionally, Manitoba Education released a formal definition of blended learning – “a combination of traditional face-to-face classroom learning and online/remote learning” (Manitoba Education, 2020, para 1). This was included in a “Blended Learning” addition to the traditional “Distance Learning” section of the Manitoba Education website. This new resource provides teachers and school leaders with advantages, tips, examples, useful tools, and resources.

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

3.8 Saskatchewan (SK)

1,181,987	Population
780	Number of K-12 Schools
186,036	Number of K-12 Students
16	Number of K-12 E-Learning Programs
12,456	Number of K-12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of Saskatchewan. There are currently 16 provincial schools in 13 school divisions, one independent school, and one First Nation educational authority that are active and recognized K-12 online schools. During the 2019-20 school year, there were 13,666 course enrolments involving 8,138 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)

4,421,876	Population
2,503	Number of K-12 Schools
741,802	Number of K-12 Students
34	Number of K-12 E-Learning Programs
82,857	Number of K-12 E-Learning Students



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 34 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 82,857 students coded as being enrolled in online learning/distance education programs. Alberta Education currently does not track blended learning activity.

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

3.10 British Columbia (BC)

5,100,000	Population
1,569	Number of K-12 Schools
548,702	Number of K-12 Students
69	Number of K-12 E-Learning Programs
~59,000	Number of K-12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the province of BC. In 2018 an Independent Review Panel that included four working groups was launched to consult with school districts and independent schools to examine how K-12 education, including distributed learning, was funded (Government of British Columbia, 2019). One of the items this Panel was tasked with was assisting the Ministry in developing policy and program delivery models for distributed learning to reflect the per-student-based funding model. The process is still on-going.

However, funding for distributed learning in independent schools was changed at the end of the 2019-20 school year, but changes will not take effect until the 2020-21 school year.

In 2019-20 there were 69 district-level public distributed learning schools and independent distributed learning schools that enrolled approximately 59,000 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)

35,874	Population
33	Number of K-12 Schools
5,456	Number of K-12 Students
2	Number of K-12 E-Learning Programs
654	Number of K-12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the Yukon territory. During the 2019-20 school year, the territory's only English-language online program – the Aurora Virtual School – enrolled 172 students and the territory's only French-language online program – *École Nomade* – enrolled 17 students. Additionally, there were 35 grade 5-12 students enrolled in courses offered by one of the four British Columbia schools authorized to operate in the territory and another 15 students enrolled in programming offered by the *Centre francophone d'éducation à distance*. Finally, during the 2019-20 school year approximately 15% of grades 5-12 students from 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)

44,826	Population
49	Number of K-12 Schools
8,700	Number of K-12 Students
1	Number of K-12 E-Learning Programs
131	Number of K-12 E-Learning Students



e-Learning Updates

There have been no regulatory changes in the Northwest Territories. During the 2019-20 school year 85 students were enrolled in Northern Distance Learning, representing 201 course enrolments. Additionally, there were approximately 46 grade 9-12 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/>

3.13 Nunavut (NV)

35,944	Population
19	Number of K-12 Schools
10,107	Number of K-12 Students
0	Number of K-12 E-Learning Programs
~19	Number of K-12 E-Learning Students



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 2019-20 school year there were 19 students enrolled in courses offered by the Alberta Distance Learning Centre. 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

1,008,955 ¹	Population
495 ²	Number of K-12 Schools
~109,400 ³	Number of K-12 Students
5	Number of K-12 E-Learning Programs
~2,200	Number of K-12 E-Learning Students



¹ 2016 Census data

² refers to those reporting a 2019-20 nominal roll directly to ISC

³ 2016-17 data

e-Learning Updates

There were significant changes, which were previously announced, which took 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. On April 1, 2019, ISC implemented a new co-developed policy and funding approach for elementary and secondary education, to better meet the needs of First Nations students on reserve and improve outcomes.

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 2200 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 federal profile can be found at <https://k12sotn.ca/fnmi/>

4. References

- Barbour, M. K., & LaBonte, R. (2020). *Stories from the field: Voices of K-12 stakeholders during pandemic*. Canadian eLearning Network. <https://secureservercdn.net/198.71.233.153/sgf.292.myftpupload.com/wp-content/uploads/2020/12/A-Fall-Like-No-Other-Part-2-canelearn-remote-teaching-report3.pdf>
- Barbour, M. K., LaBonte, R., Kelly, K., Hodges, C., Moore, S., Lockee, B., Trust, T., Bond, A., & Hill, P. (2020). *Understanding pandemic pedagogy: Differences between emergency remote, remote, and online teaching*. Canadian eLearning Network. <https://k12sotn.ca/wp-content/uploads/2020/12/understanding-pandemic-pedagogy.pdf>
- Canadian Teachers Federation. (2000). *Facts sheets on contractual issues in distance/online education*.
- Government of British Columbia. (2014). *Distributed learning – Independent schools*. <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/independent-schools/distributed-learning-independent-schools>
- Government of British Columbia. (2017). *Distributed learning – General*. <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/distributed-learning-general>
- Government of British Columbia. (2019). *K-12 public education funding model implementation*. <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/funding-model>
- Government of Nova Scotia. (2020). *Agreement between the Minister of Education and Early Childhood Development of the Province of Nova Scotia and the Nova Scotia Teachers Union*. <https://nstu.blob.core.windows.net/nstuwebsite/data/agreements/TPA%202019-2023%20-%20Final.pdf>
- Government of Ontario (2020). *Bill 197, COVID-19 economic recovery act, 2020*. <https://www.ola.org/en/legislative-business/bills/parliament-42/session-1/bill-197>
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *EDUCAUSE Review*, 3. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remoteteaching-and-online-learning>
- Manitoba Education. (2020). *Distance learning: Blended learning*. https://www.edu.gov.mb.ca/k12/dl/blended_learning.html or https://www.edu.gov.mb.ca/k12/dl/docs/blended_learn.pdf
- Ministry of Education. (2019). *Ontario brings learning into the digital age: Province announces plan to enhance online learning, become global leader*. <https://news.ontario.ca/en/release/54695/ontario-brings-learning-into-the-digital-age>
- Nagle, J., Barbour, M. K., & LaBonte, R. (2020). *Documenting triage: Detailing the response of provinces and territories to emergency remote teaching*. Canadian eLearning Network. <https://sgf.292.myftpupload.com/wp-content/uploads/2020/11/Documenting-Triage-canelearn-emergency-remote-teaching-report1.pdf>
- Nagle, J., LaBonte, R., & Barbour, M. K. (2020). *A fall like no other: Between basics and preparing for an extended transition during turmoil*. Canadian eLearning Network. <https://sgf.292.myftpupload.com/wp-content/uploads/2020/11/A-Fall-Like-No-Other-canelearn-remote-teaching-report2.pdf>

5. Call for Sponsors

2021 State of the Nation: K-12 E-Learning in Canada Study

We are seeking funding for the 2021 K-12 e-learning study of Canada. If your organization is interested in participating through sponsorship by supporting the fourteenth 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; and
- 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 2021 study include an updating of the K-12 policy and activity reports for each of the provinces. Additionally, the brief issue papers and vignettes from a variety of K-12 e-learning programs across the different province and territories will return for the 2021 report. Also, researchers will continue to update 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.

Published by
OpenSchoolBC

