

Trends in Participation Rates of Home Educating in B.C., 1993 to 2013

by

Nicole Gardner

B. A., University of Victoria, 1997

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

MASTER OF ARTS

in the Department of Educational Psychology & Leadership Studies

© Nicole Gardner, 2015
University of Victoria

All rights reserved. This thesis may not be reproduced in whole or in part, by photocopy or other means, without the permission of the author.

Supervisory Committee

Trends in Participation Rates of Home Educating in B.C., 1993 to 2013

by

Nicole Gardner

B. A., University of Victoria, 1997

Supervisory Committee

Dr. John O. Anderson, Department of Educational Psychology & Leadership Studies
Supervisor

Dr. Todd Milford, Department of Curriculum & Instruction
Outside Member

Abstract

Supervisory Committee

Dr. John O. Anderson, Department of Educational Psychology & Leadership Studies

Supervisor

Dr. Todd Milford, Department of Curriculum & Instruction

Outside Member

When a family in British Columbia (B.C.) chooses to educate their child at home, they have two legal options: enrollment in a Distributed Learning (DL) program or registration under Section 12 (S12) of the School Act as a homeschooler. To date, there has been very little published on trends in participation rates and growth rates with regards to home educating options in B.C. The current study employs a quantitative archival design to document trends in DL and S12 across age, gender and location. Home educating is on the rise in B.C. over the past twenty years, largely due to an increase in enrollment in DL programs while registration under S12 has declined. Distinct patterns in age, gender and location between S12 and DL are apparent in the data. Growth rates among age categories in DL mirror declines in S12. While there are slightly more males than females in the total school-aged population in B.C., within DL programs there are more females than males at the secondary level. In 1993/1994 rural children were more likely to be educated at home than urban children in B.C.; today the opposite is true. Further research is needed to ascertain why these trends persist.

Table of Contents

| | |
|---------------------------------------------------------------------------------|------|
| Supervisory Committee | ii |
| Abstract | iii |
| Table of Contents | iv |
| List of Tables | vi |
| List of Figures | viii |
| Acknowledgments..... | x |
| Dedication | xi |
| Chapter 1 | 1 |
| History of Homeschooling and the Birth of the Modern Homeschool Movement | 1 |
| Legalities of Homeschooling | 5 |
| Educational Options in B.C. | 6 |
| Defining Distributed Learning..... | 7 |
| Defining Homeschooling | 8 |
| Distinguishing Between Homeschooling and Home Educating or Home Learning | 9 |
| Costs of Home Educating | 10 |
| Non-Compliance | 11 |
| Definition of Trends and Participation Rates..... | 12 |
| Summary | 13 |
| Research Questions | 13 |
| Chapter 2..... | 15 |
| Popular Homeschooling Literature | 15 |
| Homeschooling around the World | 18 |
| The Rising Popularity of Homeschooling as an Educational Choice in the U.S..... | 20 |
| Literature on Homeschooling in Canada | 31 |
| Distributed Learning Programs..... | 39 |
| Summary | 40 |
| Chapter 3..... | 42 |
| Data Analysis | 48 |

| | |
|-----------------------|-----|
| Chapter 4..... | 51 |
| Age..... | 60 |
| Gender..... | 71 |
| Location | 76 |
| Chapter 5..... | 85 |
| Age..... | 89 |
| Gender..... | 92 |
| Location | 94 |
| Limitations | 98 |
| Future Research | 102 |
| Summary..... | 103 |
| Chapter 6..... | 106 |
| References..... | 110 |
| Appendix A..... | 121 |
| Appendix B | 122 |

List of Tables

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Table 1. | |
| <i>Division of School Districts by Location</i> | 46 |
| Table 2. | |
| <i>Annual Rate of Growth across home educating options in B.C.</i> | 55 |
| Table 3. | |
| <i>Annual Rate of Growth among Registered homeschoolers in B.C.</i> | 57 |
| Table 4. | |
| <i>Growth Rate of Total Home Educated in B.C. by Age Category</i> | 62 |
| Table 5. | |
| <i>Growth Rate of Total School-Aged Population in B.C. by Age</i> | 64 |
| Table 6. | |
| <i>Patterns in Age by Home Educating Status</i> | 65 |
| Table 7. | |
| <i>Annual Growth Rates “Home Schooled Student: Distance Ed”</i> | 69 |
| Table 8. | |
| <i>Average Number of Total Home Educated per year in B.C. by Home Educating Status and Age</i> | 70 |
| Table 9. | |
| <i>Gender Distribution among Home Educating Status (Registered S12 Homeschooling: “Home Schooled Student: Standard and Alternate” and DL “Other: Distance Ed”)</i> | 73 |

Table 10.

Growth Rates of Home Educating in B.C. by Location 78

Table 11.

Growth Rates of DL enrollment by Location 80

Table 12.

Growth Rates of S12 registration by Location 83

List of Figures

| | |
|--------------------------------------------------------------------------------------------------------------------------|----|
| <i>Figure 1.</i> Estimated U.S. Home Educating Population 1980-1990..... | 23 |
| <i>Figure 2.</i> Estimated U.S. Home Educating Population 1990-2000..... | 26 |
| <i>Figure 3.</i> Estimated number and confidence interval for number of homeschooled students: 1999, 2003, and 2007..... | 29 |
| <i>Figure 4.</i> Estimated Number of U.S. Students Homeschooled, 1993-2011 | 30 |
| <i>Figure 5.</i> Total Number of Home Educated in B.C., 1993/1994 to 2012/2013 | 52 |
| <i>Figure 6.</i> Growth Rate of Total School-Aged Population in B.C. | 52 |
| <i>Figure 7.</i> Growth Rate of Home Educating in B.C. | 53 |
| <i>Figure 8.</i> Total Registered Homeschooling..... | 58 |
| <i>Figure 9.</i> Annual Growth Rate of Home Educating in B.C..... | 59 |
| <i>Figure 10.</i> Total Home Educated by Age Category | 61 |
| <i>Figure 11.</i> Growth Rates of Home Education in B.C. by Age | 63 |
| <i>Figure 12.</i> DL by Age..... | 66 |
| <i>Figure 13.</i> Registered Homeschoolers by Age | 67 |
| <i>Figure 14.</i> Division of Gender among Total School-Aged Population in B.C..... | 71 |
| <i>Figure 15.</i> Division of Gender among Home Educated in B.C..... | 72 |
| <i>Figure 16.</i> Gender Distributions among the Home Educated in B.C. | 73 |
| <i>Figure 17.</i> S12 Gender Distributions (“Home Schooled Student: Standard and Alternate”) | 74 |
| <i>Figure 18.</i> DL Gender Distribution (“Other: Distance Ed”) | 74 |
| <i>Figure 19.</i> Gender Distribution among Elementary-aged Home Learners..... | 75 |

| | |
|---------------------------------------------------------------------------------------------------------------------------|----|
| <i>Figure 20. Gender Distribution among Middle School-aged Home Learners</i> | 75 |
| <i>Figure 21. Gender Distribution among Secondary-aged Home Learners</i> | 76 |
| <i>Figure 22. Home Educating in B.C. by Location</i> | 77 |
| <i>Figure 23. DL enrollments by Location</i> | 79 |
| <i>Figure 24. S12 Registrations by Location</i> | 81 |
| <i>Figure 25. S12 Registrations by Location (without Independent & French/Conseil Scolaire Francophone)</i> | 81 |

Acknowledgments

When I began this process, the Latin phrase “Alis Volat Propriis,” which translates to “She flies with her own wings” resonated deeply within me, and while graduate research can indeed sometimes be a very independent, solitary experience, I have come to value the community of support needed to complete one’s graduate research. The acknowledgments that follow are a humble attempt to show appreciation for the vast network of support, the web that supported me throughout my studies.

First and foremost, I am indebted to my supervisor, Dr. John O. Anderson, for his mentorship and support. With a dry sense of humour, his professionalism and calm demeanour dispelled my anxiety on more than one occasion, and I have appreciated his ability to conceal any judgment when I proposed unconventional ideas. Congratulations on your well-deserved retirement!

I am equally grateful to Dr. Todd Milford, who enthusiastically supported and encouraged my research interests, was personable and approachable and offered detailed feedback. Thank-you.

Thanks to Dr. Janet Sheppard and all the participants of the interdisciplinary Thesis Completion Group. Thanks also to Karen Efford, fellow graduate student and home educating parent for her encouragement. Deep gratitude goes to Dr. Carmen Gress for inspiring me to apply for graduate school.

I am grateful for the support of the local home learning community which my family was a part of for many years. Special thanks to Rebecca McClure for the HomeLearningVictoria blog.

Last but not least, I am extremely grateful for the support of my husband, Rick, our children, Richie and Adala, and my extended family. A heartfelt thank-you goes to my parents for encouraging and supporting my educational pursuits and for instilling in me the value of education.

Dedication

I dedicate this thesis to my husband, best friend, and fellow Aquarian,
Richard James Gardner,

And to my dearly loved children,
Richard Patrick and Adala Faye.

Chapter 1

History of Homeschooling and the Birth of the Modern Homeschool Movement

Homeschooling, or educating one's children at home, is not a new educational approach; a list of famous homeschoolers (“List of homeschooled people”, n.d.) demonstrates it was a popular choice during the 19th century. Some of the Presidents of the United States were themselves homeschooled, including Theodore Roosevelt (26th), Woodrow Wilson (28th) and Franklin D. Roosevelt (32nd). As well, others who have made notable contributions to our modern lifestyle, including Alexander Graham Bell, inventor of the telephone, and Thomas Edison, inventor of the electric light bulb, were educated at home – Bell by his mother and Edison beginning at age 12. Homeschooling was not limited to those who would go on to become politicians or scientists; the American poet Robert Frost, perhaps most famous for his poem “The Road Not Taken” (1916), was homeschooled, as were writers Laura Ingalls Wilder (“The Little House on the Prairie,” 1935), Louisa May Alcott (“Little Women,” 1868) and C.S. Lewis (“The Chronicles of Narnia,” 1950). Susan B. Anthony, American civil rights leader and feminist, was educated at home, as was Florence Nightingale, credited as the founder of modern nursing. Composer Wolfgang Amadeus Mozart was homeschooled in the 18th century. From science to math to politics to the arts, many scholarly disciplines are represented amongst those who were home educated. At a time when compulsory schooling was just becoming widespread, these individuals demonstrate being educated at home in no way inhibited a person's success in life, regardless of gender, race, or socio-economic status.

Attendance at state-run schools became mandatory for American youth during the latter half of the 19th century and early 20th century (“State Compulsory School Attendance Laws,” 2004). Beginning in the 1850s in the United States, fines were imposed on parents who did not send their children to school and the government took the power to take children away from their parents and apprentice them to others if government officials decided that the parents were ‘unfit to have the children educated properly’ (“Compulsory Education,” 2014, para. 11).

Today compulsory education is mandated in many countries for ages 6 to 16 (on average); indeed, compulsory education is the norm and not the exception in most developed countries such as those in Europe and North America. Despite compulsory education laws, “millions of children and adults remain deprived of educational opportunities, many as a result of poverty” (“The Right to Education,” n.d., para. 1). The United Nations and its specialized agency, the United Nations Educational, Scientific and Cultural Organization (UNESCO), encourage Member States to provide a high-quality education to all, without discrimination or exclusion. “Education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens” (2014, para. 3). Homeschooling provides a viable alternative to state-run educational systems.

In North America, the modern homeschooling movement developed out of the countercultural ethos of the 1970s, where the spirit of meeting the most basic of human needs (food, shelter and clothing) self-sufficiently was captured in the back-to-the-land ideals (Knowles, Marlow, & Muchmore, 1992). Homeschooling was a revolutionary

countercultural movement in that it rejected or opposed the dominant values of mainstream society at the time it began. Many families who chose to educate their children at home in the early years of the homeschooling movement did so because they believed their values were at odds with the mainstream educational system's values. Learning and education were differentiated from schooling, which was defined as being limited to the brick-and-mortar classroom. In particular, the writings of John C. Holt (1964; 1967; 1976; 1981; 1989) a teacher by trade who was disillusioned with the educational system in the United States, resonated with the countercultural activism of the era.

Some teachers and parents came together to develop child-led, democratically-run schools for their children, known as "free schools," which relied on donations for funding. In a British Broadcasting Corporation (BBC) news article (De Castella, 2014), many free-school alumni from the UK say "they learned life skills they couldn't have got elsewhere, particularly how to get on with people however different they seemed" (para. 47). Many free schools had an inclusive charter, not wanting to turn anyone away, and the schools' popularity flourished, particularly with those pupils who would otherwise have been truant. By the 1970s, these schools came increasingly under the authority of the public school boards and districts as "alternative schools" as they needed guaranteed funding to continue, and increasingly they lost their autonomy. The development of free schools paved the way for today's alternative programs in public school districts.

Alexander Sutherland (A.S.) Neill (1883 – 1973) was a Scottish teacher who taught at and wrote about his school, Summerhill, which informed the countercultural development of free schools in the UK. Based on the idea that children learn best when

free from coercion, Summerhill, which was founded in 1924 and still exists today, is run as a democratic community, where the pupils decide on the school's rules with minimal adult intervention (adults assist and participate, but their votes do not hold more power than students' votes). Rudolf Steiner (1861 – 1925), founder of the Waldorf Schools, wrote an essay in 1907 explaining how his understanding of the major phases of child development informed his approach to education (Steiner, 1965). Today there are more than 1,000 Waldorf schools worldwide which are based on Steiner's views of a child's anthroposophical (spiritual-philosophical) development. Steiner advocated experiential, hands-on learning, where a love of lifelong learning was cultivated, “as well as the intellectual, emotional, physical and spiritual capacities to be individuals certain of their paths and to be of service to the world” was developed (“Why Waldorf Works,” n.d., para. 1). Maria Montessori (1870 – 1952), an Italian physician and educator, founded the Montessori Schools, which flourish today with over 4,000 schools globally (“What is Montessori?” 2012). The Montessori Method “stresses development of a child's own initiative and natural abilities, especially through practical play,” allowing children to develop at their own pace (“Montessori Method,” n.d., para. 1). Jean-Jacques Rousseau (1712-1778) quite possibly influenced the modern homeschooling movement through Sutherland, Steiner and Montessori. Rousseau’s ideas about education are apparent in different aspects of the above educational philosophies, from an early education free of book learning and based in nature, to an interest in understanding relationships and a love of lifelong learning (Wylie, 2011). All three approaches to education – free schools like Summerhill, Waldorf, and Montessori – quite possibly influenced by Jean-Jacques Rousseau, have all gone on to shape the modern homeschooling movement.

Homeschooling has become more mainstream in North America since the 1970s, as is evidenced by homeschoolers being some of the main characters in books such as *Alice, I Think* (Juby, 2000) and movies such as *Class Dismissed* (2014). Many people may know a child who has been educated at home for part of their school years. The founder of the Canadian Alliance of Home Schoolers (CAHS) and owner/editor of *Life Learning Magazine*, Wendy Priesnitz, states,

In 1979, I estimated that there were approximately 2,000 homeschooling families in Canada. In 1997, a Statistics Canada report estimated there to have been approximately 17,500 homeschoolers in Canada in the 1995-96 school year – or about 0.4% of total elementary and high school enrolment – a number I believe to be very much below the real number (Priesnitz, n.d., p. 4).

Indeed, the Digest of Education statistics from the U.S. shows an increase between 1999 and 2007 from 1.7% to 2.9% of the total school-aged population in the number of children being homeschooled (Bielick, 2008).

Legalities of Homeschooling

Homeschooling has always been legal in Canada, unlike in the United States (Priesnitz, n.d.). Since education in Canada is under provincial legislation, there is variation amongst the provinces and territories on the freedom to educate children at home, making it challenging to compare across various jurisdictions. In 1989, the revision of the School Act in B.C. enacted into legislation Section 12 (S12), which preserved a family's right to choose how their children would be educated (“Home Learning in British Columbia,” n.d.). Glegg (2002) states that in British Columbia “prior to 1989 it was technically illegal to educate a child at home, but this was changed with

the new School Act, which legalized homeschooling, but also mandated the compulsory registration of all children so educated” (p. 304). Section 12 of the School Act reads:

A parent of a child who is required to enroll in an educational program under section 3, (a) may educate the child at home or elsewhere in accordance with this Division, and (b) must provide that child with an educational program (“B.C. School Act,” 2015, para. 12).

Section 13 (1) indicates how and where to register your child if you choose to homeschool. The revision of the School Act also opened the door for Distributed Learning (DL) programs, which are defined in the Act as “a method of instruction that relies primarily on indirect communication between students and teachers, including internet or other electronic-based delivery, teleconferencing or correspondence” (“B.C. School Act,” 2015, p. C-13).

Educational Options in B.C.

In B.C., there are several options for gaining a K-12 education. There are public school districts, independent schools, or homeschooling. Of the more than 600,000 school-aged students, 558,985 (88%) are public school students and 76,072 (12%) are enrolled in independent schools in 2013/2014 (“Enrolment and Funding Data,” n.d.).

There are a variety of programs offered within public and independent schools: programs for Aboriginal students (English 10, 11, & 12 First Peoples, as well as First Nations Languages classes), English Language programs, Conseil Scolaire Francophone programs, career preparation programs or technical programs (Metchosin Technical Centre), co-operative education programs, apprenticeship programs, and DL programs. (Student Statistics - 2014/15, 2015) Independent schools include Montessori and Waldorf

philosophy schools, aboriginal schools, faith-based schools of many denominations and preparatory schools (“Independent School Information,” n.d.).

Defining Distributed Learning

When choosing to educate their children at home, a family in B.C. has two legal options: enroll in a DL program or register under S12 as a homeschooler. When children are enrolled in a DL program, they have a B.C.-certified teacher overseeing their educational program, and they are required to meet the provincial learning outcomes (PLOs) and to take mandated provincial testing, such as the Foundation Skills Assessment (FSA) in grades 4 and 7, and provincial exams for senior high school students such as the English 12 Provincial. Although parents are the ones to oversee the day-to-day administration of the curriculum, teachers at DL programs provide ongoing assessment and feedback on a student's learning (report cards, portfolios, weekly reports), including letter grades and a permanent school record. There are a variety of DL programs in both public and independent schools, each with a particular focus – some, like South Island Distance Education School (SIDES) through School District (SD) 63, replicate “school at home” where others, like SelfDesign (an Independent school in Nelson) are based on “child-led learning,” and still others are faith-based (Heritage Christian Online School in Kelowna, Regent Christian Online School in Victoria, and Traditional Learning Academy Online in Surrey). It should be noted that public DL programs must offer a secular curriculum, but independent DL programs may incorporate faith-based resources (“Online and Self-Paced Learning,” n.d.).

Reporting requirements vary widely depending on the program. SelfDesign has students or parents complete a weekly reflection report on what the child has spent their

time on during the past week and documenting the observation of learning, while students at SIDES meet in-person with their teacher each week to go over assignments and get another week's worth of assignments. Some programs like E-Bus Academy (through Nechako Lakes School District in the Bulkley Valley) require the submission of three portfolios each year, which would include work samples such as video or audio files, photos of large projects, links to online blogs or documents the child has completed, and more. As the current study will substantiate, families new to home educating often choose the support of a clear educational plan, a teacher overseeing their children's learning, and access to available resources that a DL program offers. The year 1993 was selected as a starting point for the current research as I thought (based on my personal experience in the home educating community, in speaking with other home educating parents who were involved at the time) that this was the year that DL programs were introduced, however, this is not clear in the data and may not be the case. Since 1996, the popularity of DL programs has grown substantially (McClure, 2011a).

Defining Homeschooling

When a family registers their child under S12 of the School Act as a homeschooler, they provide the registering school with a copy of the child's birth certificate, including name and birthdate as well as verification of Canadian citizenship or immigration documentation. The child's Personal Education Number (PEN) is also documented (if the child does not yet have a PEN, one will be assigned with registration). Schools may also collect information such as postal code, address, phone number, email address, and parent name(s). Schools may also ask for the name and location of previous B.C. schools attended and will request a Permanent Student Record (Ministry of

Education (MOE) Form 1704) to be forwarded. Parents who register their children under S12 take on the responsibility of creating and administering a curriculum or educational program for their children, and the children are not required to meet PLOs or to participate in the provincial standardized testing. Home educated teenagers have the option of participating in the provincial exams; students writing grade 12 provincials at their registering school will receive a MOE examination mark but not a course mark. Homeschoolers do not receive a Dogwood graduation certificate. Once a child is registered, the administration of an educational program is the responsibility of the parent; there is no MOE oversight or reporting requirements, and access to provincially-supplied resources is determined by arrangement between the administration of the registering school and the homeschooling family. This freedom to choose what, when and how to learn means that

This unstructured, curriculum- and testing-free, experiential style of home-based learning is currently thought to be the fastest growing segment of the homeschooling movement. With the explosion of internet-based resources and electronic means of communication, many people outside the homeschooling world are noticing the life learning phenomenon, and some authors and visionary educators are observing that it will become the new face of public education (Priesnitz, n.d., p. 5).

Distinguishing Between Homeschooling and Home Educating or Home Learning

The MOE in B.C. only recognizes children registered under S12 as homeschoolers, although commonly, most DL families refer to their children as homeschoolers as well. Thus, it is important to distinguish between the terms

“homeschooling” (only those registered under S12) and “home educating” or “home learning” (which includes those in both S12 and DL). Despite the common perception that homeschooling is becoming a more popular educational choice (Priesnitz, n.d.), my research will show that the number of people choosing S12 homeschooling has decreased since 1996. The pervasiveness of this misconception is partially due to DL families who self-identify as homeschooling families, when in fact the MOE does not categorize them as such. Both S12 and DL are the only legal options for a family wishing to educate their children at home in B.C.

Costs of Home Educating

In B.C., school districts receive funding on a per student basis full-time equivalent (FTE). DL programs are lucrative for the districts and independent schools offering them because the program’s overhead is low compared to a brick-and-mortar school classroom. Public school DL programs receive an equivalent amount of funding to brick-and-mortar school classes, and independent DL programs receive either 50% or 35% of the FTE funding per student, depending on their assigned category; the reason for the discrepancy between public and independent funding is not commonly known. Many DL programs offer partial reimbursement indirectly to families to offset the costs they incur while educating their children at home (currently between \$600 and \$1,000 per year per student). (McClure, 2011b) The School Act indicates: “If a student is enrolled in an educational program that is delivered, in whole or in part, through distributed learning, the board may provide any financial assistance to the student that is authorized under an agreement under section 75 (4.1)” (“B.C. School Act,” 2015, para. 83(2)). The money doesn't go directly to the family but rather to the third-party provider of services or

resources (i.e. to cover admission costs on field trips or purchases of resources accounted for in the child's learning plan). Anecdotally I would say that many home educating families in B.C. are two-parent, single-income families; the money provided by DL programs to defray or offset associated costs related to home educating is invaluable, especially for families with multiple home educated children. Schools that register children under S12 receive a nominal amount of funding from the government (\$250 for public schools and \$175 for independent schools). Many schools that accept registration will offer a portion of that money back to S12 families (on average, around \$125 per year per student), although they are not required to. It is interesting to note that “when Sections 12 and 13 became part of the School Act in 1989, public schools received \$1,200 for each registered homeschooler and independent schools received \$600” (McClure, 2011b, para. 27). Section 168 (1) of the School Act discusses the reimbursement of expenses for designated educational activities for students who are registered. While DL programs are economical for the government, S12 students are even more cost-effective. Families who neither register nor enroll their children are deemed “non-compliant”; while being non-compliant may be the most economical educational option as the government is not paying any money for the education of these children, it is possible that there are unaccounted-for long-term costs to society.

Non-Compliance

Within the home educating population in B.C. are three main cohorts: those who are registered S12 homeschoolers, those who are enrolled DL students, and those who are non-compliant with the legislation (NC). While it is possible to unearth the trends in participation rates in both S12 and DL, measuring rates of non-compliance is fraught with

difficulty. It is possible that we are overlooking a subset of the home educating population when measuring trends in participation rates in home educating in B.C. There may be families in the province who choose to neither register nor enroll, but rather they prefer to remain “under the radar.” Although they may have a sound educational program in place for their children, they choose not to be accounted for in the government's data collection. The MOE has no information on these families or children. These individuals are referred to as being non-compliant (NC) with the legislation. Section 13 (4) of the School Act states: “A person who contravenes subsection (1) [that you must register your child by September 30th if you choose to homeschool] commits an offence” (“B.C. School Act,” 2015, para. 13(4)). There may be any number of reasons a family may choose to not comply with the legislation: they could travel frequently, live remotely, not have regular access online or to mail, want to avoid contact with authorities (police, government), or may opt out for philosophical reasons. No matter what the reason, their non-compliance with the legislation makes them a hard-to-reach missing subset of the home educating population in the province. Wendy Priesnitz writes

Since not all provinces require registration of homeschooled children, and even when it's required many families don't register (a number some researchers have found to be as high as 30 percent), it is virtually impossible to achieve 100 percent accuracy (Priesnitz, n.d., p. 4).

Definition of Trends and Participation Rates

A trend is succinctly defined as a pattern across time; trend analysis is the practice of collecting information and attempting to spot a pattern, or trend, in the information. Trends are usually used to forecast future patterns (“Trend Analysis,” 2015). Trend

estimation is a statistical technique used to identify patterns in a series of data, by relating the measurements to the times at which they occurred.

Participation rates are the rates of registration (in S12) and enrollment (in DL programs – both public and independent) by home educated children in B.C. Participation rates are a snapshot of registration and enrollment on September 30th of each year reported. It should be noted that a significant number of children may choose S12 registration or DL enrollment after September 30th, and they are not included in the year's reported statistics.

Summary

Homeschooling, or educating one's children at home, is not a new educational approach; for as long as attendance at state-run schools has been compulsory, people have been educated outside of the system. Homeschooling has become more common since the 1970s as more families choose to educate their children at home. Enrollment in DL programs and registration as a homeschooler under S12 are two legal options for gaining a K-12 education in B.C.; there may also be families who choose to neither register nor enroll but are instead non-compliant with the legislation of the School Act. The aim of the current study is to measure participation rates in home educating in B.C.

Research Questions

- How many children are being educated at home in B.C.? Has this number changed over time? Has the population of home educated students grown at a differential rate to the general school-aged population in B.C. since 1993?
- Has the introduction of DL programs affected registration rates under S12?

- Are younger children more likely to be home educated, and does this propensity towards home educating decline as children age? Has this pattern persisted over time? Are there age differences between registered S12 homeschoolers and enrolled DL students?
- Does the division of gender among the home educated mirror the division of gender in the general school-aged population? Is there a gender difference between registered S12 homeschoolers and enrolled DL students?
- Are rural children and youth as likely to be home educated as are urban children and youth in B.C.?

Chapter 2

Chapter 2 begins with a brief overview of the popular homeschooling literature, followed by a summary of homeschooling legislation around the world. Next is an in-depth examination of the available academic literature on the rising popularity of homeschooling as an educational choice over the past four decades (i.e. 1980, 1990, 2000, and 2010), with a focus on American statistics due to the bulk of the available literature originating from the United States. Following is an examination of the academic literature on homeschooling in Canada: an overview of provincial legislation, growth in participation rates, and finally, a brief look at the available literature on participation rates in DL programs.

Popular Homeschooling Literature

Parents who are considering educating their children at home are often recommended to read authors such as Raymond Moore, John C. Holt, Ivan Illich, and John Taylor Gatto by experienced homeschooling parents, who found their own ideas about education influenced by these authors. Raymond Moore (1975) and John Holt (1964; 1967; 1976; 1981; 1989), having written on the benefits of home educating in the 1960s, are frequently referred to as the fathers of the modern homeschooling movement. Although both considered learning a natural, experiential part of life and shared a belief that homeschooling should not endeavour to bring the concept of school into the home, the two men had a distinctive influence on the developing movement as Moore based his philosophies on his religious beliefs and Holt based his theories on his direct observations of children and on his experiences in the educational system.

Dr. Raymond Moore and his wife Dorothy developed a homeschooling philosophy in the late 1960s and 1970s based on a proportional arrangement of academics and work or service. The Moores' Christian faith informed their ideas, a salient thought being that "formal education should not begin before age 8 or 10" ("The Moore Formula," n.d., para. 5). The Moores' are best known "for their emphasis on the philosophy that children, especially boys, need individualized attention, chiefly between the ages of 5 and 10" ("History of Moore Academy," n.d., para. 3).

Contrasted with this, John C. Holt was an American teacher who became increasingly disenchanted with the educational system as he perceived it to be hindering his students' learning and promoting passivity and indifference in students. He initially advocated for school reform, but as he observed young children learning and shared these anecdotal observations in *How Children Learn* in 1967 (revised in 1983) and *How Children Fail* in 1964 (revised in 1982), he increasingly promoted homeschooling as an alternative to schools. In 1977 he founded *Growing Without Schooling* magazine, the first homeschooling publication, intended to connect homeschooling families around North America with one another. John Holt coined the term "unschooling" for the child-led approach to homeschooling used by many countercultural parents of the 1960s and 1970s ("What is Unschooling," 2013).

In 1971, Ivan Illich wrote *Deschooling Society*, a revolutionary critical appraisal on contemporary educational practices, which influenced Holt's later writings. Illich wrote, "Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting" (Illich, 1971, p.56). Holt agreed with Illich that learning will naturally occur in enriched settings where the learner is engaged with their

surroundings. Holt believed schools were not creating conditions that were conducive to learning for students; he believed that traditional teaching methods interfered with students' natural ability to learn (Holt, 1976; 1981; 1989).

John Taylor Gatto followed a similar path to John Holt, as an award-winning teacher who then wrote about the need for educational reform. He was awarded New York City Teacher of the Year in 1989, 1990, and 1991, and New York State Teacher of the Year in 1991, and went on to write *Dumbing Us Down: The Hidden Curriculum of Compulsory Education* in 1992. Gatto, influenced by Holt and Illich, asserts in *Dumbing Us Down* that compulsory education fails to foster the development of critical thinking skills in children (Gatto, 1992).

John Holt and Ivan Illich were foundational influences on the modern homeschooling movement as many families resonated with their controversial ideas in the late 1970s. The writings of Holt and Illich later influenced John Taylor Gatto, who observed the burgeoning home educating movement during the intervening two decades.

Homeschooling is still a relatively uncommon, albeit contentious, topic in the popular media, but when homeschooling is the on the front cover of popular magazines like *Time* (2001), it is no longer a fringe phenomenon. *Maclean's* ("University without high school," 2009), *The New York Times* ("Home Schooling: More Pupils, Less Regulation," 2015), *Wall Street Journal* ("My Education in Home Schooling," 2012), *The National Post* ("What the #!%*? Home-school protest rises in Alberta over updated Education Act," 2012), *The Globe and Mail* ("More Canadian parents opting for home-schooling," 2015), *Aljazeera* ("Should home schooling be regulated more," 2015) and

USA Today (“Home-schooling demographics change, expand,” 2012) have all reported on various aspects of the modern homeschooling movement over the years.

Partially as a result of the increasing media coverage, homeschooling has gained the support of the populace, at least in the United States. According to Orse and Gallup (2001), in 1985 only 16 percent of families thought homeschooling was a good idea, whereas in 2001 this number had risen to 41 percent (cited in Basham, Merrifield, & Hepburn, 2007). Media coverage of the growing homeschooling movement has not gone unnoticed by leading policy-makers in both Canada and the United States. On September 16, 1999, the U.S. Senate passed a resolution designating the week of September 19-25, 1999 as “National Home Education Week” (Basham, Merrifield, & Hepburn, 2007). Statistics Canada began collecting homeschooling data for the 2011/2012 school year in January 2012, and homeschooling is now included on the U.S. Census survey. According to Kay (2001), some people view the increasing popularity of homeschooling as a “bellwether for a mushrooming dissatisfaction with the [U.S.] public education system” (cited in Basham, Merrifield, & Hepburn, 2007, p. 10).

From the early influences of Dr. Raymond Moore and John C. Holt, the modern homeschooling movement in North America has become increasingly more established in the mainstream. Globally, support for homeschooling is not necessarily as favourable.

Homeschooling around the World

Globally, legislation on homeschooling varies. Many families who travel frequently follow the homeschooling laws of their country of origin. The modern homeschooling movement is most popular in the United States, Canada, the United Kingdom, Australia and New Zealand (“Homeschooling international status and

statistics,” 2015). Some countries have “highly regulated home education programs as an extension of or exemption from the compulsory school system,” (para. 1) and some countries have banned homeschooling outright, like Germany, Kazakhstan, Armenia, Azerbaijan, and Georgia, among others. Despite being illegal, an estimated 500 children in Germany are educated at home (Spiegler, 2004). In many other countries, while homeschooling is not formally banned, it is not socially accepted and therefore is virtually non-existent. For example, in India it is a legal but unpopular choice with only 500 to 1,000 children identified as homeschooled (“Home Schooling – India,” 2013). As with the growing popularity of homeschooling in North America, in Australia and New Zealand, there are over 20,000 homeschooled children (Harding & Farrell, n.d.). In South Africa there are an estimated 30,000 to 100,000 children being educated at home (“Association for Homeschooling: Vereniging vir Tuisonderwys,” n.d.).

In Europe, homeschooling is most popular in the United Kingdom, where an estimated 20,000 to 100,000 children are educated at home (“Home Schooling - United Kingdom,” 2015). Taylor (2000) reviewed the literature on participation rates of homeschooled children in England and Wales; from 1988 to 1992, Lowden and Petrie (both cited in Taylor, 2000) estimated 4,000 homeschooling students. In England and Wales, homeschooled students who have always been homeschooled do not need to register, with one exception – if the local education authority is aware of them homeschooling, then they must comply, or if the students have had some contact with the schools, registration is also required. Thus, it is likely estimates of homeschooled children in England and Wales are low. Taylor (2000) suggests the numbers published by Petrie - between 8,000 and 15,000 - might only represent 25 percent of the total. In

Austria, Belgium, and the Czech Republic, there are restrictive conditions, despite homeschooling being legal - combined, these three countries only have around 3,000 students homeschooling (“Homeschooling international status and statistics,” 2015). In Hungary there are 7,400 children as of 2008 who were homeschooled (“Home Education in Hungary,” n.d.), and in France, there are over 5,000 homeschooled children (“Home Education in France,” n.d.). The growth rate of homeschooling in Norway was high; Beck (2006) reports a tenfold increase over eight years, from 40 students in 1996 to over 400 in 2004.

Taylor (2000) reports “the exact numbers of home educators in each country are difficult to come by for a variety of reasons,” (p. 51) including a lack of legislation requiring registration, non-compliance, and not all families being involved with home education support groups. Taylor continues, “along with differing laws, there are differing demands placed on home educating parents” in various European countries (p. 51).

Around the world, legislation covering parents’ right to educate their child at home varies widely from country to country, similar to participation rates in home educating. Much of the academic research on participation rates in home educating comes from U.S.-based sources.

The Rising Popularity of Homeschooling as an Educational Choice in the U.S.

Homeschooling in the U.S. has increased in popularity since the 1970s when Holt and Moore first began promoting it. The 1970s and 1980s saw steady growth in participation rates of home educating. The 1990s were a decade of unprecedented growth. Since the year 2000, growth rates have slowed down yet remain continuous.

Early growth in the 1970s and 1980s. Relatively few academic articles have been published on participation rates of homeschooling during the 1970s and 1980s. While available data on participation rates is limited, all agree that the modern homeschooling movement, as represented by estimates from the U.S., continues to expand. Variability in estimates is attributed to differences between data sources and although retroactive estimates from the 1970s and 1980s vary widely, a general rising trend in participation rates of home educating is clearly evident.

Lines' (1999) article *Homeschoolers: Estimating Numbers and Growth* is one of the more comprehensive published articles on the rising popularity of homeschooling in the U.S., using triangulated data sources and acknowledging limitations in the estimates. Lines summarizes the "growth has persisted over three decades," from the 1970s through the 1990s (p. 5).

Pitman (1986) conducted a review of the scholarly work on homeschooling; the article did not focus specifically on documenting the increasing numbers of homeschoolers but rather gave a broader review of advocacy and resource literature, anecdotal support information and judicial and legislative limitations. Pitman acknowledged that "As we approach the end of the 20th century, each year increasing numbers of children are being educated at home rather than in any kind of formal institution" (p. 11).

Van Galen (1987) followed-up on Pitman's research and questioned the lack of published research on home educating:

No data based studies on home education have been reported through academic journals and only a handful of papers on home education

have been presented at professional conferences; instead, Pitman found many of her citations in dissertation abstracts and the ERIC system. This dearth of accessible information suggests either that the methodologies employed in the studies are not up to professional standards for publication or that researchers have been slow to disseminate their work. Either explanation points to the need for home school researchers to be more diligent about reporting their findings to those waging the skirmishes over home school policy (para. 12).

Watkins (1997) argues that homeschooling's "current popularity and its radical departure from traditional education makes this topic worthy of scientific examination" (p. 7).

Divoky reports homeschooling as a fast-growing movement dating as far back as the early 1980s (cited in Muncy, 2008). Homeschooling went from being a legal educational option in only 20 states in 1980 to all 50 states in 1993, although state laws "constitute a patchwork of legislation" (Basham, 2007, p. 7). Although viewed by some as seditious, homeschooling is quickly becoming mainstream, "a national movement with its own gurus, publications, and support networks" (Divoky, 1983, p. 395).

The earliest (retroactive) estimate found was 10,000 to 15,000 children who were homeschooled in the late 1970s and early 1980s across the United States (Lines, 1991; 2001), consistent with an estimate made at the time by John Holt. Reviewing the early growth of the modern homeschool movement, Lines (1999) writes that later studies used different methodologies and suggested "60,000 to 125,000 school-aged children for the fall of 1983; 122,000 to 244,000 for fall of 1985; between 150,000 to 300,000 for fall of 1988; and between 250,000 to 350,000 for fall of 1990" (p. 5).

In contrast to Lines' (1999) estimate that there were between 122,000 and 144,000 American children homeschooled in 1985, Gutterson was more conservative and estimated there were only 50,000 American home schooled children in 1985 (cited in Basham, 2007). Conflicting estimates are attributed to differences between data sources, which could be resolved through triangulating data sources as suggested by Lines (1995).

Based on the available data (Basham, 2007; Lines, 1999), Figure 1 reconstructs the estimated growth in home educating in the United States, from 1980 through 1990. While estimates vary widely, a general rising trend in participation rates is evident.

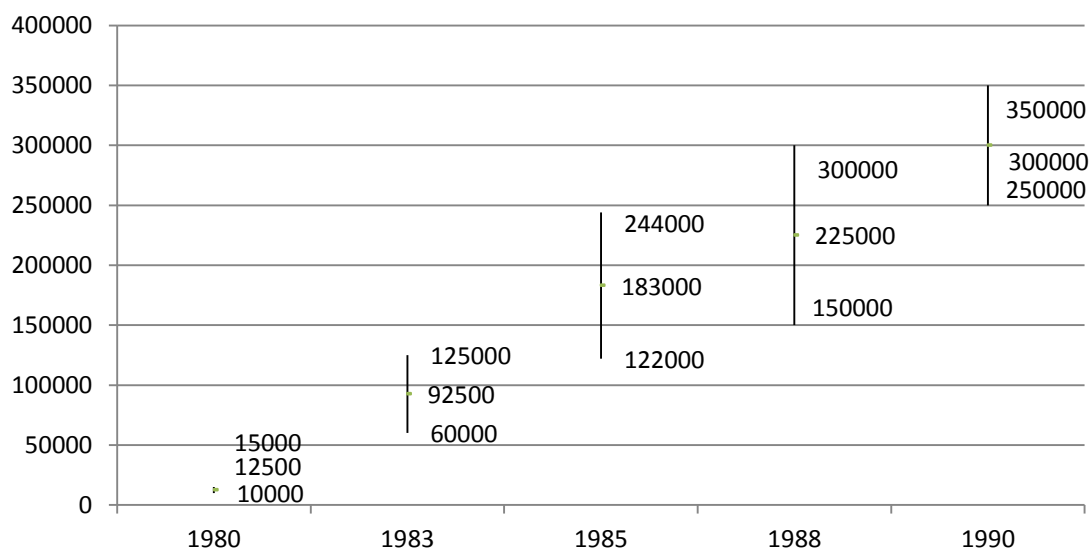


Figure 1. Estimated U.S. Home Educating Population 1980-1990

Growth in the 1990s. The 1990s saw explosive growth in the popularity of homeschooling as an educational choice in the United States, as documented by Lines (1995, 1999), Ray (2001), and Basham (2007).

One of the early accounts on the increasing popularity of the modern homeschooling movement in the United States was a report entitled “Home Schooling.” In the article, Lines (1995) did not postulate reasons for the increasing popularity of home educating but rather opted for documenting the quantitative increase in

participation rates. Lines (1995) writes, “On any given day, roughly half a million school-aged children are probably learning outside of the school classroom. They make up about 1 percent of the total school-aged population and almost 10 percent of the privately schooled population” (p. 2). For determining the accuracy of this estimate, Lines triangulated data from multiple sources, including states' reporting databases, surveys of regional and state homeschooling support groups, and curricula manufacturers. Lines acknowledges it will be impossible to get a completely accurate number of homeschoolers in any given year as “states cannot assume 100 percent compliance with filing requirements” (p. 3). While the article does estimate the numbers of homeschoolers for 1995, it does not give any indication of past homeschooling numbers, other than to say they have assumed “moderate growth since the fall of 1990, when data were collected from three independent sources” (p. 2).

A 1999 report by Lines, *Homeschoolers: Estimating Numbers and Growth*, reiterates the findings of the 1995 study:

Data from state education agencies show that homeschooling has more than doubled, and possibly tripled, in the 5 years between the 1990-1991 school year and the 1995/1996 school year. By the 1995-1996 school year, from 1% to 2% of the total school-aged population were in homeschooling. The total number of homeschoolers in the 1990/1991 school year seemed to have been between 250,000 and 350,000 children nationwide, and around 700,000 to 750,000 in 1995/1996 (p. 5).

By the fall of 1995, the US Department of Education (DOE) estimated the number of homeschooled children at between 500,000 and 750,000 (cited in Basham, 2007).

Between the 1995-1996 school year and the 1996-1997 school year, the growth rate was estimated to be between 7 and 15 percent, however this estimate was based on very limited data from only four states (Lines, 1999). The larger growth rate is more consistent with past growth, as the growth rate between 1990/1991 and 1995/1996 appears to have been as high as 20 to 25 percent per year. By 1999, the U.S. DOE, based on the 1999 National Household Education Survey (NHES) data, estimated as many as 850,000 children being homeschooled (cited in Basham, 2007), which was corroborated by Lines (1999).

A limitation of Lines' (1999) study is that the State Education Agencies' (SEA) data represents a fraction of the total as it only includes those families whose children are registered. It does not include the non-compliant nor does it clarify if it included those who educate at home under DL programs. The other complication is that while some states collect data throughout the year, thereby including families who homeschool part of the year, other states only collect data once per year, usually in the fall. This lack of uniformity in methodology further confounds the estimates. Another issue complicating measurement of participation rates is turn-over; if the average length of time any particular student homeschools is two years, then "the number of children with some homeschooling experience, by age 18, would be around 6 to 12 percent of the population" (Lines, 1999, p. 8). "Much homeschooling occurs in intervals of 1 to 4 years. This implies that the total number of 18-year-olds in 2006 who have been homeschooled at least intermittently is around 375,000 or 10%" (Isenberg, 2007, p. 397).

Lines (1999) does address the issue of non-compliance and cites the efforts of Brian Ray, President of the National Home Education Research Institute (NHERI). "In

1990 and 1995 Ray surveyed a sample of the Home Schooling Legal Defense Association (HSLDA) membership, which commissioned the survey. In both survey years, about 63 percent of respondents nationwide reported they had filed 'any kind of paperwork with the state or local district' (Lines, 1999, p. 3). This would put an estimate of non-compliance at around 37 percent of the home educating population in the early to mid-1990s within the HSLDA membership. This raises the question if HSLDA members are representative of those in the wider homeschooling movement. Are there differences in filing rates between members of the HSLDA and other homeschooling families? Although these questions remain unanswered, Ray's research "remains the only source on which to estimate filing rates nationwide" (Lines, 1999, p. 5 footnote). Lines concludes that "all things considered, it seems likely that the estimate of non-filers is low" (p. 5).

Based on the available data (Basham, 2007; Lines, 1995; 1999), Figure 2 reconstructs the estimated growth in home educating in the United States, from 1990 through 2000. While estimates vary widely, a distinct rising trend in participation rates is evident, similar to Figure 1.

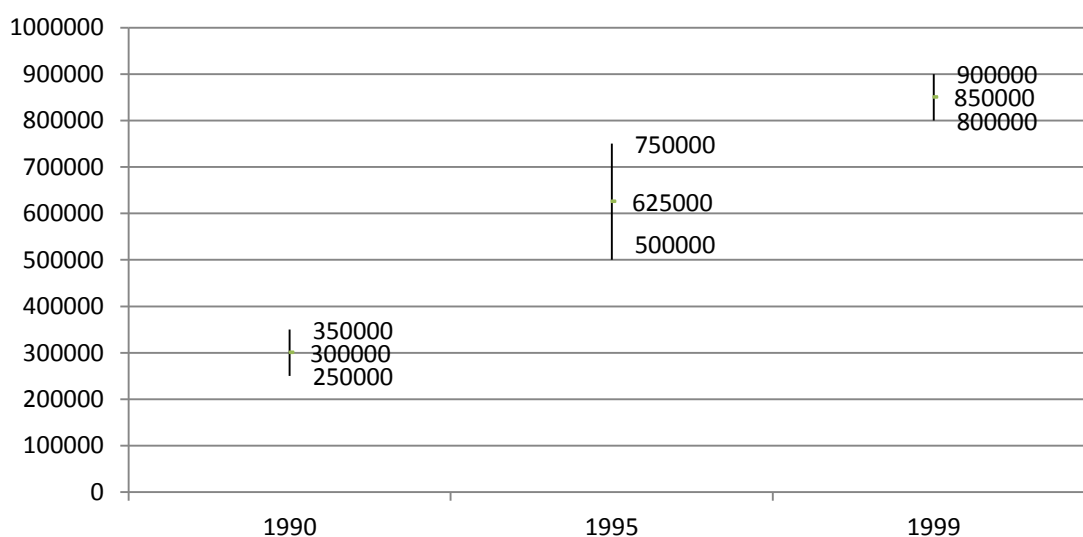


Figure 2. Estimated U.S. Home Educating Population 1990-2000

Data from 2000 and beyond. Since 2000, participation rates in home educating in the U.S. are estimated to have levelled off from the substantial growth seen during the 1990s, yet growth in the home education movement persists. Estimates from 2000 and beyond are more likely to include confidence intervals as well as percentage of total school-aged population, yielding more reliable results, however estimates continue to vary widely.

Princiotta, Bielick, and Chapman (2004) estimated the number of homeschooling students rose from 850,000 in 1999 to 1.1 million children homeschooling in the U.S. as of 2003, based on data from the Parental and Family Involvement in Education (PFI), a sub-survey of the 2003 NHES. This represents an increase from 1.7% of the total school-aged population in 1999 to approximately 2.2% in 2003, “a 29% relative increase over the 4-year period” (p. 3).

Isenberg (2007) reviewed the quantitative research available on homeschooling, examining pitfalls of using available data and estimates of participation rates. Isenberg cited approximately 1 million homeschooled children in 2003, based on NHES data, representing more than 2% of the total-school-aged population. Isenberg (2007) concluded, “In sum, there appears to be growth from 1996 to 2003, quite possibly with a deceleration in the rate of growth. It is very likely that at least 1 million children are homeschooled in 2006” (p. 397). Lips and Feinberg (2008) comment that estimates based on DOE records may be low, adding “NHERI estimates that between 1.9 million and 2.4 million children were educated at home during the 2005/2006 school year” (p. 2).

Isenberg (2007) triangulated estimates from multiple U.S. data sources on participation rates in homeschooling: the two major sources of data on participation rates

have been state education agency (SEA) database records and the survey data from the NHES. The NHES is thought to be one of the richest sources of data for studying homeschoolers, and the resulting estimates are thought to be unbiased, assuming homeschoolers were equally likely to participate in the phone survey. Isenberg (2007) argues in favour of the assumption, saying homeschooling families are more likely to have a parent at home and available to answer the phone. Belfield (cited in Isenberg, 2007) reported that as of 2004, about half the states had begun to collect official data on participation rates of homeschoolers on the state level, although Isenberg (2007) suspected grossly underestimated numbers. Isenberg remarks, “Not all state data sets are trustworthy” (p. 390). The three main issues reported were haphazard data collection methods (districts receive no financial incentive for collecting and reporting the data), alternate legal means by which a child could be homeschooled (such as in California where homeschooling families can set up as a private school), and non-compliance (or failure to comply with state legislation around filing registration documentation). Non-compliance could be interpreted as a response to dissatisfaction with the state's educational system; “it is not known how many children are homeschooled in this way, although increasingly favorable homeschooling statutes would seem to diminish their numbers over time” (Isenberg, 2007, p. 391).

The National Centre for Education Statistics (NCES) released an Issue Brief in 2008 that reported a further increase in homeschooling rates in the U.S., from 1.1 million in 2003 to 1.5 million homeschooled children in 2007, based on the PFI, a sub-survey of the 2007 NHES (Bielick, 2008). This represents a further increase to 2.9 percent of total school-aged population, a 36 percent relative increase from 2003, and a 74 percent

relative increase 1999 to 2007 (p. 2). Bielick (2008) cited a U.S. DOE publication which documented the 1999 NHES and 2003 and 2007 PFI results. In Figure 3 below, the U.S. DOE estimates the number and 95 percent confident interval for the number of homeschooled students, ages 5 through 17 with a grade equivalent of kindergarten through 12th grade for 1999, 2003 and 2007.

The estimate excludes students who were enrolled in public or private school for more than 25 hours per week and also students who were homeschooled primarily because of a temporary illness. The numbers in bold are the estimated number of homeschooled students in the United States. The numbers above and below the bold numbers are the upper and lower boundaries for the 95 percent confidence interval around the estimates (p. 1).

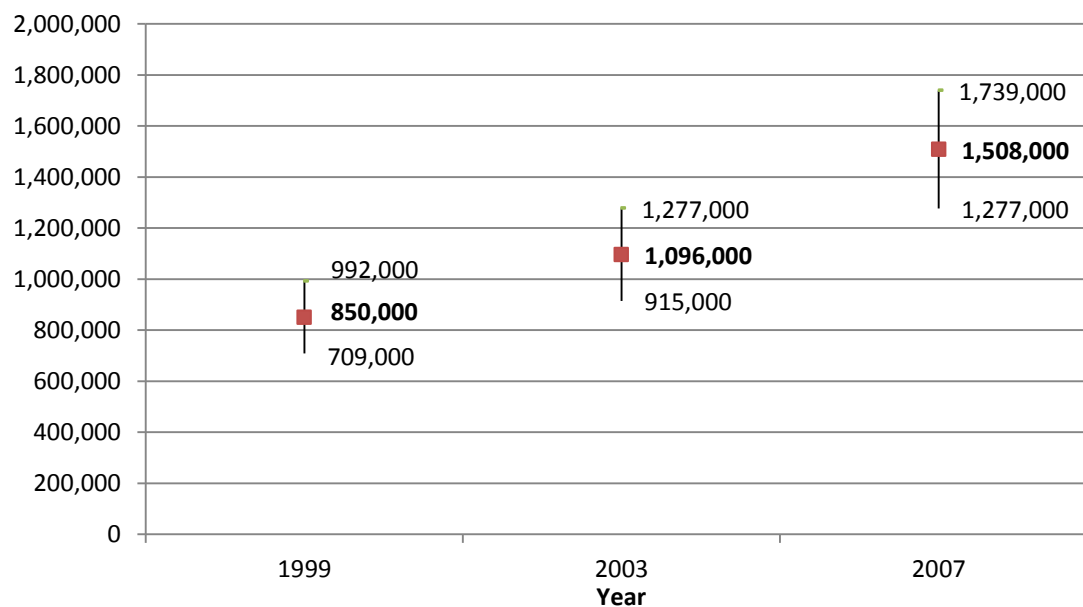


Figure 3. Estimated number and confidence interval for number of homeschooled students: 1999, 2003, and 2007.

Several estimates (Cloud & Morse, 2001; Ray, 1994) calculate the growth rate of homeschooling in the U.S. between “11 to 40 percent annually” (cited in Basham, 2007,

p. 9), although the high estimate may be exaggerated. NHERI “estimates that the number of children being homeschooled grows 7% to 12% per year” (Lips & Feinberg, 2008, p. 3). Princiotta, Bielick, and Chapman (2004) confirm the lower 7% annual growth rate with their estimate of a 29% relative increase from 1999 to 2003.

From 1.1 million in 2003 to 1.5 million in 2008, the numbers of students being homeschooled continue to rise. HSLDA estimates the number is slightly over 2 million (cited in Basham, 2007). Homeschoolers in the U.S. in 2007 represent approximately 3.8 percent of the total school-aged population.

The 2012 PFI, a sub-survey of the NHES (see Appendix A) estimates 1.77 million homeschooled children in the U.S. (see Figure 4). While the preliminary report of the 2012 PFI indicated this represented 3.4% of the total school-aged population, with a standard error of 0.23 percent (3.17 to 3.63 percent), the revised report has removed estimates describing the homeschooling population for publication in a forthcoming report, *Homeschooling in the United States: 2012*, by Redford and Battle (Noel, Stark, & Redford, 2015).

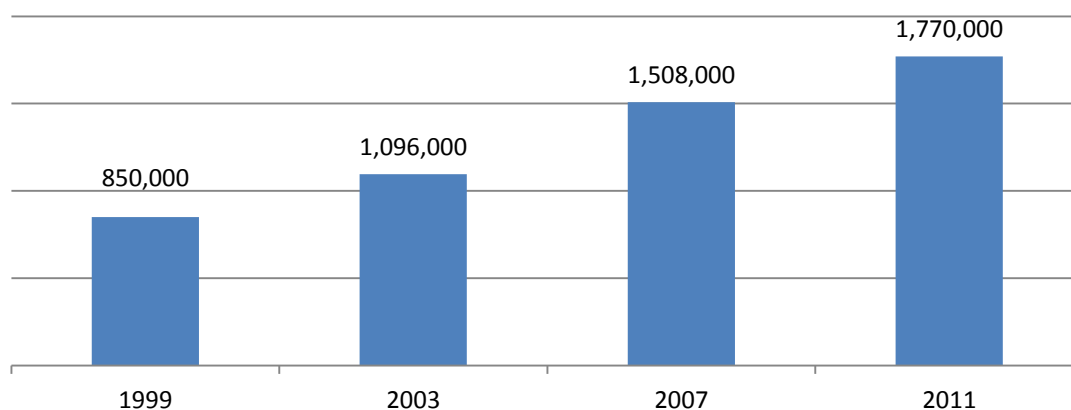


Figure 4. Estimated Number of U.S. Students Homeschooled, 1993-2011

While growth in homeschooling participation rates was substantial throughout the 1990s in the U.S., there appears to have been a weakening of growth rates in the first decade of the new millennium. Bunday (cited in Lines, 2001) estimates the annual growth rate of homeschooling has been slowing from 24 percent (in the mid-nineties) to 11 percent more recently. Lips and Feinberg (2008) share reasons for likely continued growth, including a growing resource network amongst homeschooling families, partnerships with public schools allowing homeschooled children to attend part-time or to participate in school activities, an increase in distance learning programs, education tax credits and other societal trends favouring home schooling, such as telecommuting. Ray commented on the homeschooling population in the United States,

Having grown from nearly extinct by the 1970s to more than 2 million K-12 students, (Ray, 2011) homeschooling has become a well-considered choice for mainstream America. It appears that homeschooling will be a stable, if not growing, part of the educational landscape for many years to come (Ray, 2013, p. 261).

Participation rates of home educating in North America have focused largely on data originating from the United States. The available academic literature on home educating in Canada is scarce.

Literature on Homeschooling in Canada

While the homeschooling movement in Canada was shaped by the same influences as in the U.S. such as Moore and Holt among others, there is limited literature available measuring participation rates of home educating in Canada. Having first looked at the popular books on homeschooling as well as homeschooling legalities and

participation rates at an international level, the previous section examined participation rates of home educating in the U.S. between 1970 and today. In this next section, there is a brief overview of the legalities of homeschooling in Canada, followed by a look at the literature examining participation rates of homeschooling at the national level followed by the provincial level. The literature review ends with a look at the literature on DL program participation rates.

Legalities of homeschooling in Canada. Although homeschooling is legal in Canada in all ten provinces and three territories, there is a paucity of academic literature on participation rates. A report published from the Fraser Institute writes: “Parents in every Canadian province are legally entitled to educate their children at home according to Article 29 of the Canadian Charter of Rights and Freedoms” (Clemens, Palacios, Loyer, & Fathers, 2014, p. 27). In 1997, Statistics Canada released detailed requirements for homeschooling broken down by territorial domain (Basham, 2007); as a result of education being under provincial jurisdiction, each province has its own rules and regulations. Generally, parents must register their children with the local school district in order to comply with provincial legislation. According to Hepburn and Van Belle, some jurisdictions (Alberta, Saskatchewan and Newfoundland) require an application to be submitted (cited in Basham, 2007). Alberta is the only province to require academic achievement testing for homeschooled students. Approval of curricula is mandated in Alberta, Manitoba, and Northwest Territories, and an annual report of student progress must be submitted in Alberta, Saskatchewan, Manitoba, and Nova Scotia. Homeschooling parents are not required to possess teaching qualifications anywhere in Canada (Basham, 2007). The Quebec MOE does not collect data on homeschooling, so

all Canadian figures exclude those homeschooled in Quebec. Most provinces provide no incentive (or penalty) for complying with legislation, so non-compliant numbers may be significant.

A parent's right to homeschool their child in Canada is legal across the country. As the next section will show, more parents are taking advantage of the opportunity to educate their children at home as indicated by rising participation rates across Canada.

Participation Rates of homeschooling in Canada. The availability of data on homeschooling participation rates in Canada is scant (Watkins, 1997). According to Statistics Canada data, in 1979 just 2,000 children were educated at home (cited in Basham, 2007). Wendy Priesnitz, owner/editor of Life Learning Magazine and founder of CAHS, corroborates this estimate, as she anecdotally estimated approximately 2,000 homeschooling families in 1979 when her family began their homeschooling journey (Priesnitz, n.d.).

Despite limited information on baseline numbers of homeschoolers, the increase in popularity of home educating is supported in the research. Common and MacMullen “documented the rapid growth of home schooling in Canada before the mid-1980s but did not pursue the motivations for the practice” (cited in Arai, 2000, p. 204). Luffman and Cranswick (1997) showed a substantial increase in homeschooling numbers in Canada in the 1980s and 1990s. By 1996, “the respective provincial ministries of education put the number of homeschooled children at 17,523, or 0.4 percent of total school enrollment,” an increase of 776 percent in less than two decades (cited in Basham, 2007, p. 9). Similar to estimates from the U.S., this does not include the non-registered (non-compliant) or those homeschooling through private schools, nor an estimate of

homeschoolers in Quebec. According to Watkins, provincial home schooling associations in Ontario and Alberta unofficially claimed a much higher number in the mid-1990s – “between 30,000 and 40,000, or approximately 1 percent of total school enrolment” (cited in Basham, 2007, p. 9), although Smith claims that “excluding Quebec, 9,400 homeschoolers are officially registered with a board of education” (cited in Watkins, 1997, p. 7). Basham (2007) concludes:

By 1997, the home schooling associations estimated there were approximately 60,000 Canadian home schooled children (Eisler & Dwyer, 1997, p. 64). By 1999, it was estimated that there were more than 80,000 children being educated at home. If accurate, this suggests a doubling of the home schooled population in only a few years (Wake, 2000) (p. 9).

A Statistics Canada report (Luffman & Cranswick, 1997) indicated 17,500 Canadian homeschoolers in the 1995/1996 school year, a number Wendy Priesnitz believes is “very much below the real number,” due to non-compliance, which she estimated could be as high as 30% (Priesnitz, n.d., p. 4).

In 2003, the Canadian Centre for Home Education (CCHE) and the HSLDA released “Home Educating in Canada: A Summary of the Pan-Canadian Study on Home Educating 2003” which summarized the modern homeschooling movement in Canada but did not focus on documenting growth in participation rates of home educating. The estimate at that time was 60,000 to 80,000 Canadian children who were homeschooled (Van Pelt, 2003) which concurs with Eisler and Dwyer (1997). The CCHE distributed 5,800 questionnaire packages to home-educating families in every province and territory. Responses were received from 1,648 families, representing 3,800 children (a 30%

response rate). The report appears to have been altered since its initial publication, as there were dates after 2003 in the report (see footnote 1 on page 1, for example). The report does not say how those 5,800 families were chosen; CCHE is linked to the HSLDA, a faith-based organization, and it is possible the families were chosen through CCHE membership, thereby potentially misrepresenting the home educating population in Canada.

A recent study published by the Fraser Institute (Neven Van Pelt, 2015) updates the Basham, Merrifield, and Hepburn (2007) report, observing that

While home schooling has grown to about 3% or 4% of the US student population, it represents less than one-half percent of the Canadian student population. It is quite possible that this under-represents the actual extent of home schooling because researchers have found that some families do not register their home school with local authorities. Even so, although the overall official enrolments are modest (0.4% of the public-school student population), in the five-year period immediately following the last edition of this paper (2006/07 – 2011/12), official enrolment in home schools has grown by 29% in Canada. For the same period, enrolments in public schools, aggregated for Canada, has declined 2.5%. Average annual growth in home-school enrolment, again for all of Canada, is 5% (p. iv).

A 29% overall increase in the five years between 2006/2007 and 2011/2012 is noteworthy, given that the total school-aged population in Canada was experiencing a decline at this time. Possible reasons for the increase in home educating were not noted by the author.

Although there is limited information on the baseline numbers of homeschoolers in Canada in the 1970s and early 1980s, an increase in popularity of home educating is supported in the research.

Homeschooling growth rates in the provinces. Education is managed at the provincial level in Canada, yet there is little documentation of homeschooling participation rates at the provincial level.

In the most recent overview of Canadian home educating published, Neven Van Pelt (2015) documents the growth in participation rates for each province from 2006/2007 to 2011/2012. The distinction between S12 homeschooling and DL enrollment is clearly noted as S12 registration declines by 23.1% for the years mentioned, yet when combined with DL enrollment, total home educating in B.C. rises 89.4% overall. The source of Neven Van Pelt's data for obtaining estimates of provincial participation rates is unclear. Neven Van Pelt concludes that "even if the numbers here underrepresent the actual number of home-schooled students in Canada, it is clear that home-school enrolments in Canada are continuing to increase" (p. 26). This is an overly conclusive statement; from a measurement standpoint the number of non-compliant home educating families is immeasurable and therefore problematic to making such an assumption. In a review of Neven Van Pelt's report, Gaither (2015) contends that "Despite the growth, however, the reported number of children being taught at home in Canada remains very small – about .4%, or 21,662 Canadian children overall" (para. 9). Compare this to the U.S., where estimates range from 3 to 4 percent of the total school-aged population being educated at home (Neven Van Pelt, 2015).

There are few references in the academic literature to homeschooling participation rates in various provinces. According to Luffman and Cranswick (1997), homeschooling is active and growing in the western provinces, particularly Alberta and B.C., with a 10% increase in homeschooling numbers in western Canada between the 1995/1996 school year and the 1996/1997 school year. Milke (2010) writes “In Canada, the province of Alberta has long encouraged school choice” (p. 1) and goes on to say that “Alberta has been the most innovative, flexible, and supportive province in Canada as it concerns homeschooling” (p. 7). In the *Edmonton Journal* of September 23, 1996, Finlayson estimated that “there are 7,058 homeschooling families in Alberta, which represents about 1 percent of the total school population of Alberta” (cited in Watkins, 1997, p. 7). In the report from the Fraser Institute (2014) by Clemens et al. (see Appendix B), in the 2009/2010 school year, Alberta and Saskatchewan host the largest share of home schooling in Canada, with 1.6 percent and 1.2 percent respectively of their total school enrollment, while Ontario and Quebec have the lowest percentage share of home school enrollment at 0.2 percent and 0.1 percent respectively. Alberta is also unique because it is the only Canadian province to fund parents directly, providing parents with greater incentive to homeschool than in other provinces.

Luffman and Cranswick (1997) examined participation rates by age of student; In 1995/1996, over 60% of homeschoolers were at the elementary-school level. In Alberta and Saskatchewan, just over 50% of homeschoolers were elementary-aged. In Nova Scotia, the number rose to 70% for registered homeschoolers (compared to just 52% of the total school-aged children in the province being of elementary-school age). In Ontario, while 65% of the

overall enrollment represented elementary-aged children, within the registered homeschooling population in Ontario, more than 90% were of elementary school age (p. 8).

No reflections were made by Luffman and Cranswick regarding trends in participation rates of home educating with regards to age categories, something the current study seeks to resolve.

In Nova Scotia, there are an estimated 900-1000 homeschoolers for the 2014-2015 school year, up from 800-900 three years prior. Stephanie Jackson, contact for the provincial homeschooling support group Helping, Educating, Mentoring, Serving (HEMS) in Halifax, NS, writes, “The growth in numbers seems to be a combination of more families moving away from public schools and previously off the grid families choosing to register. In Nova Scotia, we seem to be experiencing a steady climb in registrations” (S. Jackson, personal communication, December 10, 2014, para. 2).

Neven Van Pelt (2015) writes that “Only B.C. had an average annual decline of 5% in home-school enrolments but, when increases in enrolments in distributed learning were included, then the growth was, on average, 14.4% per year” (p. iv). However, she fails to adequately differentiate S12 registered homeschooling from enrollment in DL programs, although her intention is clear: In B.C., a strong rise in enrollment in DL programs has offset the decrease in registrations under S12.

Although education is managed at the provincial level in Canada, there is a lack of literature documenting both provincial and national participation rates of home educating over the years.

Conclusion of homeschooling literature in Canada. As a result of the increasing popularity of homeschooling as an educational choice in Canada, Statistics Canada began collecting homeschooling data for the 2011/2012 school year in January 2012. Ray (2001) argues that homeschooling is no longer a novel or quaint concept, but rather has become “a vibrant part of educational life in Canada, and its resurgence is increasing around the world” (p. 31). While the available data is fraught with limitations, there appears to be support that homeschooling is an inarguable presence and a growing educational option for Canadian students.

Distributed Learning Programs

There are only two academic articles that specifically address distributed or distance learning programs separately from homeschooling. When estimates in the literature include a combined estimate of both registered homeschooling and DL program enrollments, it is impossible to distinguish how many are in each category. As such, it is difficult to ascertain whether enrollments in DL programs have seen similar rates of growth as homeschooling.

One study from the U.S. (Lips & Feinberg, 2008) did clarify that a number of distance or online programs are being offered;

According to the Department of Education, 36 percent of public school districts in 2002-2003 had students enrolled in distance education courses. In all, 9 percent of public schools nationwide offered distance education courses. Schools in rural communities were more likely to offer distance education: 15 percent as of 2002/2003 (p. 6).

Lips and Feinberg did not address the growth rate of these programs.

Horsburgh (2005) conducted a qualitative, narrative study on the experiences of six B.C. families participating in public school “homeschooling” programs (DL programs), and noted that “homeschooling through the public school system is a relatively new trend in education” (p. iii). Examining the historical growth of participation rates in DL programs in B.C. was beyond the scope of Horburgh’s research, something the current study attempts to rectify.

The above-cited current academic literature on participation rates in home educating all concur that participation rates in Canada and the U.S. are on the rise. Lines (1999) concludes, “The general size and direction of the homeschooling movement is beyond doubt” (p. 8). This paper sets out to examine if participation rates of home educating (separating DL enrollments from registered S12 homeschooling) in B.C. are also on the rise. What it does not examine (akin to Common & MacMullen, 1986) are families' reasons and motivations for choosing to home-educate, leaving this for further research.

Summary

After reviewing participation rates and legalities of homeschooling on an international level, it is clear that homeschooling varies in legality and popularity in different countries around the world. The bulk of the recent academic literature on homeschooling has originated from the U.S., where homeschooling participation rates are well-documented and triangulated between multiple sources. Comparatively, in Canada there is a dearth of published academic literature on homeschooling participation rates in each province. In B.C., there is a distinct difference within the MOE between registered S12 homeschooling and enrollment in DL programs that needs to be addressed in any

literature examining participation rates of home educating in the province. This paper endeavours to fill the gap in the academic literature on participation rates of home education in B.C.; there remains a deficit in the literature on participation rates in Canada.

Chapter 3

In B.C., there are two legal options for educating one's children at home: enrollment in a DL program or registration under S12 of the School Act as a homeschooler. There is no published documentation mapping the trends in participation rates of these two options from 1993 to 2013. The academic literature has chronicled an increase in the homeschooling population in the U.S. since the 1970s, and what scant literature is available in Canada shows a similar trajectory in Canadian participation rates of home educating, although Canadian participation rates are not well-documented.

Based upon available data from the MOE for the years spanning 1993 to 2013, the current study seeks to answer the following research questions:

- How many children are being educated at home in B.C.? Has this number changed over time? Has the population of home educated students grown at a differential rate to the general school-aged population in B.C. since 1993?
- Has the introduction of DL programs affected registration rates under S12?
- Are younger children more likely to be home educated, and does this propensity towards home educating decline as children age? Has this pattern persisted over time? Are there age differences between registered S12 homeschoolers and enrolled DL students?
- Does the division of gender among the home educated mirror the division of gender in the general school-aged population? Is there a gender difference between registered S12 homeschoolers and enrolled DL students?
- Are rural children and youth as likely to be home educated as are urban children and youth in B.C.?

Quantitative research utilizes focused and specific research questions and the collection of measurable, observable data. Using quantitative methodology, numeric data is statistically analyzed and described factually, and the inquiry is conducted in an unbiased and objective manner. Archival research uses previously-collected records, allowing for the discovery of trends over time. There are limitations with archival research, such as incomplete data, and a lack of control over what information was collected and how the data was collected. Another limitation is that when the definitions of categories in the record keeping are changed, it makes trend analysis difficult. For example, in the data set used in this study, there were categories that were added over time such as “KF: Distance Ed” and “Graduated Adult: Distance Ed” whose definitions were unclear. It is more problematic in archival research when data categories are eliminated from the records rather than added. Another limitation is that data on knowledge, attitudes and opinions are not necessarily collected; in this particular case, there is no way of knowing why families chose S12 registration or DL enrollment, so no assumptions can be made regarding why participation rates of either home educating option are headed in a certain direction. The current quantitative study employed a longitudinal archival design as it examined the registration and enrollment data of home educated students collected by the MOE from 1993 to 2013.

There is a distinct dearth of research on participation rates of home educating in Canada in the academic literature. Research examining participation rates of home educating is important because it adds to our knowledge base and informs policy debates. Neven Van Pelt (2015) writes that “Since home schooling is an approach to education that inherently offers its practitioners flexibility in use of time and space, this education

sector may have some policy lessons to share with classroom-based schooling as it adapts to future opportunities” (p. 2). This research has not previously been conducted or published in the academic literature, and the report will be of value to the MOE in guiding future policy decisions.

In an effort to address the lack of published academic literature on participation rates, the current study employs an archival, quantitative design examining participation rates in home educating in B.C., from 1993 to 2013. The data was received from the MOE records of annual participation rates in both S12 registered homeschooling and DL enrollment from the 1993/1994 school year to the 2012/2013 school year. There were no individually identifying markers in the data and ethical approval was not required for this archival study. Participation rates for each year were broken down by three variables: gender, age (5 to 17), and school district (for location).

Sex was categorized as male and female.

When looking for trends among different ages, categories were set as elementary (5 to 10 years, corresponding to grades K through 5), middle school (11 to 14 years, or grades 6 through 8), and secondary or high school (15 to 17; grades 9 through 12). These demarcation points were selected to represent the corresponding public school system in B.C.: elementary schools (grades K through 5), middle schools (grades 6 through 8), and high schools (grades 9 through 12). Although data was received for 18 years and older, within DL, these numbers were significantly different (several times larger) from the other ages within the DL category (5-17) and would have created an anomaly in the data set. Therefore, the decision was made to not include 18+ years in the analysis. Only ages 5 to 17 were included in the analysis.

Location categories were set as Rural, Urban, and Independent/Conseil Scolaire Francophone. Table 1 divides school districts into rural and urban based on Statistics Canada's defined Census Metropolitan Areas (CMA) from the 2011 Canadian census (Table 1). Created from CMA categorizations ("List of metropolitan areas in B.C.," 2015; "Population Estimates, B.C. and Sub-Provincial," 2014), school districts located within the geographic areas of Greater Vancouver, Greater Victoria, Kelowna, and Abbotsford were included as urban districts ("School District – Reference Maps," n.d.). Each of these CMAs had populations greater than 150,000. All other districts were categorized as rural, with the exception of Independent & Conseil Scolaire Francophone schools for which there were no identifying location markers.

Table 1.

Division of School Districts by Location

| Rural | Urban |
|------------------------------|--------------------------------|
| 005 – Southeast Kootenay | 023 – Central Okanagan |
| 006 – Rocky Mountain | 034 – Abbotsford |
| 008 – Kootenay Lake | 035 – Langley |
| 010 – Arrow Lakes | 036 – Surrey |
| 019 – Revelstoke | 037 – Delta |
| 020 – Kootenay-Columbia | 038 – Richmond |
| 022 – Vernon | 039 – Vancouver |
| 027 – Cariboo-Chilcotin | 040 – New Westminster |
| 028 – Quesnel | 041 – Burnaby |
| 033 – Chilliwack | 042 – Maple Ridge-Pitt Meadows |
| 046 – Sunshine Coast | 043 – Coquitlam |
| 047 – Powell River | 044 – North Vancouver |
| 048 – Sea to Sky | 045 – West Vancouver |
| 049 – Central Coast | 061 – Greater Victoria |
| 050 – Haida Gwaii | 062 – Sooke |
| 051 – Boundary | 063 – Saanich |
| 052 – Prince Rupert | |
| 053 – Okanagan Similkameen | |
| 054 – Bulkley Valley | |
| 057 – Prince George | |
| 058 – Nicola-Similkameen | |
| 059 – Peace River South | |
| 060 – Peace River North | |
| 064 – Gulf Islands | |
| 067 – Okanagan Skaha | |
| 068 – Nanaimo-Ladysmith | |
| 069 – Qualicum | |
| 070 – Alberni | |
| 071 – Comox Valley | |
| 072 – Campbell River | |
| 073 – Kamloops/Thompson | |
| 074 – Gold Trail | |
| 075 – Mission | |
| 078 – Fraser-Cascade | |
| 079 – Cowichan Valley | |
| 081 – Fort Nelson | |
| 082 – Coast Mountains | |
| 083 – North Okanagan-Shuswap | |
| 084 – Vancouver Island West | |
| 085 – Vancouver Island North | |
| 087 – Stikine | |
| 091 – Nechako Lakes | |
| 092 – Nisga'a | |

The data set provided by the MOE included five categories: “Home Schooled Student: Standard and Alternate,” “Home Schooled Student: Distance Ed,” “Other: Distance Ed,” “KF: Distance Ed,” and “Graduated Adult: Distance Ed.” S12 registered homeschooling was defined as “Home Schooled Student: Standard and Alternate.” It was unclear how “Home Schooled Student: Distance Ed” was categorized; are these registered S12 homeschoolers who are also taking a few courses through a DL program? DL was defined in the data set as “Other: Distance Ed.” There were two other categories, “Graduated Adult: Distance Ed” and “KF: Distance Ed” which were not clearly defined; the numbers of Graduated Adults were much larger than the 5 to 17 year olds and the KF numbers were minutely small compared to the other categories. I opted to omit both of these categories (“Graduated Adult: Distance Ed” and “KF: Distance Ed”) from analysis. In the end, S12 registered homeschooling was defined as “Home schooled student: Standard and Alternate” and DL was defined as “other: Distance Ed” in the raw data set. “Home Schooled Student: Distance Ed” was combined with “Home Schooled Student: Standard and Alternate” in some documented instances to accurately record homeschooling participation rates.

The data set was initially perused for possible errors and omissions. For example, there was no data compiled for DL for 1995/1996 and 1996/1997. Also, for 5 year old (both male and female) DL for 2011/2012 and 2012/2013, it appears that the numbers entered for “KF: Distance Ed” and “other: Distance Ed” have possibly been reversed. If these numbers were exchanged, they do match trends in enrollment in DL as forecasted. For 2010/2011 the numbers for “KF: Distance Ed” are anomalous to other “KF” data, and the number of “other: Distance Ed” 5 year olds do not match the trends for years leading

up to 2010/2011. Rather than adjust the numbers myself, I left them as they were received. The data for 2003/2004 for “Home Schooled Student: Distance Ed” is inconsistent with data from years on either side; in 2002/2003 the number of “Home Schooled Student: Distance Ed” was 458, for 2003/2004 it was 20, and for 2004/2005 it was 696.

Data Analysis

As previously stated, quantitative research utilizes focused and specific research questions and the collection and analysis of measurable, observable data, described factually in an objective manner. Archival research uses previously-collected records, allowing for the discovery of trends over time. The current quantitative study employed a longitudinal archival design as it examined the registration and enrollment data of home educated students collected by the MOE from 1993 to 2013.

Analysis of the data set provided by the MOE included calculating average annual growth rates, descriptive statistics and compiling visual representations of the data using Excel 2010 (Version 14.0.7149.5000). Each of the research questions was answered specifically in turn by extracting data from the provided information to address the specifics of the question. For example, Figure 5 shows Total Number of Home Educated in B.C. To create the graph, the total number of home educated for each year was calculated by combining the number of DL students (“Other: Distance Ed”) to the number of registered homeschoolers (“Home Schooled Student: Standard and Alternate” and “Home Schooled Student: Distance Ed”).

Statistics published on the BC Home Learner’s Association (BCHLA) website corroborated with the data received from the MOE, with little variation, allowing for

triangulation of data. It seems that the BCHLA statistics for DL included the categories “Other: Distance Ed,” “KF: Distance Ed,” and “Graduated Adult: Distance Ed,” and that for registered S12 homeschooling, data from both “Home schooled student: Standard and Alternate” and “Home schooled student: Distance Ed” were combined. The ability to triangulate data is limited as the data used for the BCHLA statistics is also retrieved from the MOE public records.

Statistics of total school-aged population in B.C., including division of gender and age totals were derived from the B.C. Statistics website (“Population Estimates, B.C. and Sub-Provincial,” 2014). A search was done on “Population by Age and Sex” for the entire province (Region: 0, B.C.), for years 1993 through 2013, for males and females, and for custom age groups (5-10, 11-13 and 14-17). The results were imported into an Excel worksheet.

The current study was undertaken to address the lack of published research on participation rates of home educating options in B.C. How many children have been educated at home from 1993 to 2013? Has the population of home educated students grown at a differential rate to the general school-aged population in B.C.? Are there trends in participation rates among the home educating options, between enrollment in DL programs and registration as a homeschooler under S12? Are there differences between DL enrollment and S12 registered homeschooling with regards to gender, age, and location? The current study employed a quantitative, archival design of an MOE data set to answer these research questions.

In Chapter 4, the results are presented to uncover trends in participation rates of home educating in B.C. among DL and registered S12 homeschooling, beginning with

overall home educating participation rates and growth rates, and moving on to reveal patterns in age, gender, and location between DL and registered S12 homeschoolers as compared to the total school-aged population.

Chapter 4

The overall research purpose was to document the trends in participation rates of home educating in B.C among DL and registered S12 homeschooling. The data was first examined to determine how many children are being educated in B.C. and if that number has changed over time. Next, an evaluation was made to the total school-aged population in B.C. to see if the population of home educated students has grown at a differential rate to the general school-aged population. Then DL and registered S12 homeschooling were contrasted on the basis of age, gender and location and compared to the total school-aged population in B.C.

To determine how many children are being educated at home in B.C., Figure 5 “Total Number of Home Educated” is a compilation of DL enrollment (from “Other: Distance Ed” in the data set) and registered S12 homeschooling (“Home Schooled Student: Standard and Alternate” and “Home Schooled Student: Distance Ed”). The substantial increase in total number of home educated appears to be largely attributable to the steady growth of DL enrollment (“Other: Distance Ed”) and masks the decline of registered homeschooling. Note that there was no DL data for 1995/1996 and 1996/1997 so the data were omitted for those years for total number of home educated as well.

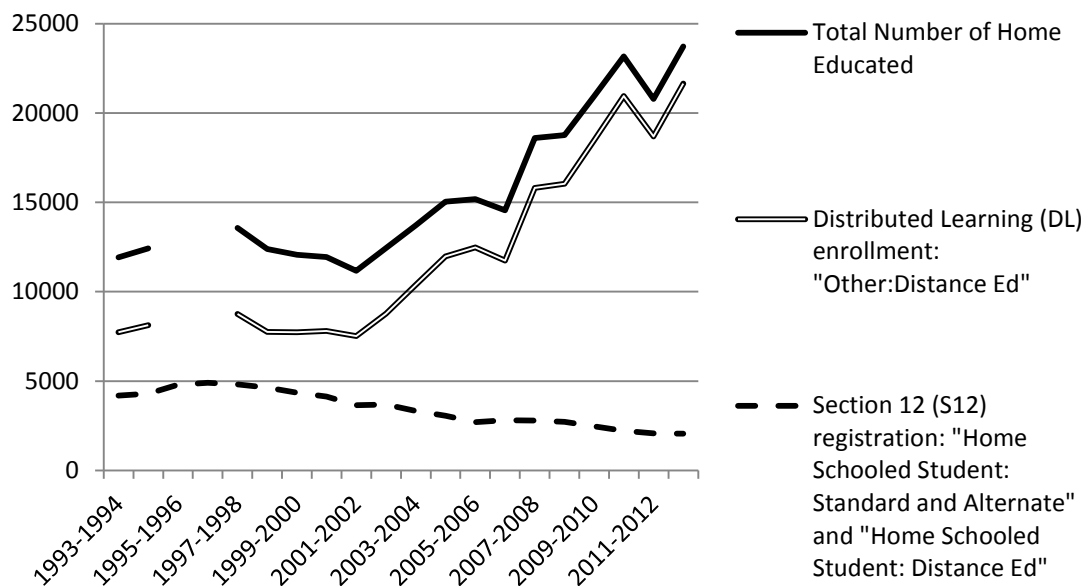


Figure 5. Total Number of Home Educated in B.C., 1993/1994 to 2012/2013

To determine if the population of students educated at home in B.C. has grown at a differential rate to the general school-aged population, a comparison in growth rates was done. The growth rate of the total school-aged population in B.C. (Figure 6) was calculated from MOE-released data (Population Estimates, B.C. and Sub-Provincial, 2014). The total school-aged population in B.C. rose slightly but consistently in the early 1990s until about 1999, when it began a slow but consistent decline.

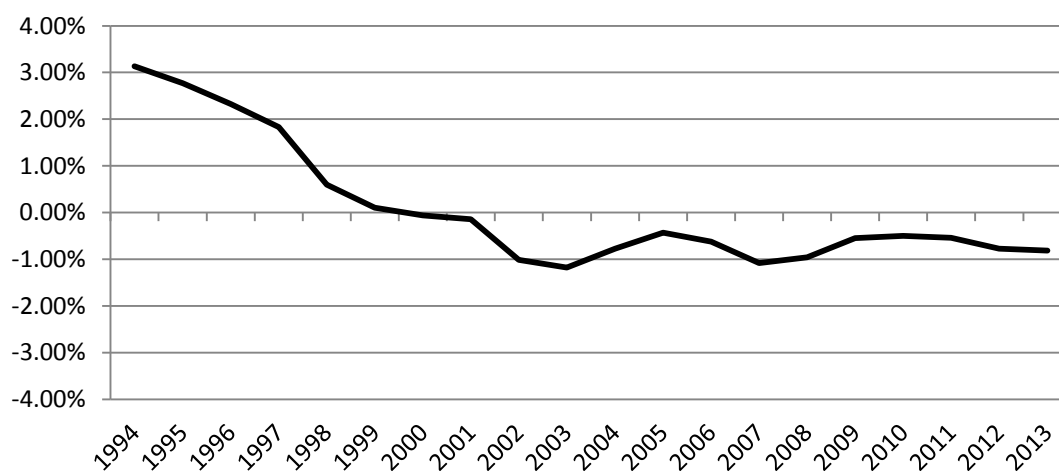


Figure 6. Growth Rate of Total School-Aged Population in B.C.

The growth rate of home educating in B.C. (Figure 7) was calculated from Table 2 data. Growth rates of home educating have been inconsistent year to year but overall there is a steady expansion in the total number of home educated, as evident in Figure 5. The graph omits years prior to 1998/1999 due to the lack of DL data which skewed results.

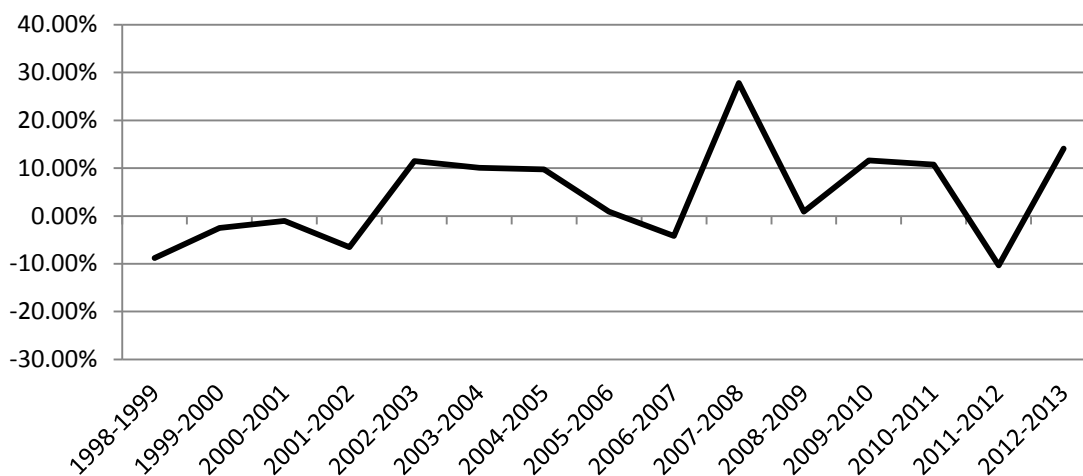


Figure 7. Growth Rate of Home Educating in B.C.

Table 2 details the annual growth rates across home educating options in B.C. Total registered homeschooled was calculated from “Home Schooled Student: Standard and Alternate” and “Home Schooled Student: Distance Ed”. DL enrollment was calculated using “Other: Distance Ed” data, and Total home educated was calculated by adding both the total registered S12 homeschooled and DL enrollment numbers together. Average annual growth rates were calculated year to year, with the exception of 1997/1998 for DL enrollment and total home educated, due to the lack of DL data from the two years prior. Overall growth rate was calculated from the difference between 2012/2013 and 1993/1994 registration or enrollment.

With an average annual growth rate of 4.6% since 1997/1998 (prior years were omitted in this particular calculation due to the lack of DL data from 1995/1996 and

1996/1997), it is clear that educating one's children at home is becoming a more popular educational choice among B.C. families (Table 2). Enrollment in DL programs has nearly tripled since 1993 from 7,727 students to 21,651 students in 2013, with an average annual growth rate of 6.9%. Registration under S12 as a homeschooler has experienced a 50.8% decline from 1993/1994 to 2012/2013, with an average annual decrease of 3.5%.

Table 2.

Annual Rate of Growth across home educating options in B.C.

| | Total Registered S12 Home Schooled | | DL enrollment | | Total Home Educated | |
|-------------------------------------|---------------------------------------|------------------------|---------------|--------------------|---------------------|--------------------|
| | <u>N</u> | <u>Growth Rate</u> | <u>N</u> | <u>Growth Rate</u> | <u>N</u> | <u>Growth Rate</u> |
| 1993/1994 | 4187 | - | 7727 | - | 11914 | - |
| 1994/1995 | 4297 | 2.6% | 8121 | 5.1% | 12418 | 4.2% |
| 1995/1996 | 4789 | 11.5% | No Data | N/A | 4789 | N/A |
| 1996/1997 | 4907 | 2.5% | No Data | N/A | 4907 | N/A |
| 1997/1998 | 4815 | -1.9% | 8763 | 7.9%* | 13578 | 9.3%* |
| 1998/1999 | 4628 | -3.9% | 7752 | -11.5% | 12380 | -8.8% |
| 1999/2000 | 4348 | -6.1% | 7725 | -0.4% | 12073 | -2.5% |
| 2000/2001 | 4134 | -4.9% | 7810 | 1.1% | 11944 | -1.1% |
| 2001/2002 | 3649 | -11.7% | 7519 | -3.7% | 11168 | -6.5% |
| 2002/2003 | 3686 | 1.0% | 8764 | 16.6% | 12450 | 11.5% |
| 2003/2004 | 3329 | -9.7% | 10377 | 18.4% | 13706 | 10.1% |
| 2004/2005 | 3068 | -7.8% | 11974 | 15.4% | 15042 | 9.8% |
| 2005/2006 | 2710 | -11.7% | 12471 | 4.2% | 15181 | 1.0% |
| 2006/2007 | 2811 | 3.7% | 11736 | -5.9% | 14547 | -4.2% |
| 2007/2008 | 2789 | -0.8% | 15803 | 34.7% | 18592 | 27.8% |
| 2008/2009 | 2722 | -2.4% | 16034 | 1.5% | 18756 | 1.0% |
| 2009/2010 | 2463 | -9.5% | 18466 | 15.2% | 20929 | 11.6% |
| 2010/2011 | 2228 | -9.5% | 20946 | 13.4% | 23174 | 10.7% |
| 2011/2012 | 2084 | -6.5% | 18697 | -10.7% | 20781 | -10.3% |
| 2012/2013 | 2062 | -1.1% | 21651 | 15.8% | 23713 | 14.1% |
| Average Annual Growth Rate | - | -3.5% | - | 6.9% | - | 4.6% |
| Overall Growth | -50.8% | - | 280.2% | - | 199.0% | - |

*This growth rate is calculated from three years prior as data is missing for the immediate years prior.

Table 3 further breaks down “Total Registered Home Schooled” into “Home Schooled Student: Standard and Alternate” and “Home Schooled Student: Distance Ed.” The decrease in registered homeschooling is masked by the registered homeschoolers who are enrolled in DL courses. When the “Home Schooled Student: Distance Ed” are removed, the decline is even more noticeable among the “Home Schooled Student: Standard and Alternate”, which went from 4,187 in 1993/1994 to just 537 in 2012/2013 (Table 2). Despite an average annual decrease of 3.5% among total registered homeschooling, total “Home Schooled Student: Standard and Alternate” has had an average annual decline of just over 9% per year, whereas total “Home Schooled Student: Distance Ed” has seen a 21% average annual increase just since 2004/2005. The data in Table 3 is visually represented in Figure 8.

Table 3.

Annual Rate of Growth among Registered homeschoolers in B.C.

| | Home Schooled Student: Standard and Alternate (S12 registration) | | Home Schooled Student: Distance Ed | | Total Registered Home Schooled | |
|-------------------------------------|---------------------------------------------------------------------------|----------------|---------------------------------------|----------------|-----------------------------------|----------------|
| | N | Growth Rate | N | Growth Rate | N | Growth Rate |
| 1993/1994 | 4184 | - | 3 | - | 4187 | - |
| 1994/1995 | 4287 | 2.5% | 10 | - | 4297 | 2.6% |
| 1995/1996 | 4787 | 11.7% | 2 | - | 4789 | 11.5% |
| 1996/1997 | 4907 | 2.5% | No Data | - | 4907 | 2.5% |
| 1997/1998 | 4812 | -1.9% | 3 | - | 4815 | -1.9% |
| 1998/1999 | 4628 | -3.8% | No Data | - | 4628 | -3.9% |
| 1999/2000 | 4348 | -6.1% | No Data | - | 4348 | -6.1% |
| 2000/2001 | 4134 | -4.9% | No Data | - | 4134 | -4.9% |
| 2001/2002 | 3649 | -11.7% | No Data | - | 3649 | -11.7% |
| 2002/2003 | 3228 | -11.5% | 458 | - | 3686 | 1.0% |
| 2003/2004 | 3309 | 2.5% | 20 | - | 3329 | -9.7% |
| 2004/2005 | 2372 | -28.3% | 696 | 52.0%* | 3068 | -7.8% |
| 2005/2006 | 1988 | -16.2% | 722 | 3.7% | 2710 | -11.7% |
| 2006/2007 | 1039 | -47.7% | 1772 | 145.4% | 2811 | 3.7% |
| 2007/2008 | 813 | -21.8% | 1976 | 11.5% | 2789 | -0.8% |
| 2008/2009 | 691 | -15.0% | 2031 | 2.8% | 2722 | -2.4% |
| 2009/2010 | 553 | -20.0% | 1910 | -6.0% | 2463 | -9.5% |
| 2010/2011 | 520 | -6.0% | 1708 | -10.6% | 2228 | -9.5% |
| 2011/2012 | 490 | -5.8% | 1594 | -6.7% | 2084 | -6.5% |
| 2012/2013 | 537 | -9.6% | 1525 | -4.3% | 2062 | -1.1% |
| Average Annual Growth Rate | - | -9.1% | - | 20.9% | - | -3.5% |
| Overall Growth | -87.2% | - | - | - | -50.75% | - |

*This growth rate is calculated from two years prior as data is missing for the immediate year prior.

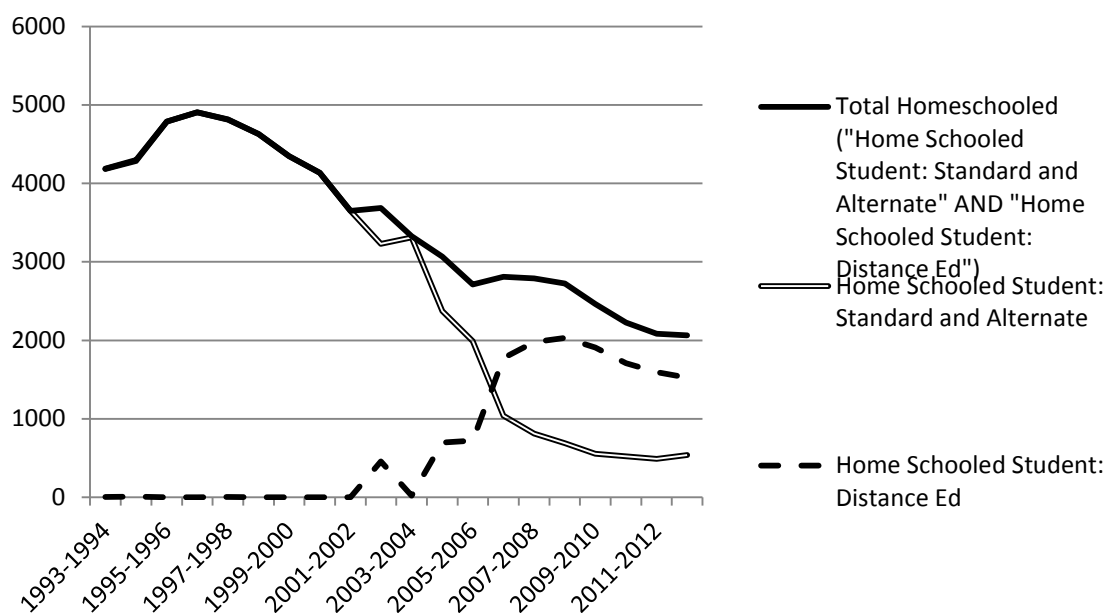


Figure 8. Total Registered Homeschooling

Growth rates in home educating have fluctuated wildly over the years (Figure 9).

Even with an average annual growth rate of 6.9% (see Table 2), DL enrollment in 2007/2008 saw a 35% increase over 2006/2007, and several other years saw annual growth rates in DL enrollment above 15%. Yet there were unexplainable drops, too: a 12% decline in enrollment between 1997/1998 and 1998/1999 and an 11% decline between 2010/2011 and 2011/2012 (although this last drop may be partially attributable to the possible error in Kindergarten enrollment numbers in the data). Overall, it is clear that as more families choose to educate at home, enrollment in a DL program is the more popular choice.

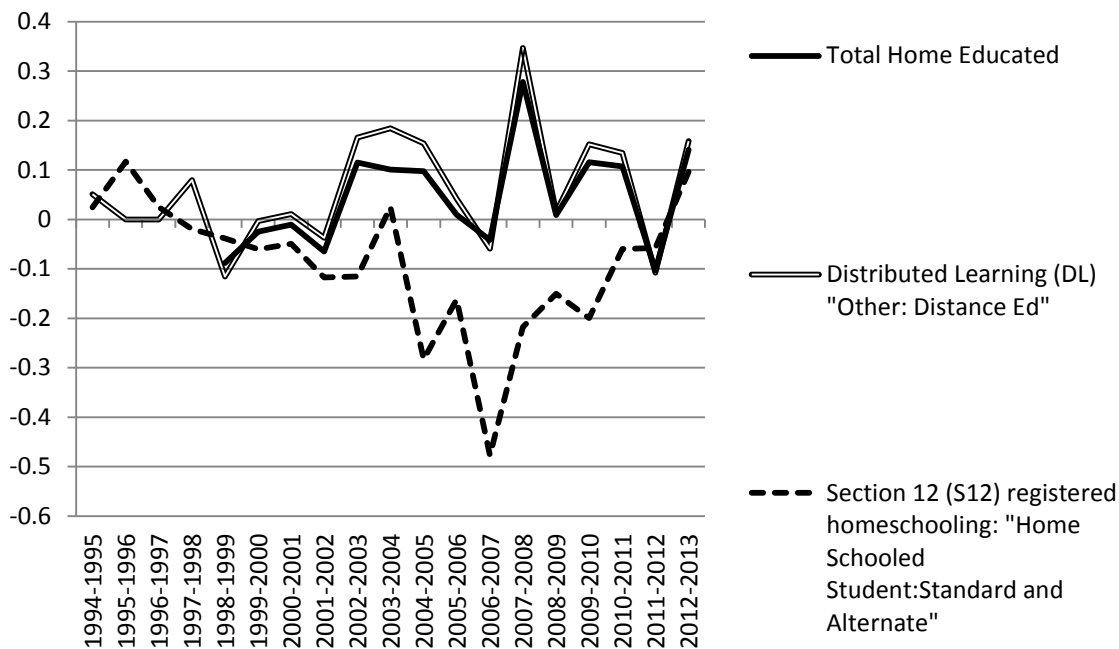


Figure 9. Annual Growth Rate of Home Educating in B.C.

Registration under S12 of the School Act as a homeschooler has declined considerably since 1993/1994 with a 50.8% overall decrease from that year when 4,187 were homeschooling to 2012/2013 when 2,062 were homeschooling (Table 3). The average annual rate of decline is 3.5%; on several occasions the decrease was between 10 and 12 percent from the previous year (Figure 9). Between 2005/2006 and 2006/2007, there was a nearly 48% drop in registration (from 1,988 to 1,039); between those same two school years, “Home Schooled Student: Distance Ed” rose from 722 to 1,772, an increase of 145% (Table 3). Upon closer inspection, total “Home Schooled Student: Standard and Alternate” has had an average annual decline of just over 9% per year, whereas total “Home Schooled Student: Distance Ed” has seen a 21% average annual increase just since 2004/2005.

To begin examining the data for trends in participation rates among home educating in B.C., first the number of children who are being educated at home was

calculated. The population of home educated has indeed grown substantially since 1993/1994. A comparison was made between the home educated population and the general school-aged population of B.C. on the basis of growth rates. It would appear that the development of DL programs in the early 1990s affected registration rates under S12. Are there further differences between DL enrollment and S12 registration on the basis of age, gender, and location?

Age

An examination of age categories with regards to S12 registration and DL enrollment was carried out to see if certain ages were more likely to be involved in either DL or S12 home educating. Age categories were demarcated as elementary (5 to 10 years, corresponding to Grades K through 5), middle school (11 to 13 years, corresponding to Grades 6 through 8), and secondary (14 to 17 years, corresponding to Grades 9 through 12). Eighteen year olds were omitted from the calculations because the DL enrollments for 18 year olds were anomalous to the rest of the DL data, although the S12 registrations for 18 year olds were in line with other ages of S12 registration. Total home educated by age category (Table 4, Figures 10 and 11) combines “Other: Distance Ed” (DL), “Home Schooled Student: Standard and Alternate” (S12) and “Home Schooled Student: Distance Ed.”

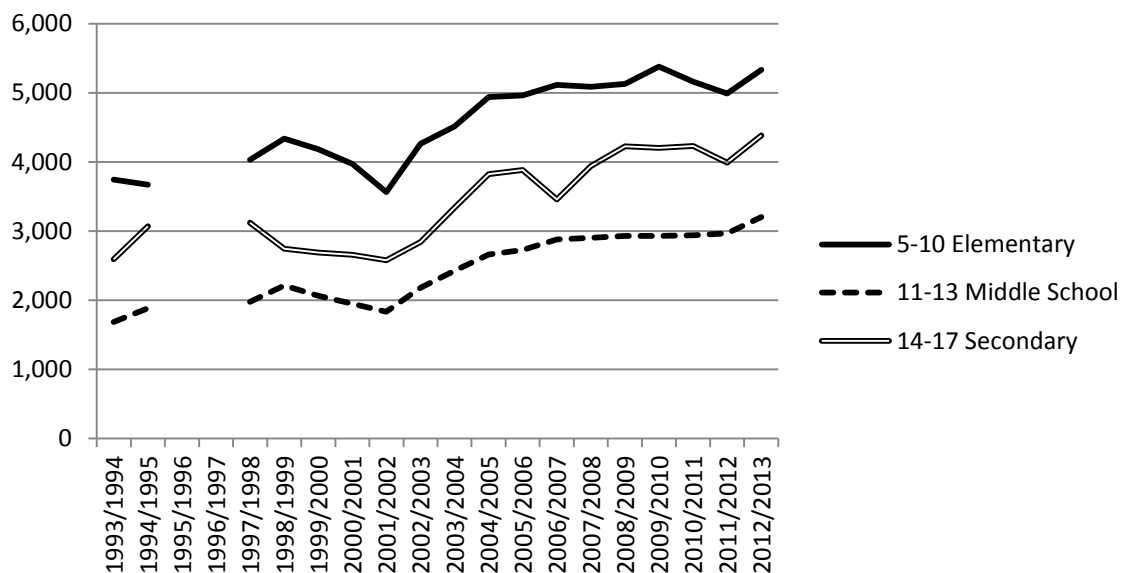


Figure 10. Total Home Educated by Age Category

Table 4 breaks down growth rate of total home educated in B.C. by age categories. The number of middle school aged home learners (11 to 13 year olds) grew 90% overall from 1993/1994 with 1,688 students to 2012/2013 when 3,205 students were educated at home. The number of secondary aged home learners (14 to 17 year olds) grew 69% overall from 1993/1994 with 2,593 students to 2012/2013 with 4,382 students educated at home, and the number of elementary aged home learners (5 to 10 year olds) grew 42% overall from 1993/1994 with 3,746 students to 2012/2013 when 5,331 students were educated at home.

Table 4.

Growth Rate of Total Home Educated in B.C. by Age Category

| Age Category | 5-10 | | 11-13 | | 14-17 | |
|----------------------------|--------|-------------|--------|-------------|--------|-------------|
| Year | N | Growth Rate | N | Growth Rate | N | Growth Rate |
| 1993/1994 | 3746 | - | 1688 | - | 2593 | - |
| 1994/1995 | 3671 | -2.00% | 1885 | 11.67% | 3071 | 18.43% |
| 1995/1996 | 2985 | -18.69% | 1095 | -41.91% | 658 | -78.57% |
| 1996/1997 | 3087 | 3.42% | 1101 | 0.55% | 681 | 3.50% |
| 1997/1998 | 4032 | 30.61% | 1977 | 79.56% | 3119 | 358.00% |
| 1998/1999 | 4336 | 7.54% | 2215 | 12.04% | 2745 | -11.99% |
| 1999/2000 | 4185 | -3.48% | 2067 | -6.68% | 2688 | -2.08% |
| 2000/2001 | 3972 | -5.09% | 1949 | -5.71% | 2659 | -1.08% |
| 2001/2002 | 3564 | -10.27% | 1832 | -6.00% | 2579 | -3.00% |
| 2002/2003 | 4264 | 19.64% | 2182 | 19.10% | 2843 | 10.24% |
| 2003/2004 | 4511 | 5.79% | 2424 | 11.09% | 3338 | 17.41% |
| 2004/2005 | 4938 | 9.47% | 2660 | 9.74% | 3823 | 14.53% |
| 2005/2006 | 4963 | 0.51% | 2728 | 2.56% | 3883 | 1.57% |
| 2006/2007 | 5114 | 3.04% | 2879 | 5.54% | 3460 | -10.89% |
| 2007/2008 | 5085 | -0.57% | 2905 | 0.90% | 3941 | 13.90% |
| 2008/2009 | 5126 | 0.81% | 2930 | 0.86% | 4227 | 7.26% |
| 2009/2010 | 5378 | 4.92% | 2931 | 0.03% | 4201 | -0.62% |
| 2010/2011 | 5161 | -4.03% | 2939 | 0.27% | 4229 | 0.67% |
| 2011/2012 | 4987 | -3.37% | 2969 | 1.02% | 3990 | -5.65% |
| 2012/2013 | 5331 | 6.90% | 3205 | 7.95% | 4382 | 9.82% |
| Average Annual Growth Rate | - | 2.38%* | - | 5.40%* | - | 17.97%* |
| | | 2.12%** | | 3.51%** | | 2.67%** |
| Overall Growth | 42.31% | - | 89.87% | - | 68.99% | - |

* Average annual growth rate calculated from 1993/1994 forward.

**Average annual growth rate calculated based on 1998/1999 forward (most recent 15 years of growth rates).

Growth rates among home educating by age category (Figure 11) have fluctuated substantially over the years. The average annual growth rate for secondary aged home learners was greatest (18%), compared to middle school home learners (5.4%) or elementary home learners (2.4%) (Table 4) as secondary-aged home learners (S12 and DL combined) increased from 2,593 in 1993/1994 to 4,382 in 2012/2013, middle school-

aged home learners increased from 1,688 in 1993/1994 to 3,205 in 2012/2013 and elementary-aged home learners increased from 3,746 in 1993/1994 to 5,331 in 2012/2013. These growth rates are skewed, however, by the lack of DL data for 1995/1996 and 1996/1997. Recalculating based on 1998/1999 forward (which omits the missing DL data), the differences are minimal; elementary growth rate was smallest at 2.1% on average per year, the secondary growth rate was 2.7% on average each year, and the middle school growth rate was highest at 3.5% on average each year.

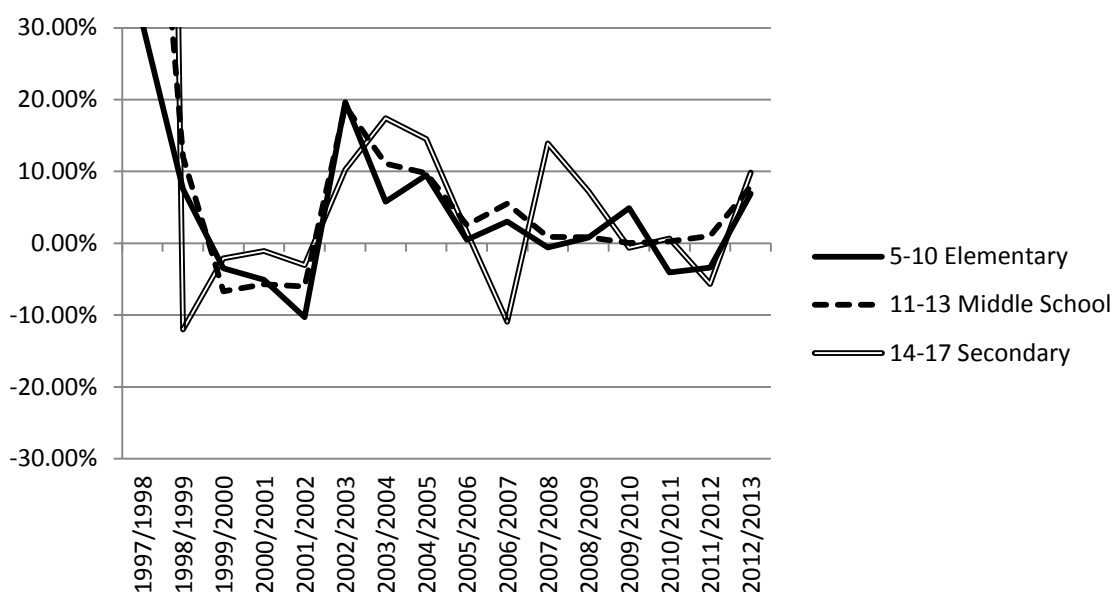


Figure 11. Growth Rates of Home Education in B.C. by Age

Within the total school-aged population in B.C., the number of young children (age 5-10) has decreased by 6.4% overall since 1993 with an average annual decrease of 0.7% (Table 5). The number of middle school children (age 11-13) has decreased by 2.6% overall with an average annual decrease of 0.3%. Unlike the decreases in both elementary and middle school-aged students, the number of secondary or high school students (age 14-17) in the province has grown by 16% overall, with an average annual increase of 1.6%. When looking at average annual growth rates, substantial growth prior

in the 1990s veiled steady declines since the early 2000s in all three age categories, but most notably in the 14-17 year old group. Note that the school-aged population chart is for the calendar year and not the school year. Variance among the total school-aged population is minimized due to the large numbers in each age category.

Table 5.

Growth Rate of Total School-Aged Population in B.C. by Age

| Age Category | 5-10 | | 11-13 | | 14-17 | |
|----------------------------|--------|-------------|--------|-------------|--------|-------------|
| Year | N | Growth Rate | N | Growth Rate | N | Growth Rate |
| 1993 | 288092 | - | 141652 | - | 180717 | - |
| 1994 | 294609 | 4.52% | 146957 | 7.48% | 188033 | 8.10% |
| 1995 | 299886 | 3.57% | 151624 | 6.35% | 195510 | 7.99% |
| 1996 | 302416 | 1.70% | 155183 | 4.68% | 204456 | 9.15% |
| 1997 | 306064 | 2.42% | 158457 | 4.20% | 209662 | 5.08% |
| 1998 | 305843 | -0.15% | 158502 | 0.07% | 213872 | 4.01% |
| 1999 | 304546 | -0.86% | 156683 | -2.27% | 217692 | 3.55% |
| 2000 | 302021 | -1.66% | 156176 | -0.63% | 220334 | 2.43% |
| 2001 | 298973 | -2.02% | 157695 | 1.93% | 220894 | 0.53% |
| 2002 | 293649 | -3.57% | 159196 | 1.89% | 217842 | -2.77% |
| 2003 | 287149 | -4.42% | 159093 | -0.13% | 216565 | -1.19% |
| 2004 | 281651 | -3.83% | 157498 | -2.00% | 218556 | 1.82% |
| 2005 | 276950 | -3.34% | 156028 | -1.87% | 221877 | 3.03% |
| 2006 | 271936 | -3.63% | 155158 | -1.12% | 223668 | 1.63% |
| 2007 | 268686 | -2.40% | 155049 | -0.17% | 219972 | -3.28% |
| 2008 | 266853 | -1.36% | 153505 | -2.02% | 217168 | -2.58% |
| 2009 | 266176 | -0.51% | 150298 | -4.15% | 217584 | 0.33% |
| 2010 | 265271 | -0.68% | 146601 | -4.91% | 219030 | 1.30% |
| 2011 | 265602 | 0.26% | 143623 | -4.04% | 218290 | -0.69% |
| 2012 | 266883 | 0.95% | 140671 | -4.11% | 215091 | -2.85% |
| 2013 | 269533 | 1.98% | 137977 | -3.83% | 210081 | -4.61% |
| Average Annual Growth Rate | - | -0.65% | - | -0.29% | - | 1.55% |
| Overall Growth | -6.4% | - | -2.6% | - | 16.2% | - |

Table 6 examines patterns in age by home educating status. The number of registered S12 homeschoolers (“Home School Student: Standard and Alternate”) in all

age groups declined over time, especially in elementary aged home learners. Enrollment in DL programs increased in all age groups over time, most significantly in elementary aged home learners. “Home Schooled Student: Distance Ed” saw growth and then gradual decline over the most recent decade across all age groups. Overall change and average annual growth rate in “Home Schooled Student: Distance Ed” was calculated from 2002/2003 forward.

Table 6.

Patterns in Age by Home Educating Status

| Year | “Home Schooled Student: Standard and Alternate” | | | “Home Schooled Student: Distance Ed” | | | “Other: Distance Ed” | | |
|----------------------------|-------------------------------------------------|--------|--------|--------------------------------------|--------|--------|----------------------|--------|--------|
| | 5-10 | 11-13 | 14-17 | 5-10 | 11-13 | 14-17 | 5-10 | 11-13 | 14-17 |
| 1993/1994 | 2735 | 915 | 496 | 2 | 1 | 0 | 1009 | 772 | 2097 |
| 1994/1995 | 2738 | 973 | 537 | 4 | 1 | 2 | 929 | 911 | 2532 |
| 1995/1996 | 2985 | 1095 | 658 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1996/1997 | 3087 | 1101 | 681 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1997/1998 | 2991 | 1074 | 694 | 3 | 0 | 0 | 1038 | 903 | 2425 |
| 1998/1999 | 2804 | 1034 | 724 | 0 | 0 | 0 | 1532 | 1181 | 2021 |
| 1999/2000 | 2614 | 975 | 698 | 0 | 0 | 0 | 1571 | 1092 | 1990 |
| 2000/2001 | 2444 | 939 | 675 | 0 | 0 | 0 | 1528 | 1010 | 1984 |
| 2001/2002 | 2133 | 828 | 625 | 0 | 0 | 0 | 1431 | 1004 | 1954 |
| 2002/2003 | 1924 | 782 | 485 | 223 | 122 | 100 | 2117 | 1278 | 2258 |
| 2003/2004 | 1763 | 873 | 611 | 12 | 5 | 3 | 2736 | 1546 | 2724 |
| 2004/2005 | 1277 | 644 | 428 | 310 | 172 | 188 | 3351 | 1844 | 3207 |
| 2005/2006 | 1042 | 538 | 366 | 320 | 199 | 181 | 3601 | 1991 | 3336 |
| 2006/2007 | 532 | 297 | 195 | 826 | 506 | 402 | 3756 | 2076 | 2863 |
| 2007/2008 | 390 | 229 | 174 | 934 | 556 | 443 | 3761 | 2120 | 3324 |
| 2008/2009 | 332 | 182 | 165 | 936 | 544 | 507 | 3858 | 2204 | 3555 |
| 2009/2010 | 254 | 154 | 134 | 850 | 468 | 532 | 4274 | 2309 | 3535 |
| 2010/2011 | 225 | 144 | 137 | 725 | 441 | 475 | 4211 | 2354 | 3617 |
| 2011/2012 | 220 | 114 | 137 | 680 | 412 | 440 | 4087 | 2443 | 3413 |
| 2012/2013 | 257 | 137 | 123 | 645 | 396 | 409 | 4429 | 2672 | 3850 |
| Average Annual Growth Rate | -10.4% | -8.2% | -5.5% | 19.8% | 20.9% | 23.4% | 10.2% | 8.1% | 4.3% |
| Overall Growth | -90.6% | -85.0% | -75.2% | 289.2% | 324.5% | 409.0% | 438.9% | 346.1% | 183.6% |

In DL programs (Figure 12), enrollment of elementary aged students (5-10) has grown more quickly than enrollment rates of either middle-school or secondary students, with an annual average growth rate of 10% per year for elementary, compared to 8% for middle-school or 4% for secondary students (Table 6). Average annual growth rates for DL enrollment were calculated from 1998/1999 forward due to the lack of DL data for 1995/1996 and 1996/1997. Overall, DL enrollment has seen an annual average growth rate of 6.9% (Table 2).

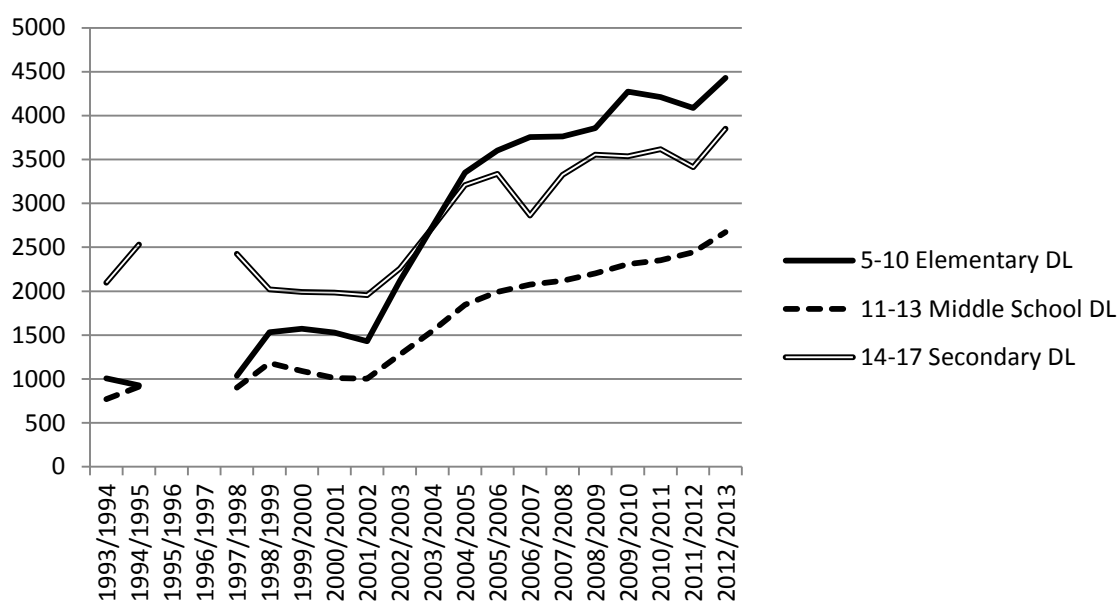


Figure 12. DL by Age

In S12 registration (“Home Schooled Student: Standard and Alternate”), elementary age students (5-10) have seen the steepest decline in registration, followed by middle school (11-13), and the least decline is seen in secondary students (14-17) (Figure 13).

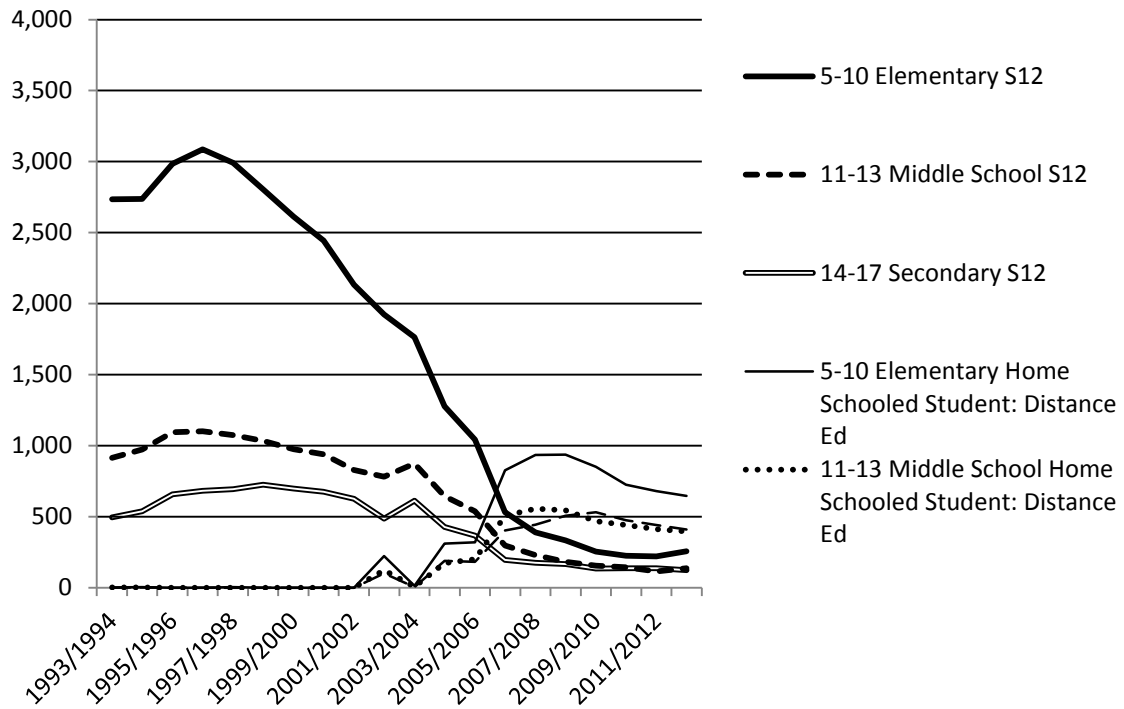


Figure 13. Registered Homeschoolers by Age

Mirroring the growth rates in DL programs, registration under S12 (“Home Schooled Student: Standard and Alternate”) has declined by an average of 10% per year for elementary aged students (5-10), 8% average per year for middle school (11-13), and 5.5% per year for secondary aged students (14-17) (Figure 14). Overall, registration under S12 (“Home Schooled Student: Standard and Alternate”) has seen an average annual decline across age categories of 9.1% (Table 2).

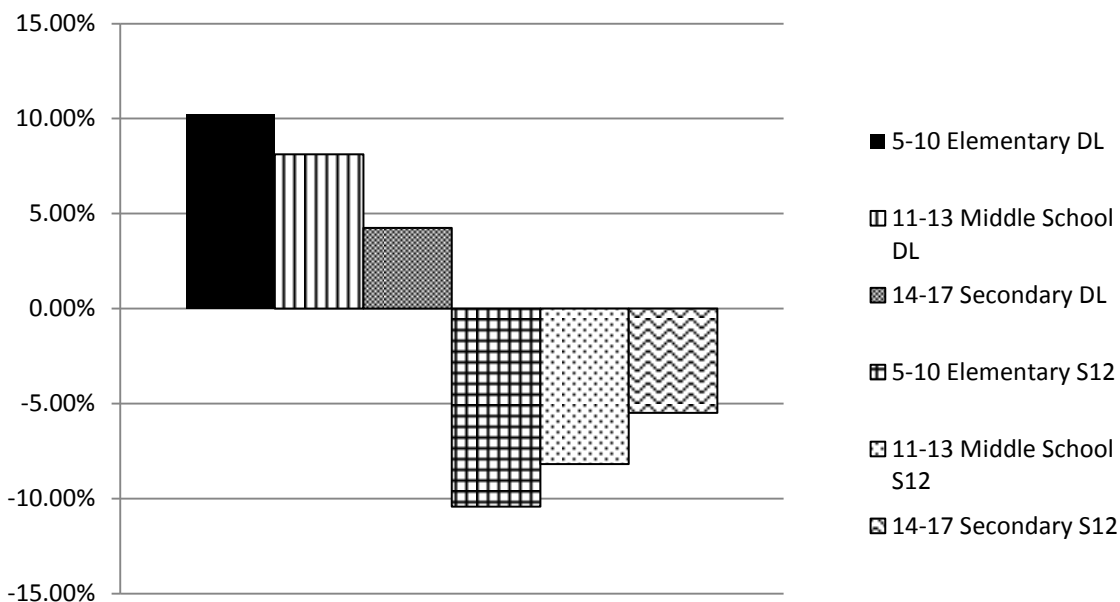


Figure 14. Average Annual Growth Rate by Age Category (DL versus Registered

Homeschooling: "Home Schooled Student: Standard and Alternate" (S12)

Looking at only "Home Schooled Student: Distance Ed," since 2004/2005 elementary age students (5-10) have had an average annual growth rate of 19.8%, middle school (11-13) has seen a 20.9% average annual growth rate, and secondary (14-17) an average 23.4% annual growth rate (Table 7). These average growth rates are skewed by a sharp increase between 2005/2006 and 2006/2007; the reason for this sharp increase is unknown. Looking only from 2007/2008 forward (so as not to be swayed by the sharp increase in 2006/2007), there has been a continuous decline across all age categories for "Home Schooled Student: Distance Ed" over the past three to five years (Table 7).

Table 7.

Annual Growth Rates “Home Schooled Student: Distance Ed”

| Age Category | 5-10 | | 11-13 | | 14-17 | |
|--------------|----------|--------------------|----------|--------------------|----------|--------------------|
| <u>Year</u> | <u>N</u> | <u>Growth Rate</u> | <u>N</u> | <u>Growth Rate</u> | <u>N</u> | <u>Growth Rate</u> |
| 2002/2003 | 223 | - | 122 | - | 100 | - |
| 2003/2004 | 12 | -94.6% | 5 | -95.9% | 3 | -97.0% |
| 2004/2005 | 310 | 39.0% | 172 | 40.1% | 188 | 88% |
| 2005/2006 | 320 | 3.2% | 199 | 15.7% | 181 | -3.2% |
| 2006/2007 | 826 | 158.1% | 506 | 154.3% | 402 | 122.1% |
| 2007/2008 | 934 | 13.1% | 556 | 9.9% | 443 | 10.2% |
| 2008/2009 | 936 | 0.2% | 544 | -2.2% | 507 | 14.5% |
| 2009/2010 | 850 | -9.2% | 468 | -14.0% | 532 | 4.9% |
| 2010/2011 | 725 | -14.7% | 441 | -5.8% | 475 | -10.7% |
| 2011/2012 | 680 | -6.2% | 412 | -6.6% | 440 | -7.4% |
| 2012/2013 | 645 | -5.2% | 396 | -3.9% | 409 | -7.1% |

To determine if younger children are more likely to be educated at home, the average number of total home educated per age category per year in B.C. was calculated. Taking the total number of home educated children in B.C. broken down by age category, the average number of children per age category per year was calculated by dividing the total number of home educated for each age category by the number of years in that age category; for example, dividing each number in the 5-10 year old category by 6, in the 11-13 year olds by 3, and in the 14-17 year olds by 4. Once the average number of total home educated per age category per year was calculated, the average for each age category by home education status can be calculated and compared. Irrespective of home educating status, middle school ($217 + 64 + 495 = 776$) and secondary aged children ($109 + 46 + 634 = 789$) are slightly more likely to be educated at home than are elementary aged children ($473 + 54 + 410 = 737$) (Table 8).

Table 8.

Average Number of Total Home Educated per year in B.C. by Home Educating Status and Age

| Year | “Home Schooled Student: Standard and Alternate” | | | “Home Schooled Student: Distance Ed” | | | “Other: Distance Ed” | | |
|-----------|-------------------------------------------------|-------|-------|--------------------------------------|-------|-------|----------------------|-------|-------|
| | 5-10 | 11-13 | 14-17 | 5-10 | 11-13 | 14-17 | 5-10 | 11-13 | 14-17 |
| 1993/1994 | 456 | 305 | 124 | 0 | 0 | 0 | 168 | 257 | 524 |
| 1994/1995 | 456 | 324 | 134 | 1 | 0 | 1 | 155 | 304 | 633 |
| 1995/1996 | 498 | 365 | 165 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1996/1997 | 515 | 367 | 170 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1997/1998 | 499 | 358 | 174 | 1 | 0 | 0 | 173 | 301 | 606 |
| 1998/1999 | 467 | 345 | 181 | 0 | 0 | 0 | 255 | 394 | 505 |
| 1999/2000 | 436 | 325 | 175 | 0 | 0 | 0 | 262 | 364 | 498 |
| 2000/2001 | 407 | 313 | 169 | 0 | 0 | 0 | 255 | 337 | 496 |
| 2001/2002 | 356 | 276 | 156 | 0 | 0 | 0 | 239 | 335 | 489 |
| 2002/2003 | 321 | 261 | 121 | 37 | 41 | 25 | 353 | 426 | 565 |
| 2003/2004 | 294 | 291 | 153 | 2 | 2 | 1 | 456 | 515 | 681 |
| 2004/2005 | 213 | 215 | 107 | 52 | 57 | 47 | 559 | 615 | 802 |
| 2005/2006 | 174 | 179 | 92 | 53 | 66 | 45 | 600 | 664 | 834 |
| 2006/2007 | 89 | 99 | 49 | 138 | 169 | 101 | 626 | 692 | 716 |
| 2007/2008 | 65 | 76 | 44 | 156 | 185 | 111 | 627 | 707 | 831 |
| 2008/2009 | 55 | 61 | 41 | 156 | 181 | 127 | 643 | 735 | 889 |
| 2009/2010 | 42 | 51 | 34 | 142 | 156 | 133 | 712 | 770 | 884 |
| 2010/2011 | 38 | 48 | 34 | 121 | 147 | 119 | 702 | 785 | 904 |
| 2011/2012 | 37 | 38 | 34 | 113 | 137 | 110 | 681 | 814 | 853 |
| 2012/2013 | 43 | 46 | 31 | 108 | 132 | 102 | 738 | 891 | 963 |
| Average | 273 | 217 | 109 | 54 | 64 | 46 | 410 | 495 | 634 |

After looking at overall participation rates in home educating in B.C. and comparing the home educating growth rate to the growth rate of the general school-aged population, this section looked for patterns in age among the home educating options of S12 and DL to determine if younger children were more likely to be educated at home. There are differences between S12 and DL on patterns of age. Will there be similar differences on gender between S12 and DL?

Gender

Having found differences in age between S12 and DL, are there also unique patterns of gender between S12 and DL? Does the gender distribution of the home educated population in B.C. reflect the gender distribution of the general school-aged population?

Among the total school-aged population in B.C., there has been a consistently stable division of gender (Figure 15) - slightly over 50% males (51.6%) and slightly fewer than 50% females (48.4%) province-wide; any fluctuation is minimized due to the large population of school-aged children in the province which numbers over 600,000 (“Enrolment and Funding Data,” n.d.).

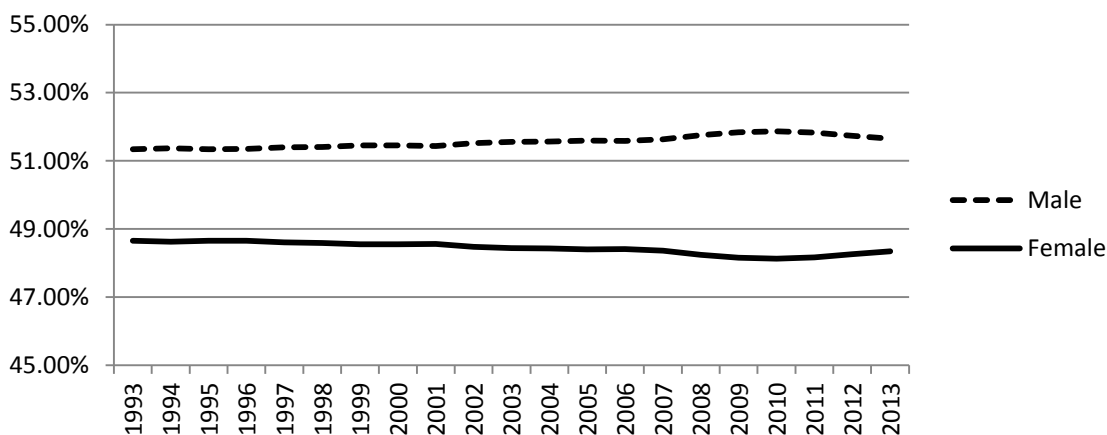


Figure 14. Division of Gender among Total School-Aged Population in B.C.

The opposite is true with home educating in B.C. (Figure 16): on average over the past two decades, there have been 52% females to 48% males educated at home (data for 1995/1996 and 1996/1997 are omitted due to a lack of DL data).

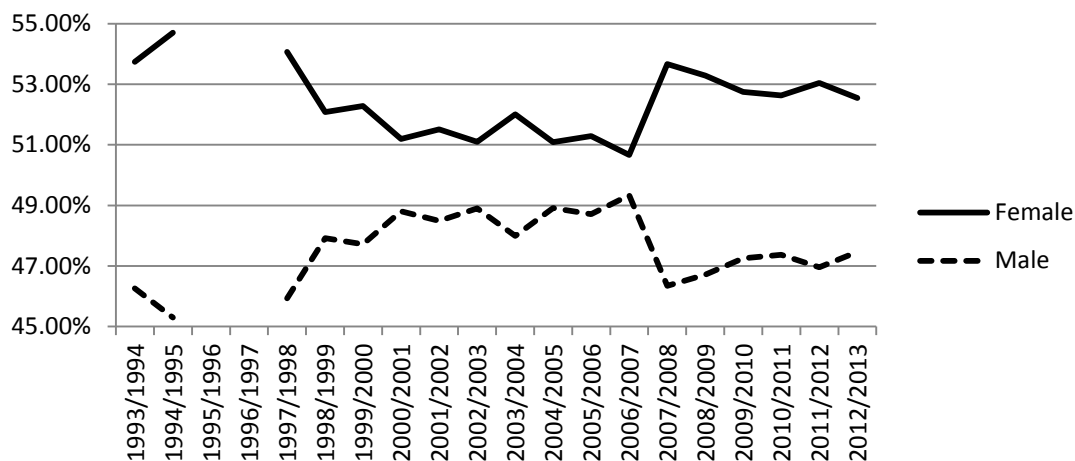


Figure 15. Division of Gender among Home Educated in B.C.

DL programs have tended to have more females enrolled than males, with a 53.4% to 46.6% overall average (Table 9, Figure 17). The opposite is true with registered S12 Home Learners (“Home School Student: Standard and Alternate”); males have typically been more likely to be registered than females (51.6% to 48.4%), an identical gender distribution to the total school-aged population.

Table 9.

Gender Distribution among Home Educating Status (Registered S12 Homeschooling: “Home Schooled Student: Standard and Alternate” and DL “Other: Distance Ed”)

| <u>Year</u> | <u>S12</u> | | <u>DL</u> | |
|-------------|-----------------|---------------|-----------------|---------------|
| | <u>% Female</u> | <u>% Male</u> | <u>% Female</u> | <u>% Male</u> |
| 1993/1994 | 48.11% | 51.89% | 56.79% | 43.21% |
| 1994/1995 | 50.15% | 49.85% | 57.10% | 42.90% |
| 1995/1996 | 49.76% | 50.24% | N/A | N/A |
| 1996/1997 | 48.92% | 51.08% | N/A | N/A |
| 1997/1998 | 51.54% | 48.46% | 55.49% | 44.51% |
| 1998/1999 | 49.11% | 50.89% | 53.86% | 46.14% |
| 1999/2000 | 49.95% | 50.05% | 53.59% | 46.41% |
| 2000/2001 | 48.36% | 51.64% | 52.69% | 47.31% |
| 2001/2002 | 48.53% | 51.47% | 52.96% | 47.04% |
| 2002/2003 | 48.54% | 51.46% | 52.04% | 47.96% |
| 2003/2004 | 48.02% | 51.98% | 53.27% | 46.73% |
| 2004/2005 | 48.27% | 51.73% | 51.65% | 48.35% |
| 2005/2006 | 47.64% | 52.36% | 51.87% | 48.13% |
| 2006/2007 | 47.64% | 52.36% | 50.93% | 49.07% |
| 2007/2008 | 48.22% | 51.78% | 53.94% | 46.06% |
| 2008/2009 | 46.74% | 53.26% | 53.57% | 46.43% |
| 2009/2010 | 47.02% | 52.98% | 52.91% | 47.09% |
| 2010/2011 | 45.38% | 54.62% | 52.81% | 47.19% |
| 2011/2012 | 48.57% | 51.43% | 53.17% | 46.83% |
| 2012/2013 | 48.23% | 51.77% | 52.65% | 47.35% |
| Average | 48.44% | 51.56% | 53.40% | 46.60% |

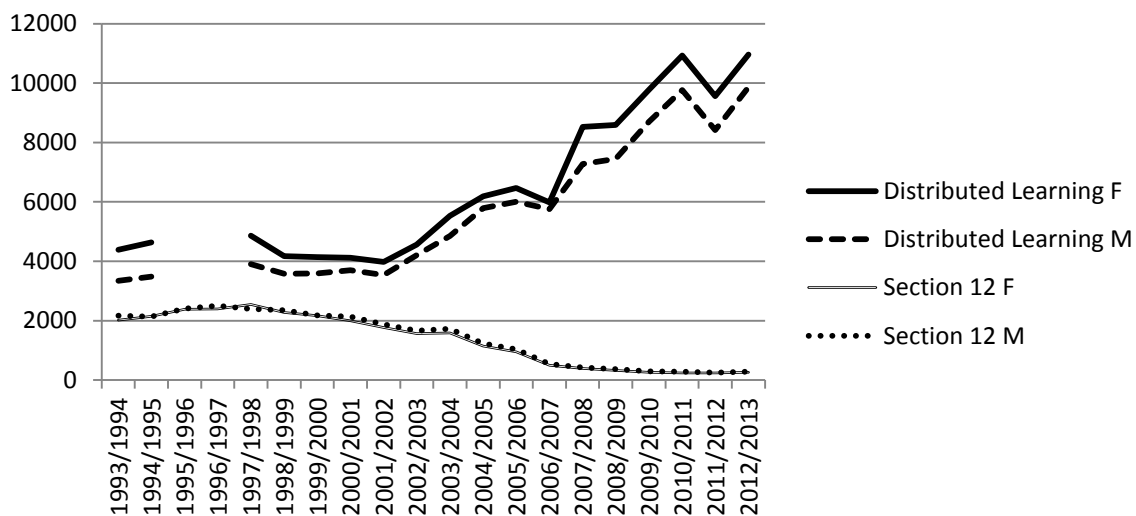


Figure 16. Gender Distributions among the Home Educated in B.C.

In the 1990s among registered S12 Home Learners (“Home Schooled Student: Standard and Alternate”), the gender distribution was near equivalence (Figure 18). The distribution gap has grown over time (2010/2011 saw a 45.4% to 54.6% female to male ratio), however since then, the distribution has returned to 48.2% females to 51.8% males.

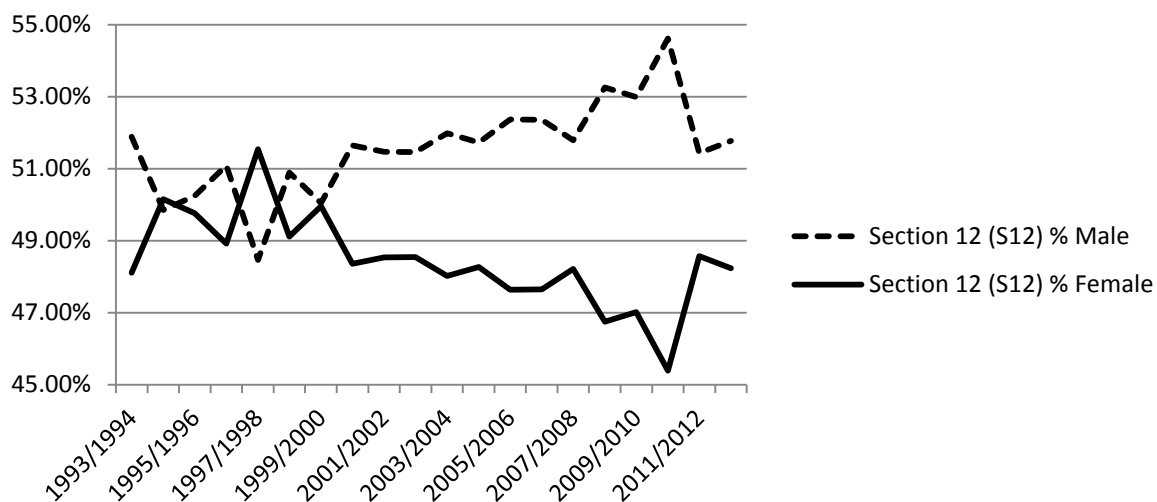


Figure 17. S12 Gender Distributions (“Home Schooled Student: Standard and Alternate”)

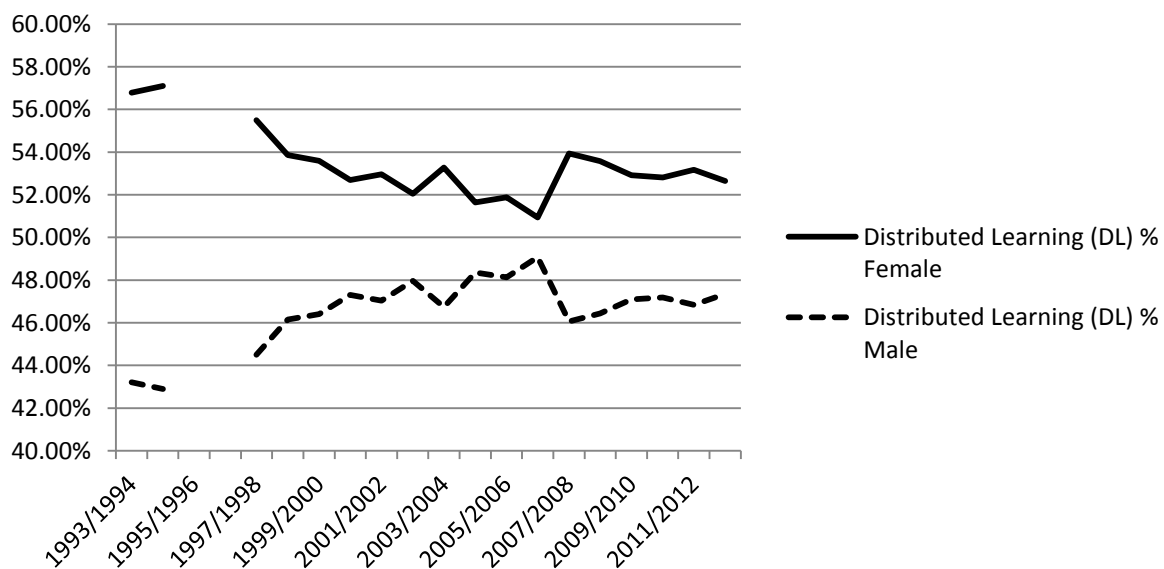


Figure 18. DL Gender Distribution (“Other: Distance Ed”)

Until age 13 in DL programs, males generally outnumber females (Figure 20, Figure 21), however in secondary school (14-17 years), the pattern reverses and females are more likely to enroll in DL programs than males (Figure 22). There are no perceptible gender differences among the different age categories of S12 registered homeschoolers (“Home Schooled Student: Standard and Alternate”).

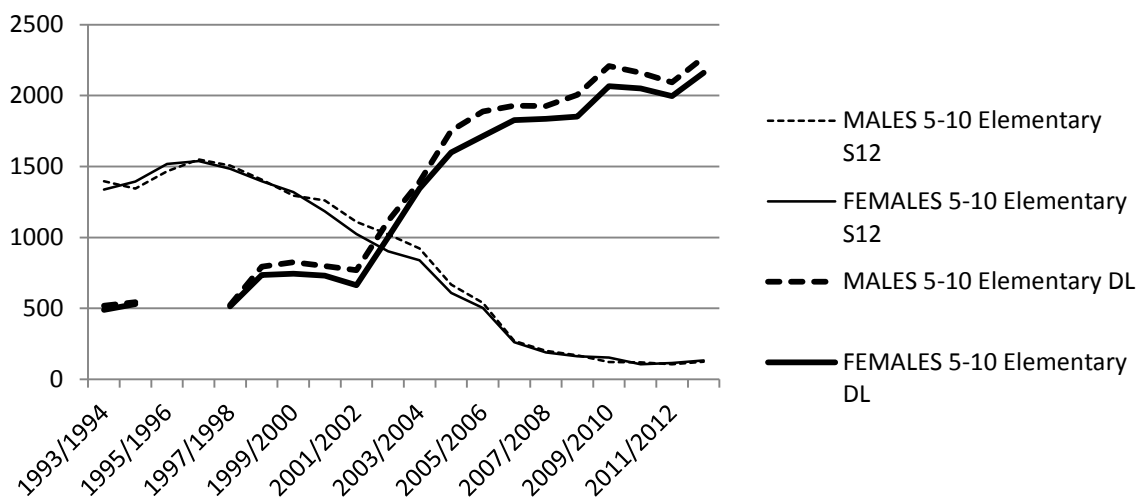


Figure 19. Gender Distribution among Elementary-aged Home Learners

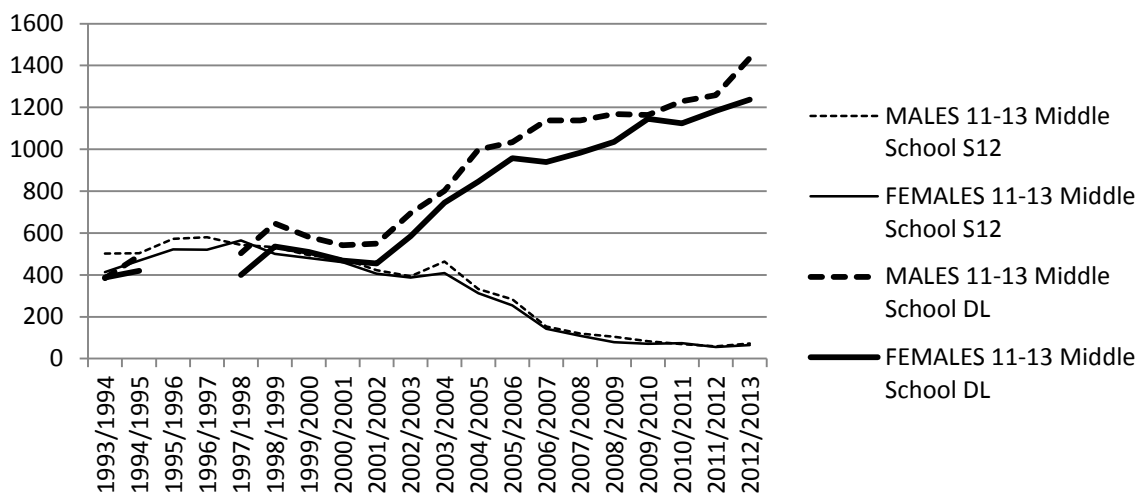


Figure 20. Gender Distribution among Middle School-aged Home Learners

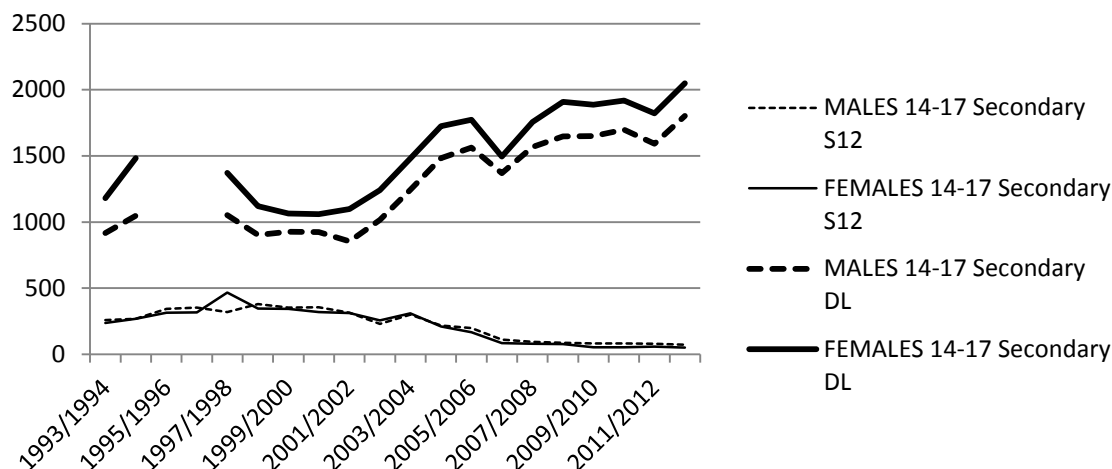


Figure 21. Gender Distribution among Secondary-aged Home Learners

Among the total school-aged population in B.C., there has been a consistently stable division of gender with slightly more males than females. The opposite is true with home educating in B.C., largely due to enrollment in DL programs where slightly more females than males are enrolled. Among registered S12 homeschoolers the pattern is more like the general school-aged population with slightly more males than females registered.

Having found differences in age and gender between S12 and DL, would there also be differences in location among the home educating options?

Location

The location variable sought to examine if rural children and youth are as likely as urban children and youth to be educated at home in B.C. Location categories were set as Rural, Urban, and Independent/Conseil Scolaire Francophone. School districts were divided into rural and urban based on Statistics Canada's defined Census Metropolitan Areas (CMA) from the Canadian census (Table 1). Districts located within the geographic areas of Greater Vancouver, Greater Victoria, Kelowna, and Abbotsford were included as urban districts; each of these CMAs has a population greater than 150,000.

Independent schools and Conseil Scolaire Francophone schools were in a separate category in the data set.

Home Educating in B.C. by Location (Figure 23) was calculated using “Home Schooled Student: Standard and Alternate,” “Home Schooled Student: Distance Ed” and “Other: Distance Ed.” The lack of DL data for 1995/1996 and 1996/1997 clearly affected Rural and Urban data, but did not appear to affect Independent & Conseil Scolaire Francophone data for those years.

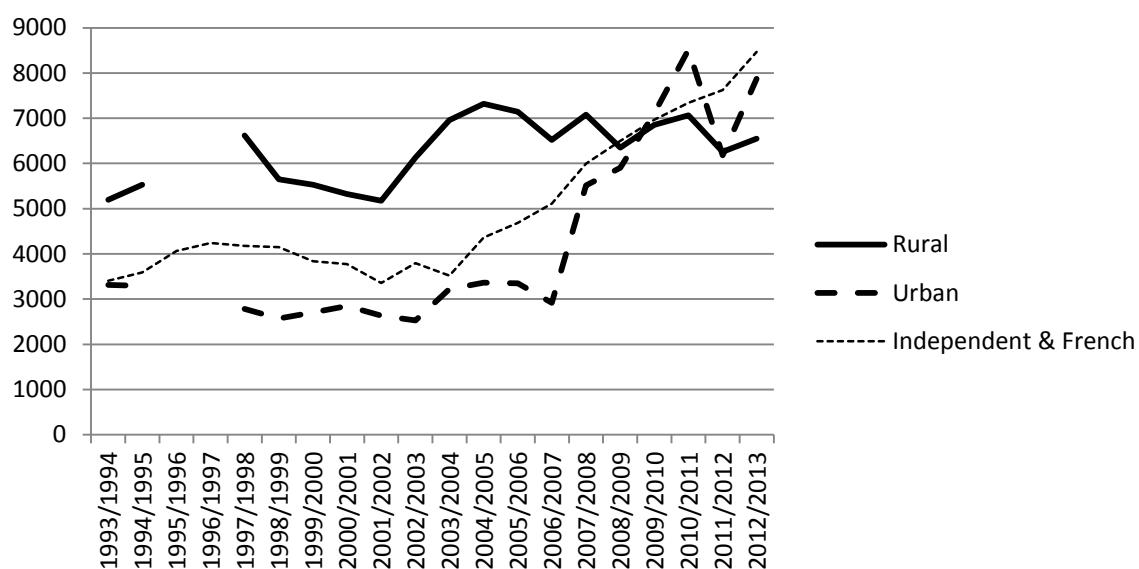


Figure 22. Home Educating in B.C. by Location

Growth Rates of Home Educating in B.C. by Location (Table 10) show fluctuations year to year across all three location categories. Variations of greater than 10% (both increases and decreases) were not unusual in all three location categories over the years; most drastically was an 88.9% jump in urban home educating across the province from 2006/2007 to 2007/2008; it is unknown why there was such a dramatic increase.

Table 10.

Growth Rates of Home Educating in B.C. by Location

| Location Category | Rural | | Urban | | Independent & Conseil Scolaire Francophone | |
|----------------------------|----------|--------------------|----------|--------------------|--------------------------------------------|--------------------|
| <u>Year</u> | <u>N</u> | <u>Growth Rate</u> | <u>N</u> | <u>Growth Rate</u> | <u>N</u> | <u>Growth Rate</u> |
| 1993/1994 | 5194 | - | 3313 | - | 3407 | - |
| 1994/1995 | 5527 | 6.41% | 3295 | -0.54% | 3593 | 5.46% |
| 1995/1996 | 488 | - | 236 | - | 4063 | 13.08% |
| 1996/1997 | 416 | - | 248 | - | 4243 | 4.43% |
| 1997/1998 | 6619 | 19.76%* | 2782 | -15.57%* | 4177 | -1.56% |
| 1998/1999 | 5653 | -14.59% | 2575 | -7.44% | 4152 | -0.60% |
| 1999/2000 | 5530 | -2.18% | 2703 | 4.97% | 3840 | -7.51% |
| 2000/2001 | 5325 | -3.71% | 2847 | 5.33% | 3772 | -1.77% |
| 2001/2002 | 5174 | -2.84% | 2634 | -7.48% | 3360 | -10.92% |
| 2002/2003 | 6128 | 18.44% | 2527 | -4.06% | 3795 | 12.95% |
| 2003/2004 | 6961 | 13.59% | 3226 | 27.66% | 3519 | -7.27% |
| 2004/2005 | 7318 | 5.13% | 3365 | 4.31% | 4359 | 23.87% |
| 2005/2006 | 7144 | -2.38% | 3347 | -0.53% | 4690 | 7.59% |
| 2006/2007 | 6517 | -8.78% | 2918 | -12.82% | 5112 | 9.00% |
| 2007/2008 | 7082 | 8.67% | 5512 | 88.90% | 5998 | 17.33% |
| 2008/2009 | 6349 | -10.35% | 5907 | 7.17% | 6500 | 8.37% |
| 2009/2010 | 6854 | 7.95% | 7107 | 20.31% | 6968 | 7.20% |
| 2010/2011 | 7067 | 3.11% | 8512 | 19.77% | 7342 | 5.37% |
| 2011/2012 | 6260 | -11.42% | 6181 | -27.38% | 7624 | 3.84% |
| 2012/2013 | 6549 | 4.62% | 7869 | 27.31% | 8468 | 11.07% |
| Average Annual Growth Rate | - | 1.85% | - | 7.64% | - | 5.26% |
| Overall Growth | 126.1% | - | 237.5% | - | 248.5% | - |

*This growth rate is calculated from this year to three years prior as DL data is missing for the immediate two years prior.

DL enrollment was calculated from “Other: Distance Ed” category in the data set.

The lack of DL data for 1995/1996 and 1996/1997 is evident in the gap in Figure 24.

Rural DL had the highest enrollment numbers until 2009/2010 when urban DL enrollment surpassed it (Figure 24). By 2012/2013, the rapidly growing Independent &

Conseil Scolaire Francophone category, introduced in 2002/2003, also surpassed rural DL enrollment.

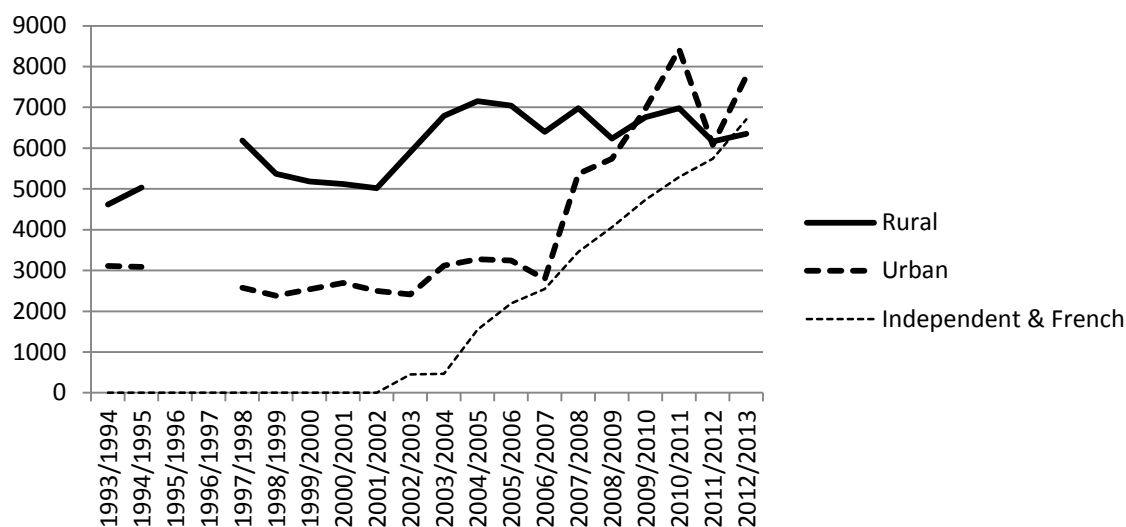


Figure 23. DL enrollments by Location

Rural DL enrollment grew less vigorously (2.4% average annual growth rate) and had less fluctuation than either urban DL enrollment (8.12% average annual growth rate) or Independent/Conseil Scolaire Francophone DL enrollment (40.1% average annual growth rate) (see Table 11). The 40.1% average annual growth rate for Independent/Conseil Scolaire Francophone DL enrollment was exaggerated by a 232% jump in enrollment between 2003/2004 and 2004/2005; it is unknown why this jump occurred. In 2007/2008, urban DL enrollment jumped by 92.7%.

Table 11.

Growth Rates of DL enrollment by Location

| Location Category | Rural | | Urban | | Independent & Conseil Scolaire Francophone | |
|----------------------------|----------|--------------------|----------|--------------------|--------------------------------------------|--------------------|
| <u>Year</u> | <u>N</u> | <u>Growth Rate</u> | <u>N</u> | <u>Growth Rate</u> | <u>N</u> | <u>Growth Rate</u> |
| 1993/1994 | 4616 | - | 3111 | - | 0 | - |
| 1994/1995 | 5032 | 9.01% | 3089 | -0.71% | 0 | - |
| 1995/1996 | No Data | - | No Data | - | 0 | - |
| 1996/1997 | No Data | - | No Data | - | 0 | - |
| 1997/1998 | 6186 | 22.93%* | 2577 | -16.57%* | 0 | - |
| 1998/1999 | 5370 | -13.19% | 2382 | -7.57% | 0 | - |
| 1999/2000 | 5186 | -3.43% | 2539 | 6.59% | 0 | - |
| 2000/2001 | 5116 | -1.35% | 2694 | 6.10% | 0 | - |
| 2001/2002 | 5020 | -1.88% | 2499 | -7.24% | 0 | - |
| 2002/2003 | 5906 | 17.65% | 2410 | -3.56% | 448 | - |
| 2003/2004 | 6792 | 15.00% | 3119 | 29.42% | 466 | 4.02% |
| 2004/2005 | 7155 | 5.34% | 3273 | 4.94% | 1546 | 231.76% |
| 2005/2006 | 7039 | -1.62% | 3242 | -0.95% | 2190 | 41.66% |
| 2006/2007 | 6401 | -9.06% | 2787 | -14.03% | 2548 | 16.35% |
| 2007/2008 | 6980 | 9.05% | 5370 | 92.68% | 3453 | 35.52% |
| 2008/2009 | 6234 | -10.69% | 5743 | 6.95% | 4057 | 17.49% |
| 2009/2010 | 6759 | 8.42% | 6974 | 21.43% | 4733 | 16.66% |
| 2010/2011 | 6977 | 3.23% | 8421 | 20.75% | 5295 | 11.87% |
| 2011/2012 | 6162 | -11.68% | 6078 | -27.82% | 5741 | 8.42% |
| 2012/2013 | 6355 | 3.13% | 7762 | 27.71% | 6707 | 16.83% |
| Average Annual Growth Rate | - | 2.40% | - | 8.12% | - | 40.06% |
| Overall Growth | 137.7% | - | 249.5% | - | 1497.1% | - |

*This growth rate is calculated from this year to three years prior as DL data is missing for the immediate two years prior.

S12 registrations were calculated from “Home Schooled Student: Standard and Alternate;” a decision was made to omit data from “Home Schooled Student: Distance Ed” because it camouflaged the stark decline of S12 registration as homeschoolers.

Independent & Conseil Scolaire Francophone registration was considerably higher than

both rural and urban registered S12 home learning for many years (Figure 25); however it declined sharply over the past decade.

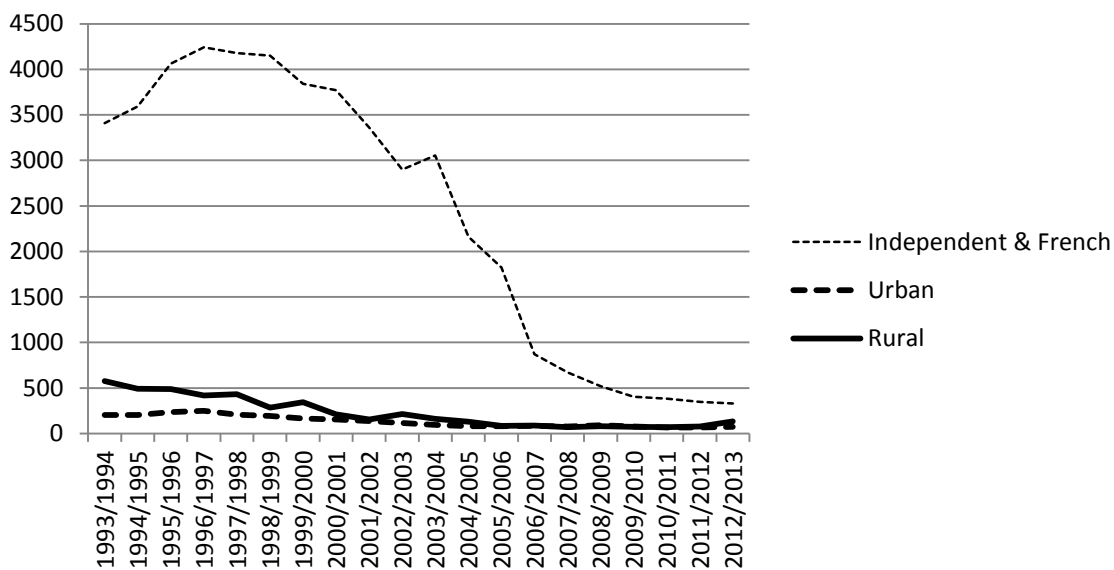


Figure 24. S12 Registrations by Location

Rural registered S12 homeschooling was more popular in the 1990s, but in the past decade has become equally as scarce as urban S12 homeschooling (Figure 26).

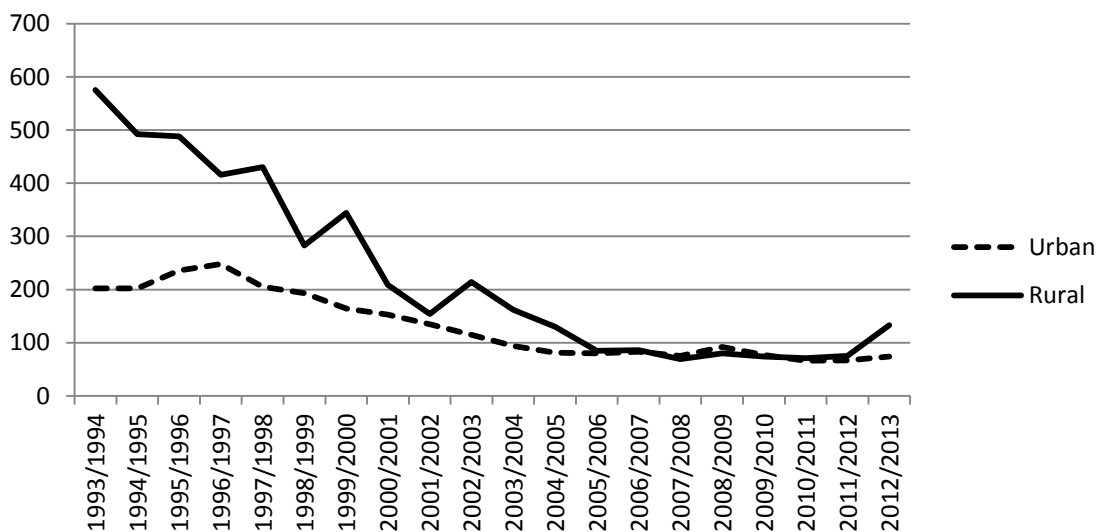


Figure 25. S12 Registrations by Location (without Independent & French/Conseil Scolaire Francophone)

Rates of decline among S12 registration were most substantial among the Independent & Conseil Scolaire Francophone schools, and least significant among the rural homeschoolers, although there were significant declines across all three categories (Table 12). S12 registration through Independent and Conseil Scolaire Francophone schools declined at a more rapid rate (-10.1% average annual decrease) than either rural (-4.0%) or urban (-4.5%) S12 registrations. In 2012/2013, registration in S12 among rural homeschoolers jumped 77% over the previous year, from 75 registrants in 2011/2012 to 133 in 2012/2013. Despite a fairly steady and significant decline, 2008/2009 registration among urban homeschoolers jumped 23% from 75 students in 2007/2008 to 92 in 2008/2009, in sharp contrast to the general trend. In 2006/2007, registration in Independent & Conseil Scolaire Francophone schools dropped 52% over the previous year from 1,823 students to 870 students, a drop that was far greater than any other year measured across all location categories.

Table 12.

Growth Rates of S12 registration by Location

| Location Category | Rural | | Urban | | Independent & Conseil Scolaire Francophone | |
|----------------------------|--------|-------------|--------|-------------|--------------------------------------------|-------------|
| Year | N | Growth Rate | N | Growth Rate | N | Growth Rate |
| 1993/1994 | 575 | - | 202 | - | 3407 | - |
| 1994/1995 | 492 | -14.43% | 202 | 0.00% | 3593 | 5.46% |
| 1995/1996 | 488 | -0.81% | 236 | 16.83% | 4063 | 13.08% |
| 1996/1997 | 416 | -14.75% | 248 | 5.08% | 4243 | 4.43% |
| 1997/1998 | 430 | 3.37% | 205 | -17.34% | 4177 | -1.56% |
| 1998/1999 | 283 | -34.19% | 193 | -5.85% | 4152 | -0.60% |
| 1999/2000 | 344 | 21.55% | 164 | -15.03% | 3840 | -7.51% |
| 2000/2001 | 209 | -39.24% | 153 | -6.71% | 3772 | -1.77% |
| 2001/2002 | 154 | -26.32% | 135 | -11.76% | 3360 | -10.92% |
| 2002/2003 | 214 | 38.96% | 115 | -14.81% | 2899 | -13.72% |
| 2003/2004 | 162 | -24.30% | 94 | -18.26% | 3053 | 5.31% |
| 2004/2005 | 130 | -19.75% | 81 | -13.83% | 2161 | -29.22% |
| 2005/2006 | 85 | -34.62% | 80 | -1.23% | 1823 | -15.64% |
| 2006/2007 | 86 | 1.18% | 83 | 3.75% | 870 | -52.28% |
| 2007/2008 | 69 | -19.77% | 75 | -9.64% | 669 | -23.10% |
| 2008/2009 | 80 | 15.94% | 92 | 22.67% | 519 | -22.42% |
| 2009/2010 | 74 | -7.50% | 77 | -16.30% | 402 | -22.54% |
| 2010/2011 | 71 | -4.05% | 66 | -14.29% | 383 | -4.73% |
| 2011/2012 | 75 | 5.63% | 67 | 1.52% | 348 | -9.14% |
| 2012/2013 | 133 | 77.33% | 74 | 10.45% | 330 | -5.17% |
| Average Annual Growth Rate | - | -3.99% | - | -4.46% | - | -10.11% |
| Overall Growth | -76.9% | - | -63.4% | - | -90.3% | - |

Are rural children and youth as likely as urban children and youth to be educated at home in B.C.? By examining growth rates of home educating in B.C. by location, year to year fluctuations are evident across all three location categories (rural, urban, and independent/conseil scolaire francophone). Initially rural DL had the highest enrollment numbers until both urban DL enrollment as well as the rapidly growing Independent & Conseil Scolaire Francophone categories surpassed it. By comparison, rural registered

S12 homeschooling was more popular in the 1990s, but in the past decade has become equally as scarce as urban S12 homeschooling. Rates of decline among S12 registration were most substantial among the Independent & Conseil Scolaire Francophone schools, and least significant among the rural homeschoolers. In conclusion, there are differences between home educating statuses on the basis of location.

The population of home educated students in B.C. has grown at a differential rate to the total school-aged population since 1993. While DL enrollment has grown, S12 registration has decreased substantially, although the introduction of DL programs cannot be identified as causing the decline in S12 registration. There are patterns among home educated students on age, gender and location that are different than the total school-aged population. The patterns in participation rates of home educating will be discussed further in Chapter 5.

Chapter 5

The data reveals unique trends of participation and growth among the home educated population in B.C. Although DL enrollment has grown substantially since 1993, S12 registration has decreased. There are also patterns among home educated students on age, gender and location that are different than the total school-aged population and unique to either DL or S12. This chapter examines these distinctive patterns in more detail.

The first research question queried how many children were educated at home in B.C. and if this number has changed between 1993 and 2013. As an educational option, home educating in B.C. has grown from just shy of 12,000 students in 1993/1994 to more than 23,000 students nearly twenty years later in 2012/2013 (see Table 2). The rise in popularity of home educating as an educational option during this time can be largely attributed to an exponential increase in enrollment in DL programs, from 7,727 students in 1993/1994 to 21,651 students in 2012/2013. Registration under S12 as a homeschooler has plummeted by 50.5% since 1993/1994 when 4,187 were homeschooling, to 2012/2013 when 2,062 were homeschooling (this includes both “Home Schooled Student: Standard and Alternate” and Home Schooled Student: Distance Ed”) and the decline is even more apparent when looking only at “Home Schooled Student: Standard and Alternate” which has dropped from 4,184 students in 1993/1994 to just 537 students in 2012/2013, a decrease of 87.2%. While the total number of home educated in B.C. has grown substantially from 1993 to 2013, this is largely due to the substantial increase in enrollment in DL programs which masks the decline in S12 registration. Both the

increase in DL enrollment and the decrease in S12 registration differ from the total school-aged population.

The measurable population of home educated students in B.C. has grown at a differential rate to the general school-aged population since 1993. While the total school-aged population was increasing consistently in the 1990s, since the turn of the millennium there has been a consistent decline in the total school-aged population. Contrasting this is enrollment in DL programs which has grown at a pronounced rate while the number of registered S12 homeschoolers has decreased much quicker than the total school-aged population (Figure 5 and Table 2). The total school-aged population in B.C. experienced slow growth until about 1999 when the population began a slow decline (see Figure 6); the average annual growth rate through the 1990s was 1.8% and since 2000 was -0.7%. The variation in the total school-aged population is minimized due to the large numbers of students (i.e. over 600,000 school-aged students in the province). By comparison, the total number of home educated children in B.C. has grown extensively (199%) over the last twenty years (see Table 4.1), with an average annual increase of 4.6% since 1997/1998 (prior years were omitted due to the lack of DL data in 1995/1996 and 1996/1997) and with significant variation year to year. Home educating has made up just 1.5% to 3% of the total school-aged population over the years (as calculated from total home educated numbers in relation to total school-aged population), however it must be noted that the majority of total home educated are in fact enrolled DL students and not S12 registered homeschoolers.

While it cannot be concluded that the introduction of DL programs has caused the decline in registration under S12, it appears that the two are associated. Eleven years out

of the nineteen examined showed that a decrease in one home educating status was reflected as an increase in the other home educating status; for example, between 2008/2009 and 2009/2010 a 9.5% decrease in Total registered home schooling (“Home Schooled Student: Standard and Alternate” and “Home Schooled Student: Distance Ed”) was reflected in a 15.2% increase in DL enrollment (“Other: Distance Ed) (Table 2, Figure 9). If statistics were examined going back even further than 1993/1994, a connection between registered S12 homeschooling and DL enrollment may be more evident. The exact date of introduction of DL programs is unclear from the data available and would need to be clarified to make a more assertive connection. The year 1993 was chosen as a starting date for this research because it was thought to be the date of introduction of DL programs; however this is unclear in the data set and needs further clarification.

The data set had five categories of home educated students: “Other: Distance Ed,” “KF: Distance Ed,” “Graduated Adult: Distance Ed,” “Home Schooled Student: Standard and Alternate,” and “Home Schooled Student: Distance Ed.” DL was defined as “Other: Distance Ed” and both “KF: Distance Ed” and “Graduated Adult: Distance Ed” were omitted from the analysis due to unclear definitions. Registered S12 homeschooling was defined as “Home Schooled Student: Standard and Alternate” and where appropriate (i.e. where the results were not skewed as a result of including it) in the analysis, “Home Schooled Student: Distance Ed” was included in the calculations for registered S12 homeschooling (for example, in calculations of total home educated in B.C., as in Table 2); however the definition of “Home Schooled Student: Distance Ed” remains unclear. Are these students who are registered S12 students, who are enrolled in certain DL

courses as well? Despite the ambiguity about the definition of “Home Schooled Student: Distance Ed,” there was little ambiguity that the data were clouding the marked decline in registration of “Home Schooled Student: Standard and Alternate” (Table 3). Removing the “Home Schooled Student: Distance Ed” data from the Total Registered Home Schooled, the precipitous decline of registered S12 homeschooling (“Home Schooled Student: Standard and Alternate”) was evident: from 4,184 students in 1993/1994 to just 537 in 2012/2013, a decline of more than 87% overall, or 9.1% on average each year. Conclusions cannot be drawn as to the reasons behind trends in “Home Schooled Student: Distance Ed” other than to note that there was an increase between 2002/2003 and 2008/2009 until the last few years (2009/2010 forward) when numbers began declining.

It is unknown why there is fluctuation year to year in home educating participation rates; however, looking at the year to year fluctuations does not necessarily give a good indication of the overall trend. For example, DL enrollment increased 34% in 2007/2008 over 2006/2007, from 11,736 students to 15,803; it is unknown why there was a sudden increase. Another example is between 2005/2006 and 2006/2007, “Home Schooled Student: Standard and Alternate” dropped 48%, from 1,988 to 1,039 students (Table 3). This drop was camouflaged in the 3.7% increase in Total Registered Home Schooling due to the 145% increase in “Home Schooled Student: Distance Ed,” which went from 722 students to 1,772. Overall, total home educating numbers are on the rise and this is largely attributable to the increase in DL enrollment (Figure 5), but this masks the sharp decline in registered S12 home schooling, specifically that of “Home Schooled Student: Standard and Alternate,” which is declining rapidly.

Age

Growth rates in the total number of those educated at home in B.C. do not mirror growth rates in the school-aged population within each age category. Within the total school-aged population in B.C., the number of young children (age 5-10) has decreased by 6.4% overall since 1993 with an average annual decrease of 0.7% (Table 5). The number of middle school children (age 11-13) has decreased by 2.6% overall with an average annual decrease of 0.3%. The number of secondary or high school students (age 14-17) has grown by 16% overall, with an average annual increase of 1.6%. Growth in the mid-1990s in the total school-aged population (1.8% average annual growth) veiled steady declines since the early 2000s across all three age categories (-0.7% average annual growth), most notably in the 14-17 year old group (-0.5% average annual growth, as compared to -0.02% average annual growth in both the 5-10 year old group and the 11-13 year old group).

Among the home-educated in B.C., the number of elementary aged children (5-10) who are being educated at home has grown 42.3% overall since 1993 with an average annual increase of 2.1% (Table 4). The number of middle school children (age 11-13) who are being educated at home has grown 89.9% overall since 1993, with an average annual increase of 3.5%. The number of senior (14-17 year old) students who are being educated at home has grown 69% overall since 1993, with an average annual increase of 2.7%. Since 1993, the growth rates of home educating in B.C. by age category has differed significantly from the growth rates of the total school-aged population in the province.

When total home educated is broken down by home educating status, further patterns in age emerge. Enrollment in DL programs increased in all age groups between 1993 and 2013, most significantly in elementary aged home learners, which went from 1,009 students in 1993/1994 to 4,429 in 2012/2013 (Table 6). Enrollment in DL programs by elementary aged home learners went up by an average of 10% per year, middle school aged enrollments increased by an average 8% per year and secondary aged enrollments rose by 4% on average per year. These growth rates mirrored the decline in the number of registered S12 homeschoolers (“Home Schooled Student: Standard and Alternate”) where elementary aged registrations decreased on average 10% per year, middle school aged registrations decreased 8% per year, and secondary aged registrations decreased 6% per year on average (Figure 4.10).

Along with a pattern in age for DL enrollment, there is also a pattern unique to S12 registration as a home educating status. In contrast to DL enrollment where secondary-aged home learners were, on average, the most populous of the three age categories, among registered S12 homeschoolers, elementary-aged learners were the most populous of the three age categories on average, even though all three age categories were experiencing declines in participation rates. These declines were stark between 2005/2006 and 2006/2007: elementary-aged registration dropped 48.9% from 1,042 to 532 students, middle school-aged registration dropped 44.8% from 538 to 297 students and secondary-aged registration dropped 46.7% from 366 to 195 students (Table 6); it is unknown why there was a sudden drop. In contrast, participation in “Home Schooled Student: Distance Ed” rose sharply; elementary-aged rates rose 158% from 320 students in 2005/2006 to 827 in 2006/2007, middle school participation increased 154% from 199

in 2005/2006 to 506 in 2006/2007, and secondary rates grew 122% from 181 to 402. It is unknown what prompted the sudden changes in S12 registration.

In contrast to the steady decline of “Home Schooled Student: Standard and Alternate,” all age categories of “Home Schooled Student: Distance Ed” have seen substantial growth since 2004/2005; elementary age students (5-10) have had an average annual growth rate of 19.8%, middle school (11-13) has seen a 20.9% average annual growth rate, and secondary (14-17) an average 23.4% annual growth rate (Table 6). The average annual growth rates occlude a recent continuous decline across all age categories for “Home Schooled Student: Distance Ed” (Table 7), which experienced sharp initial growth since 2004/2005 followed by moderate declines over the past three to five years.

Are younger children more likely to be home educated, and if so, does this propensity towards home educating decline as children age? By looking at average number of total home educated per age category per year in B.C. (Figure 15), middle school and secondary aged children are slightly more likely to be educated at home than are elementary aged children, most notably across the most recent decade. For example, in 1993, secondary-aged (14-17) DL were the most populous of any age and home educating status category, followed closely by elementary-aged (5-10) registered S12 homeschoolers (Table 8). Both middle school-aged (11-14) and elementary-aged DL were among the least populous home educating age groups. Twenty years later, all age categories of DL have grown considerably. Secondary-aged DL remains the most popular, followed by middle school-aged and elementary-aged DL. Elementary-aged registered S12 home learners have seen the steepest decline, followed by middle school-aged registered homeschoolers and secondary-aged registered homeschoolers. “Home

Schooled Student: Distance Ed” has grown in all three age categories in the past decade, although middle school-aged registered S12 homeschoolers have always been more likely than either elementary-aged or secondary-aged homeschoolers to take DL courses. All three age categories of “Home Schooled Student: Distance Ed” have seen a decline over the past five years.

Among the total home educated in B.C., 11 to 13 year olds are the fastest growing age category. Growth rates in DL enrollment by age category are a direct reflection of decreases in S12 registration by age category. In contrast to what was predicted, middle school and secondary-aged children are slightly more likely to be educated at home than elementary-aged children, most notably within the last decade. Are there similar unique patterns of gender to those who are educated at home?

Gender

Having found differences in age between S12 and DL, are there also unique gender patterns between S12 and DL? Does the gender distribution of the home educated population in B.C. reflect the gender distribution of the general school-aged population?

Among the total school-aged population in B.C., there has been a consistently stable division of gender - slightly over 50% males (51.6%) and slightly fewer than 50% females (48.4%) province-wide (Figure 15). Variation is minimized due to the large population of school-aged children in the province. In contrast, within home educating in B.C. there have been 52% females to 48% males educated at home on average over the past two decades (Figure 16).

When total home educated is broken down by home educating status, distinct gender patterns emerge. DL programs have tended to have more females enrolled than

males, with a 53.4% to 46.6% overall average (Table 9, Figure 17), while registered S12 Home Learners (“Home School Student: Standard and Alternate”) have had the opposite: males have typically been more likely to be registered than females (51.6% to 48.4%). Among registered S12 homeschoolers, gender distribution replicates the total school-aged population, yet with DL programs, there have typically been more females enrolled than males. Why are females more likely to enroll in DL programs than males? Females make up slightly less than half of the total school-aged population in B.C., and yet they are more likely (53.4%) than males (46.6%) to enroll in a DL program. When age categories are factored in, males generally outnumber females in DL programs until age 13 (Figure 20, Figure 21), however in secondary school (14-17 years), the pattern reverses and females are more likely to enroll in DL programs than males (Figure 22). Unlike the total school aged population and also registration under S12, DL programs have tended to have more females enrolled than males across age categories. In conclusion, the popularity of secondary aged enrollment in DL programs is largely due to females of secondary age (14-17) who are more likely to enroll in a DL program over males, influencing the overall results of gender in DL data.

Although gender distribution among S12 registered Home Learners (“Home Schooled Student: Standard and Alternate”) was near equivalent in the 1990s, the distribution gap has grown over time (2010/2011 saw a 45.4% to 54.6% female to male ratio) and then reverted to the average gender distribution since 2011/2012. Why has the gender distribution among S12 registered Home Learners (“Home Schooled Student: Standard and Alternate”) widened slightly since 2000? There are no perceptible gender

differences among the different age categories of S12 registered homeschoolers (Figure 20, Figure 21 and Figure 22).

In summary, among the total school-aged population in B.C., there has consistently been slightly more males (52%) than females (48%) on average. However among the total home educated in B.C. the opposite is true; there has typically been 52% females to 48% males educated at home since 1993. When total home educated is broken down by home educating status, distinct gender patterns emerge. DL programs have typically had more females than males enrolled while registered S12 homeschooling has seen the same gender distribution as the total school-aged population. Furthermore, when age categories are factored in, males are more likely than females at the elementary and middle school levels to enroll in DL programs, but the trend reverses in secondary-aged DL where females are more likely than males to enroll. There are no perceptible gender differences among the different age categories for registered S12 homeschoolers. The gender distribution gap among registered S12 students widened until 2010/2011 but has since reverted to a more average distribution. Having discovered unique patterns in both age and gender between S12 and DL, will there also be patterns of location in home educating status?

Location

Location was categorized as rural, urban and independent/conseil scolaire francophone which had no identifying location attached. Would distinct patterns of home educating status be seen across location categories?

The growth rate of rural home educating in B.C. is lowest with an average annual increase of 1.9% (Table 10); it was also the most populous choice, going from 5,194

students in 1993/1994 to 6,549 students in 2012/2013. The overall growth rate of urban home educating is greatest in the province, with an average annual increase of 7.6%, growing from 3,313 students in 1993/1994 to 7,869 students in 2012/2013. Home educating with Independent & Conseil Scolaire Francophone schools in the province rose, on average, 5.3% per year, from 3,407 students in 1993/1994 to 8,468 students in 2012/2013, becoming the most populous choice as of 2011/2012.

The majority of the increase in home educating over the past twenty years is attributable to a substantial growth in enrollment in DL programs. The significant growth in urban home educating is largely a result of public school districts in urban areas developing or expanding their DL programs. Home educating in an urban location has more variance than either in rural locations or in Independent/Conseil Scolaire Francophone schools (Table 10). Most dramatic was an 88.9% rise in urban home educating between 2006/2007 and 2007/2008, from 2,787 students to 5,370 the following year.

The 88.9% growth in urban home educating between 2006/2007 and 2007/2008 is largely attributable to an increase in urban DL enrollment, which rose 92.7%, from 2,787 to 5,370 students (Table 4.9). School districts in Surrey (SD 36), Vancouver (SD 39), Coquitlam (SD 43), Burnaby (SD 41), Maple Ridge-Pitt Meadows (SD 42), Delta (SD 37), Abbotsford (SD 34), Victoria (SD 61), and Saanich (SD 63) appeared to have expanded their DL programs in 2007/2008 over 2006/2007, and Sooke (SD 62) appeared to have introduced a DL program. In Surrey in 2006/2007 there were 620 students enrolled in the District's DL program; the following year Surrey enrolled 1,434 students in their DL program. In 2006/2007, Vancouver School District enrolled 520 students in

their DL program and 1,008 the following year, an increase of 94%. Maple Ridge-Pitt Meadows School District saw an increase of 438% between 2006/2007 and 2007/2008 (from 8 students to 43) and then an additional 179% the following year (to 120 students).

Rural DL enrollment grew less vigorously (2.4% average annual growth) and had less fluctuation than either urban DL enrollment (8.1% average annual growth) or Independent/Conseil Scolaire Francophone DL enrollment (40.1% average annual growth) (Table 11). School districts in Prince George (SD 57), Nicola-Similkameen (SD 58), Comox Valley (SD 71) and Coast Mountains (SD 82) saw drops of 35% or more in DL enrollment in 2006/2007 from 2005/2006, and then increases the following year (with an average increase in these four rural districts of 75%). Was there a change in policy regarding enrollment in public school districts' DL programs in 2006/2007 that impacted both rural and urban enrollments?

Overall rates of decline among S12 registration were most substantial among the Independent & Conseil Scolaire Francophone schools with a 90.3% overall drop, and least among the urban homeschoolers with a 63.4% overall decrease (Table 12). S12 registration through Independent and Conseil Scolaire Francophone schools was much higher than both rural and urban registered S12 home learning for years, then for unknown reasons it declined sharply over the past decade (Figure 25). Rural registered S12 homeschooling and urban registered S12 homeschooling were equally as scarce by 2012/2013 with average annual declines of 4.0% and 4.5% respectively (Figure 26, Table 12).

There were some anomalies within the registered S12 homeschooling data with regards to location. In 2012/2013, registration in S12 among rural homeschoolers jumped

77% over the previous year, from 75 registrants in 2011/2012 to 133 in 2012/2013 (Table 12). It is unknown why this increase occurred. Despite a fairly steady and significant decline, 2008/2009 registration among urban homeschoolers jumped 23% from 75 students in 2007/2008 to 92 in 2008/2009, in sharp contrast to the general trend in urban registered S12 homeschooling. In 2006/2007, registration in Independent & Conseil Scolaire Francophone schools dropped 52% over the previous year from 1,823 students to 870 students, a drop that was far greater than any other year measured across all location categories. Without further consultation, assigning cause for these anomalies would be speculative.

In 1993/1994 rural children were more likely to be educated at home than urban children or children in Independent & Conseil Scolaire Francophone schools in B.C. Today urban children are slightly more likely to be educated at home than are rural children or children in Independent & Conseil Scolaire Francophone schools.

The most significant caveat with the results regarding location is with regards to the coding of the data. It was unclear if home educated children were placed in a school district based on their home postal code or based on the district their registering or enrolling school belonged to. This placement would have some impact upon comparison across home educating status. Until clarification is received, the results of this one factor (location) must be interpreted with caution.

In summary, in 1993/1994 rural home educating in B.C. was the most populous location choice. Over time, urban home educating saw the highest average annual growth rate but Independent/Conseil Scolaire Francophone home educating became the most populous choice as of 2011/2012. When broken down by home educating status, it is

clear that the majority of the increase in total home educating over the past twenty years is attributable to a substantial growth in enrollment in DL programs, specifically urban DL programs. Rural DL enrollment grew less vigorously, although it began with the highest enrollment numbers. Rates of decline among S12 registration were most substantial for Independent/Conseil Scolaire Francophone registrations. Rural registered S12 homeschooling was more popular in the 1990s but in the past decade has become equally as scarce as urban S12 homeschooling. In 1993/1994 rural children were more likely to be educated at home than urban children or children of Independent & Conseil Scolaire Francophone schools in B.C. Today urban children are slightly more likely to be educated at home than are rural children or children in Independent/Conseil Scolaire Francophone schools and this is largely due to an increase in urban DL enrollment.

The results show distinct patterns among home educating status in B.C. in regards to participation and growth rates on the basis of age, gender and location. Caution must be exercised when interpreting results, however, as there are limitations.

Limitations

Limitations of this study include the inability to measure rates of non-compliance, restrictions associated with archival research, lack of triangulation of data sources, and potential errors in the data set.

Measuring trends in participation rates of home educating requires people to comply with the legislation; by very definition, it requires participation. When looking for trends in participation rates of home educating in B.C., there are two recognized population subsets in the home educating community: children *enrolled* in DL programs and children *registered* under S12. There may also be a third population subset: children

who may be neither registered nor enrolled and who are non-compliant (NC) with the legislation. It is difficult to ascertain how many children were being educated at home but were non-compliant with the legislation as the MOE has no records of these NC individuals. The oversight of a hard-to-reach subset of the population of interest is a major issue in measurement. The major limitation of this issue of non-response is any generalizations back to the population of interest (those who are educated at home) will be flawed due to errors in estimating true population parameters. There is little written in the academic literature on this issue in measurement. Without knowing the magnitude or any characteristics of this latent population, we are unable to ascertain if there is a systematic pattern to non-compliance. Possible resolutions to the issue of non-response are limited in an archival study; the most common practice in the literature is to admit the existence of this sub-population while also recognizing the limitations of any generalizations.

The measurement aspects of non-compliance include not knowing the magnitude of this latent population: it may be very small or it may be significant, introducing bias into the results of the research. Another aspect of this issue is we don't know anything about the defining characteristics of the non-compliant sub-population with respect to home educating, nor are we able to ascertain if there is a systematic pattern to non-compliance. Lavalley (2009) writes it "is natural to expect" a systematic pattern to non-response, where "the indicator variables are not independent within each cluster" (p. 168). It is important not to assume a correlation exists without the data to support such a claim. Questions surrounding the defining characteristics of the non-compliant sub-population: are non-compliant families more likely to live rurally than either registered

S12 or DL families? Is the division of gender among non-compliant families more similar to S12 families or DL families? Are there age patterns among non-compliant families that differ from either S12 or DL families?

The difficulty in accessing NC families within the home educating community in general and when using archival records in particular, makes answering any of these questions challenging. It is unknown if the NC families differ dramatically from S12 and DL families on any number of factors: educational philosophy, values and beliefs, socio-economic status, family composition, lifestyle choices or post-secondary participation rates. If they are significantly dissimilar to both S12 and DL families, then it is possible any generalizations to the home educated population would not be relevant to this sub-population.

The significance of this issue of NC in measurement should not be underestimated. Särndal (2011) writes, “Non-compliance causes both bias and increased variance in our results. The bias cannot be estimated or otherwise made known; this is the dilemma of non-response” (p. 5). Even the best intentions by the researchers cannot eliminate non-response, yet according to Lavalley (2009), non-response is “frequently encountered in practice” (p. 166).

The significant decline in registration under S12 should not be misinterpreted to mean that those who are home educating do not see value in the legislation. On the contrary, although the MOE does not consider students enrolled in DL programs “homeschoolers,” many of these children and their families self-identify as such. Estimates of participation rates in home educating coming from the United States appear to include both registered homeschoolers and enrolled distance or distributed learners.

The MOE may want to consider using “Total Home Educated” statistics when reporting overall home educating trends, with further explanation breaking participation rates into “Enrollment in DL programs” and “Registered Homeschooling.”

As an archival study, the current study is limited by what data was collected, and triangulation of data is constrained as other records are not available or reliable (for example, using records from curriculum publishers to sales in B.C.; many families share or pass on curriculum to other families and access to curriculum publishers’ records is limited). Also, there appear to be a few potential errors in the data set, however, none which appear to significantly impact the validity of the results. Third, as discussed earlier, data is limited to those who complied with the legislation; families who are NC with the legislation do exist and are educating their children at home. It is difficult to ascertain exactly how many families choose to home educate in this manner in the province. Furthermore, as this is the first study measuring participation rates in home educating in B.C., it is unknown how many students were being home educated in the province prior to 1993. Future research could go back farther in the records before 1993. When S12 was enacted into legislation in 1989, how many children were educated at home? Is there any way to accurately estimate homeschooling numbers prior to 1989? How does the growth of home educating in B.C. compare to the growth of home educating in other provinces and in the United States? Estimates of home educating from the United States use state records, curriculum sales, membership in religiously-affiliated homeschooling support groups and national census surveys to triangulate records.

Future Research

Home educating is not well researched in B.C. or in Canada. Future research with regards to participation rates in home educating could go back farther in the records before 1993. As well, future research should inspect rates of growth between various DL programs. A breakdown and examination of growth rates between Independent DL programs and publicly-funded DL programs is also warranted. What are the secrets to the success of popular DL programs? As well, a qualitative or survey study is justified among families who choose to enroll in DL programs; what is the reason for their choice for enrollment, and in that program in particular?

Likewise, a breakdown of registration S12 rates broken down by Independent or public school would be valuable. Parents of registered S12 homeschoolers need to be asked why they chose to register their children, especially given the stark decline in registration over the past twenty years. A study needs to be done examining the cost benefits of registered S12 homeschooling to the MOE, indeed, of both Independent and publicly-funded DL programs as well. Once a cost-benefit analysis is complete and should the financial benefits of registered S12 homeschooling become apparent, the MOE should seek to increase its support to school districts (both Independent and Public) in their registering of homeschoolers (S12). At the very least, justification for the decrease in funding available to registered S12 families from what was provided in 1993 to the limited funding available in 2013 should be made public. A focus group of S12 families and representatives from schools with significant registration numbers would give the MOE insight into how best to support registration under S12. The MOE should be cautioned against leveraging increased support with expanded oversight and regulation,

which is unwarranted. Registered S12 homeschooling families in the province are not requesting more regulation and oversight, which the alternative “free schools” of the 1970s were subjected to as they gave up their autonomy for secured government funding.

In the future, more detailed research could examine diversity in the home educating community and could compare it to the demographics and diversity of the wider school-aged population. What are the demographics of home educating in B.C.? Is home educating primarily a trend within a white, middle class, Christian community or is there greater diversity in the home educating community in B.C.? How much education do the parents have? What does the family make-up look like? These questions cannot be answered through archival quantitative research.

As this is a novel study in the area of measuring participation rates in home educating in B.C., a follow-up study should be done in the future to examine further trends. As well, the MOE should support additional research around home educating given its increase in popularity over the past two decades.

Summary

Unique trends of participation and growth among the home educated population in B.C. are evident in the data. Despite a fairly stable school-aged population in B.C., DL enrollment has grown substantially while S12 registration has declined. The overall increase in total home educated can be largely attributed to an obvious increase in enrollment in DL programs which has masked the stark decline in S12 registration. While it cannot be concluded that the introduction of DL programs has caused the decline in registration under S12, it appears that the two are associated, as a decrease in one home educating status was often reflected as an increase in the other home educating status.

Growth rates in the total number of those educated at home in B.C. do not mirror growth rates in the school-aged population within each age category. Among the total home educated in B.C., 11 to 13 year olds are the fastest growing age category. Growth rates in DL enrollment by age category are a direct reflection of decreases in S12 registration by age category. In contrast to what was predicted, middle school and secondary-aged children are slightly more likely to be educated at home than elementary-aged children, most notably within the last decade.

Among the total school-aged population in B.C., there has consistently been slightly more males than females on average. Among the total home educated in B.C. the opposite is true; there has typically been slightly more females than males educated at home since 1993. When total home educated is broken down by home educating status, distinct gender patterns emerge. DL programs have typically had more females than males enrolled while registered S12 homeschooling has seen the same gender distribution as the total school-aged population. Furthermore, when age categories are factored in, males are more likely than females at the elementary and middle school levels to enroll in DL programs, but the trend reverses in secondary-aged DL where females are more likely than males to enroll. There are no perceptible gender differences among the different age categories for registered S12 homeschoolers.

When looking for trends in location among home educating status, rural home educating in B.C. was the most popular location choice in 1993/1994. Over time, urban home educating saw the highest average annual growth rate but Independent/Conseil Scolaire Francophone home educating became the most populous choice as of 2011/2012. When broken down by home educating status, it is clear that the majority of

the increase in total home educating over the past twenty years is attributable to a substantial growth in enrollment in DL programs, specifically urban DL programs. Rural DL enrollment grew less vigorously, although it began with the highest enrollment numbers. Rates of decline among S12 registration were most substantial for Independent/Conseil Scolaire Francophone registrations. Rural registered S12 homeschooling was more popular in the 1990s but in the past decade has become equally as scarce as urban S12 homeschooling. While rural children used to be more likely to be educated at home, today urban children are slightly more likely to be educated at home, an increase that is due primarily to an increase in urban DL enrollment.

Limitations of this study include the inability to measure rates of non-compliance, restrictions associated with archival research, lack of triangulation of data sources, and potential errors in the data set.

As this is an unprecedented study in the area of measuring participation rates in home educating in B.C., there are plenty of opportunities for further research with regards to documenting patterns in the home educating community in B.C.

Chapter 6

There has been no documented research on trends in participation rates and growth rates with regards to home educating options in B.C. By examining MOE data, trends emerge between DL enrollment and S12 registration on age, gender and location.

Since 1993/1994, home educating as an educational option has increased in popularity in B.C. From just shy of 12,000 students being educated at home in 1993/1994 to more than 23,000 in 2012/2013, home educating is on the rise. The growth in home educating is largely due to a noticeable increase in enrollment in DL programs. Conversely, registration under S12 of the School Act has declined precipitously since the early 1990s. Both the increase in DL enrollment and decline in S12 registration differ from patterns of enrollment amongst school-aged children province-wide. While it cannot be concluded that the introduction of DL programs has caused the decline in registration under S12, it could be that there is a correlational relationship between the two.

Overall, home educating is on the rise in B.C. over the past twenty years. The number of middle school-aged home learners (11 to 13 year olds) grew fastest during this time, compared to secondary aged home learners (14 to 17 year olds) or elementary aged home learners (5 to 10 year olds). Average annual growth rates in DL program enrollment have mirrored the average annual decline in S12 registered home learning across age categories. Across all age categories, growth in enrollment in DL programs is reflected in a decrease in registration under S12.

In 1993, secondary-aged (14-17) DL were the most populous of any age and home educating status category, followed closely by elementary-aged (5-10) registered S12 homeschoolers. Both middle school-aged (11-14) and elementary-aged DL were

among the least populous home educating age groups. Twenty years later, all age categories of DL have grown considerably. Secondary-aged DL remains the most popular, followed by middle school-aged and elementary-aged DL. Elementary-aged registered S12 home learners have seen the steepest decline, followed by middle school-aged registered homeschoolers and secondary-aged registered homeschoolers.

When it comes to gender, there are slightly more males than females among the total school-aged population in B.C. The opposite is true within home educating: over the past two decades there have been, on average, 52% females to 48% males educated at home. There is a negligible gender distribution across all age groups among registered S12 homeschoolers. Until age 13 in DL programs, males generally outnumber females, however in secondary school (14-17 years), the pattern reverses and females are more likely to enroll in DL programs than males.

In 1993/1994 rural children were more likely to be educated at home than urban children in B.C. Today urban children are slightly more likely to be educated at home than are rural children. The average annual growth rate of rural home educating in B.C. is lowest; enrollment in rural districts' DL programs saw growth, while S12 registration among rural districts declined. The growth rate of urban home educating is greatest in the province; enrollment in urban districts' DL programs grew while registration under S12 in urban districts declined. The majority of the increase in home educating over the past twenty years in B.C. is attributable to substantial growth in enrollment in DL programs, largely a result of public (particularly urban) school districts developing or expanding their DL programs.

Wendy Priesnitz (n.d.) stated that the freedom associated with lifelong learning, characteristic of registered S12 homeschooling “is currently thought to be the fastest growing segment of the homeschooling movement” (p. 5). The current study refutes this claim; in B.C., it is enrollment in DL programs that has seen the most substantial increase over the past twenty years. While the overall increase in participation in home educating may mean that “many people outside of the homeschooling world are observing that... it will become the new face of public education,” (p. 5) it may be that DL – and not registered S12 homeschooling - is the new face of home educating, at least in B.C.

The dramatic increase in popularity of DL as an educational option in B.C. may well point to a blurring of the distinction between home schooling and classroom-based schooling. As delivery of education begins to take advantage of the possibilities for distribution offered by technology, the line between the two is becoming less defined. Certainly, when parents choose a blended approach of using some online Distributed Learning courses to support the rest of the homeschooling, the definition becomes less defined. More studies of such trends in home schooling in Canada should be undertaken (Neven Van Pelt, 2015, p. 19).

The significant decline in registration under S12 should not be misinterpreted to mean that those who are home educating do not see value in the legislation. On the contrary, although the MOE does not consider students enrolled in DL programs “homeschoolers,” many of these children and their families self-identify as such and do not differentiate between “homeschooling” and “home learning” or “home educating”. Estimates of participation rates in home educating coming from the U.S. appear to include both registered homeschoolers and enrolled distance or distributed learners. The

MOE may wish to consider using “Total Home Educated” statistics when reporting overall home educating trends, with further explanation breaking down into “Enrollment in DL programs” and “Registered Homeschooling.”

Although the current study has its limitations, the value of documenting trends in participation rates of home educating in B.C. should not be underestimated. There are plenty of opportunities for further research which should be supported by interested stakeholders such as the MOE and BCHLA.

References

- Aboriginal Education Resources. (n.d.). Retrieved June 24, 2015, from <https://www.bced.gov.bc.ca/abed/documents.htm#curriculum>
- Alcott, L. (1868). *Little Women*. Roberts Brothers.
- Arai, B. (2000). Reasons for Homeschooling in Canada. *Canadian Journal of Education*, 3(25), 204-217.
- Association for Homeschooling: Vereniging vir Tuisonderwys. (n.d.). Retrieved June 25, 2015, from <http://www.tuisskolers.org/>
- Basham, P. (2001). Home Schooling: From the Extreme to the Mainstream. Public Policy Sources, No. 51. *The Fraser Institute*.
- Basham, P., Merrifield, J., and Hepburn, C. (2007). Home Schooling: From the Extreme to the Mainstream, 2nd edition. *The Fraser Institute*.
- B.C. School Act. (2015, May 27). Retrieved June 24, 2015, from [http://www.bclaws.ca/civix/document/LOC/complete/statreg/--S--/05_SchoolAct\[RSBC1996\]c.412/00_Act/96412_02.xml](http://www.bclaws.ca/civix/document/LOC/complete/statreg/--S--/05_SchoolAct[RSBC1996]c.412/00_Act/96412_02.xml)
- Beck, C. (2006). Home education: Motives, numbers and social integration: A mirror image of educational politics? *Norsk Pedagogisk Tidsskrift*, 191-204. Retrieved June 25, 2015, from <http://folk.uio.no/cbeck/Home%20education%20-%20motives,%20numbers...%20new%20article%20Christian%20Beck.htm>
- Bielick, S. (2008). 1.5 Million Homeschooled Students in the United States in 2007. *National Center for Education Statistics: Issue Brief, NCES 2009-030*. Retrieved December 9, 2014.

- Boesveld, S. (2012, March 22). What the #!%*? Home-school protest rises in Alberta over updated Education Act. *National Post*. Retrieved June 24, 2015, from <http://news.nationalpost.com/news/canada/what-the-home-school-protest-rises-in-alberta-over-updated-education-act>
- Class Dismissed* [Motion picture]. (2014). www.classdismissedmovie.com
- Clemens, J., Palacios, M., Loyer, J., & Fathers, F. (2014). Measuring Choice and Competition in Canadian Education: An Update on School Choice in Canada. *Fraser Institute*.
- Cloud, J., & Morse, J. (2001, August 27). Is Homeschooling Good for America? *Time*.
- Common, R., & MacMullen, M. (1986). Home schooling: A growing movement. *Education Canada*, 26(2), 4-7.
- Compulsory education. (2014, April 12). Retrieved December 6, 2014, from http://en.wikipedia.org/wiki/Compulsory_education
- Cummings, Q. (2012, July 27). My Education in Home Schooling. *Wall Street Journal*. Retrieved July 7, 2015, from <http://www.wsj.com/articles/SB10000872396390443343704577549472535089552>
- De Castella, T. (2014, October 20). The anarchic experimental schools of the 1970s. Retrieved December 7, 2014, from <http://www.bbc.com/news/magazine-29518319>
- Divoky, D. (1983). The New Pioneers of the Home-Schooling Movement. *Phi Delta Kappan*, 64(6), 395-398. doi:142.104.240.194

Eisler, D., & Dwyer, V. (1997, September 1). Domestic Lessons. *Maclean's*, 110(35), 64.

Enrolment and Funding Data. (n.d.). Retrieved June 24, 2015, from

https://www.bced.gov.bc.ca/independentschools/is_resources/enrolment_funding_summary.pdf

Frost, R. (1916). The Road Not Taken. Retrieved June 24, 2015, from

http://www.ram.org/contrib/road_not_taken.html

Gaither, M. (2015, June 20). Home Schooling in Canada: A Fraser Institute Report.

Retrieved July 1, 2015, from <http://icher.org/blog/?p=2077>

Gatto, J. (1992). *Dumbing Us Down: The Hidden Curriculum of Compulsory Education*. New Society.

Glegg, A. (2002). Reflections of Diversity: British Columbia's Independent Schools as Indicators of Changing Parental Priorities. *International Journal of Educational Reform*, 11(4), 297-308.

Hadderman, M. (2002). Homeschooling: Trends and Issues. Retrieved June 26, 2015, from

<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED473001>

Harding, T., & Farrell, A. (n.d.). Home Schooling and Legislated Education. Retrieved June 25, 2015, from

<http://eprints.qut.edu.au/287/1/Harding.farrellANZELA03.pdf>

Holt, J. (1964). *How Children Fail*. New York: Pitman Publishing Corporation.

Holt, J. (1967). *How Children Learn*. New York: Pitman Publishing Corporation.

Holt, J. (1976). *Instead of Education*. New York: Pitman Publishing Corporation.

Holt, J. (1981). *Teach Your Own*. Delacorte.

Holt, J. (1989). *Learning All the Time*. Addison-Wesley.

Home Education in France. (n.d.). Retrieved June 25, 2015, from

https://en.wikipedia.org/wiki/Home_Education_in_France

Home Education in Hungary. (n.d.). Retrieved June 25, 2015, from

https://sites.google.com/site/otthonoktatok/home_education_hungary

Home Learning in British Columbia: An information sheet about the BCHLA, home learning, and the options and requirements for educating your child at home.

(n.d.). Retrieved June 24, 2015, from <http://bchla.bc.ca/wp-content/uploads/2014/10/brochure.pdf>

Homeschooling international status and statistics. (2015, June 20). Retrieved June 25, 2015, from

https://en.wikipedia.org/wiki/Homeschooling_international_status_and_statistics

Home Schooling - India. (2013, September 29). Retrieved June 25, 2015, from

<http://hsllda.org/hs/international/India/default.asp>

Home Schooling - United Kingdom. (2015, June 2). Retrieved June 25, 2015, from

<http://www.hsllda.org/hs/international/UnitedKingdom/default.asp>

Horsburgh, F. (2005). *Homeschooling within the Public School System*. Unpublished manuscript, Faculty of Education, Simon Fraser University, Burnaby, Canada.

Illich, I. (1971). *Deschooling Society*. New York, New York: Harper & Row.

Independent School Information. (n.d.). Retrieved June 24, 2015, from

http://www.bced.gov.bc.ca/apps/imcl/imclWeb/IndSchool.do?school_category=Independent_School

- Isenberg, E. (2007). What Have We Learned About Homeschooling? *Peabody Journal of Education*, 82(2-3), 387-409. doi:10.1080/01619560701312996
- Juby, S. (2000). *Alice I Think*. Saskatchewan: Thistledown Press.
- Knowles, J., Marlow, S., & Muchmore, J. (1992). From Pedagogy to Ideology: Origins and Phases of Home Education in the United States, 1970-1990. *American Journal of Education*, 100(2), 195-235.
- Lavallee, P. (2009). Indirect sampling. Dordrecht: Springer New York.
- Lewis, C. (1950). *The Lion, the Witch and the Wardrobe*. Geoffrey Bles.
- Lines, P. (1995, April). Home Schooling. ERIC Digest 95. *ERIC Clearinghouse on Educational Management*. Eugene, Oregon.
- Lines, P. (1999). Homeschoolers: Estimating Numbers and Growth. Retrieved June 25, 2015, from <http://library.stmarytx.edu/acadlib/edocs/homeschoolers.pdf>
- Lines, P. (2001). Homeschooling. ERIC Digest. *ERIC Clearinghouse on Educational Management*. Washington, DC: US Department of Education, Office of Educational Research and Improvement.
- Lips, D., & Feinberg, E. (2008). Homeschooling: A Growing Option in American Education. *Backgrounder*, (2122), 1-7. Retrieved June 26, 2015, from <http://files.eric.ed.gov/fulltext/ED501498.pdf>
www.heritage.org/Research/Education/bg2122.cfm
- List of homeschooled people. (n.d.) In *Wikipedia*. Retrieved December 6, 2014, from http://en.wikipedia.org/wiki/List_of_homeschooled_people
- List of metropolitan areas in B.C. (2015, May 7). Retrieved July 7, 2015, from http://en.wikipedia.org/wiki/List_of_metropolitan_areas_in_British_Columbia

- Luffman, J., and Cranswick, K. (1997). A Profile of Home Schooling in Canada. *Education Quarterly Review*, 4(4), 32-49. Ottawa, ON: Statistics Canada.
- Martin, D. (2015, January 21). Should home schooling be regulated more? Retrieved July 7, 2015, from <http://america.aljazeera.com/watch/shows/america-tonight/america-tonight-blog/2014/1/21/in-home-schoolingafearofchildrenfallingthroughthecracks.html>
- McClure, R. (2011a). Public vs. Independent DL Accountability. Retrieved June 24, 2015, from <http://homelearningvictoria.blogspot.ca/>
- McClure, R. (2011b). About the Money. Retrieved June 24, 2015, from <http://homelearningvictoria.blogspot.ca/>
- Metchosin Technical Centre. (n.d.). Retrieved June 24, 2015, from <http://metchosintech.sd62.bc.ca/>
- Milke, M. (2010, November 8). School Choice in Canada: Lessons for America. *Backgrounder*, (2485), 1-9. Retrieved June 26, 2015, from <http://www.heritage.org/research/reports/2010/11/school-choice-in-canada-lessons-for-america>
- Montessori Method. (n.d.). Retrieved July 7, 2015, from <http://encyclopedia.thefreedictionary.com/Montesori>
- Moore, R., & Moore, D. (1975). *Better Late than Early: A New Approach to Your Child's Education*. Reader's Digest Association.
- Moore, R., & Moore, D. (n.d.). The Moore Formula. Retrieved June 24, 2015, from <http://www.moorefoundation.com/article/5/moore-formula>

Moore, R., & Moore, D. (n.d.). History of Moore Academy. Retrieved June 24, 2015,

from <http://www.moorefoundation.com/article/22/about-moore-home-schooling/moore-foundation/history-of-moore-academy>

More Canadian parents opting for home-schooling. (2015, June 16). *The Globe and Mail*.

Retrieved June 24, 2015, from

<http://www.theglobeandmail.com/news/national/more-canadian-parents-opting-for-home-schooling-report/article24976467/>

Muncy, J. (1996). The Home Schooling "Market": Results and Implications of Current Research. *Journal of Marketing for Higher Education*, 7(3), 81-93.

doi:10.1300/J050v07n03_06

Murphy, J. (2013). Explaining the Change in Homeschooling, 1970-2010. *Home School*

Researcher, 29 (1), 1-13.

Neven Van Pelt, D. (2015). Home Schooling in Canada: The Current Picture - 2015

Edition. *The Fraser Institute*. Retrieved June 30, 2015, from

<http://www.fraserinstitute.org/uploadedFiles/fraser-ca/Content/research-news/research/publications/home-schooling-2015.pdf>

Noel, A., Stark, P., & Redford, J. (2015, May 1). Parent and Family Involvement in

Education, from the National Household Education Surveys Program of 2012.

(NCES 2013-028Rev). U.S. Department of Education: Washington, DC.

Retrieved July 1, 2015, from <http://nces.ed.gov/pubs2013/2013028rev.pdf>

Olsen, N. (2008). *Understanding Parental Motivation to Home School: A Qualitative*

Case Study. Unpublished manuscript, Faculty of Education, University of

Montana, Missoula, Montana.

Online and Self-Paced Learning. (n.d.). Retrieved July 7, 2015, from

<http://www2.gov.bc.ca/gov/content/education-training/ways-to-learn/online-and-self-paced-learning>

Pitman, M. (1986). Home Schooling: A Review of the Literature. *Journal of Thought*, 21(4), 10-24.

Population Estimates, B.C. and Sub-Provincial. (2014). Retrieved July 7, 2015, from

<http://www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationEstimates.aspx>

Priesnitz, W. (n.d.). A History of the Modern Canadian Homeschooling/Unschooling Movement. Retrieved June 23, 2015, from

http://www.life.ca/lifelearningca/articles/history_of_Canadian_homeschooling_movement.htm

Princiotta, D., Bielick, S., & Chapman, C. (2004, July). 1.1 Million Homeschooled Students in the United States in 2003. *National Center for Education Statistics: Issue Brief, NCES 2004-115*. Washington, DC. Retrieved December 9, 2014.

Ray, B. (2001). Homeschooling in Canada. *Education Canada*, 41(1).

Ray, B. (2013). Homeschooling Rising into the Twenty-First Century: Editor's

Introduction. *Peabody Journal of Education*, 88(3), 261-264.

doi:10.1080/0161956X.2013.796822

Ray, B. (2015, January 6). Research Facts on Homeschooling. Retrieved June 26, 2015,

from http://www.nheri.org/index2.php?option=com_content&task=view&id=199

- Rich, M. (2015, January 4). Home Schooling: More Pupils, Less Regulation. *New York Times*, p. A1. Retrieved June 24, 2015, from <http://www.nytimes.com/2015/01/05/education/home-schooling-more-pupils-less-regulation.html>
- Särndal, C. (2011). The 2010 Morris Hansen Lecture Dealing with Survey Nonresponse in Data Collection, in Estimation. *Journal of Official Statistics*, 27(1), 1-1.
- School Districts - Reference Maps. (n.d.). Retrieved July 7, 2015, from <http://www.bcstats.gov.bc.ca/statisticsbysubject/geography/referencemaps/Schools.aspx>
- Spiegler, T. (2004, September). Home Education in Germany – an Overview of the Contemporary Situation. Lecture conducted from *BERA Conference*, Manchester.
- State Compulsory School Attendance Laws. (2004). Retrieved June 24, 2015, from <http://www.infoplease.com/ipa/A0112617.html>.
- Statistics Canada, Tourism and Centre for Education Statistics Division. (2013). Summary Elementary and Secondary School Indicators for Canada, the Provinces and Territories, 2006/2007 to 2010/2011. Retrieved June 26, 2015, from <http://www.statcan.gc.ca/pub/81-595-m/81-595-m2013099-eng.htm>
- Steiner, R. (1965). *The Education of the Child in the Light of Anthroposophy* (2nd ed.). London: Rudolf Steiner Press.
- Student Statistics - 2014/15. (2015). Retrieved June 24, 2015, from http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf
- Taylor, L. (2000). Home Education Regulations in Europe and Recent U.K. Research. *Peabody Journal of Education*, 75(1-2), 49-70.

- The Right to Education. (n.d.). Retrieved December 6, 2014, from <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/>
- Trend Analysis. (2015, May 25). Retrieved July 7, 2015, from https://en.wikipedia.org/wiki/Trend_analysis
- University without high school. (2009, October 15). Maclean's. Retrieved July 7, 2015, from <http://www.macleans.ca/culture/university-without-high-school/>
- Van Galen, J. (1987). Review of Home Schooling: A Review of the Literature by Mary Anne Pitman. *Home School Researcher Journal*, 3(4).
- Van Pelt, D. (2003). *Home Education in Canada: A Report on the Pan-Canadian Study on Home Education 2003*. Red Deer, AB: The Canadian Centre for Home Education. Retrieved July 6, 2015 from <http://www.hslda.ca/assets/pdf/summary-final.pdf>
- Wake, B. (2000). Home Schooling Gets Top Marks. *Ottawa Citizen* (September 7).
- Watkins, M. (1997). *Are there Significant Differences in Academic Achievement Between Homeschooled and Conventionally Schooled Students?* Unpublished manuscript, Department of Educational Psychology, University of Alberta, Edmonton, Canada.
- What is Montessori? (2012). Retrieved July 7, 2015, from <http://www.villadimaria.org/theMethod.aspx>
- What is Unschooling? (2013). Retrieved June 24, 2015, from <http://www.johnholtgws.com/frequently-asked-questions-abo/>

Why Waldorf Works. (n.d.). Retrieved July 9, 2015, from

http://www.whywaldorfworks.org/02_w_education/

Wilder, L. (1935). *Little House on the Prairie*. New York: Harper & Bros.

Williams Boyd, A., & Bichao, S. (2012, February 15). Home-schooling demographics change, expand. *USA Today*. Retrieved July 7, 2015, from

<http://usatoday30.usatoday.com/news/education/story/2012-02-14/home-schools-secular/53095020/1>

Wylie, L. (2011, August 8). Educational Theory of Jean Jacques Rousseau. Retrieved

July 9, 2015, from <http://www.newfoundations.com/GALLERY/Rousseau.html>

Appendix A

Table 7. Number and percentage distribution of all children ages 5–17 who were homeschooled and homeschooling rate, by selected characteristics: 2011–12

| Characteristic | Number (thousands) | Percentage distribution | Homeschooling rate ¹ |
|--------------------------------------------------|--------------------|-------------------------|---------------------------------|
| Total | 1,770 | † | 3.4 |
| Locale of student's household² | | | |
| City..... | 489 | 28 | 3.2 |
| Suburban..... | 601 | 34 | 3.1 |
| Town..... | 132 | 7 | 2.7 |
| Rural..... | 548 | 31 | 4.5 |
| Student's sex | | | |
| Male..... | 876 | 49 | 3.3 |
| Female..... | 895 | 51 | 3.6 |
| Student's race/ethnicity | | | |
| White, non-Hispanic..... | 1,201 | 68 | 4.5 |
| Black, non-Hispanic..... | 139 | 8 | 1.9 |
| Hispanic..... | 267 | 15 | 2.3 |
| Asian or Pacific Islander, non-Hispanic..... | 73 | 4 | 2.6 |
| Other, non-Hispanic ³ | 90 | 5 | 3.2 |
| Student's grade equivalent | | | |
| Kindergarten–2nd grade..... | 415 | 23 | 3.1 |
| 3rd–5th grade..... | 416 | 23 | 3.4 |
| 6th–8th grade..... | 425 | 24 | 3.5 |
| 9th–12th grade..... | 514 | 29 | 3.7 |
| Parents' highest education level | | | |
| Less than high school..... | 203 | 11 | 3.4 |
| High school graduate or equivalent..... | 355 | 20 | 3.4 |
| Vocational/technical or some college..... | 525 | 30 | 3.4 |
| Bachelor's degree..... | 436 | 25 | 3.7 |
| Graduate or professional school..... | 252 | 14 | 3.3 |
| Poverty status⁴ | | | |
| Poor..... | 348 | 20 | 3.5 |
| Nonpoor..... | 1,422 | 80 | 3.4 |

† Not applicable.

¹ The homeschooling rate is the percentage of the total subgroup that is homeschooled. For example, in 2012, some 3 percent of all school-age males were homeschooled.

² Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

³ "Other, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or who were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates. Those reported as Asian and Pacific Islander who are not Hispanic are included in the "Asian or Pacific Islander, non-Hispanic" group.

⁴ Students are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Detail may not sum to totals because of rounding. Homeschooled students are school-age children (ages 5–17) in a grade equivalent to at least kindergarten and not higher than 12th grade who receive instruction at home instead of at a public or private school either all or most of the time. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

Appendix B

29 *Measuring Choice and Competition in Canadian Education* Clemens, Palacios, Loyer, and Fathers • Fraser Institute 2014

Table 8: Home Education Enrolment, 2009-10

| | Home Education | % of Total Enrolment | | Home Education | % of Total Enrolment |
|----|----------------|----------------------|----|----------------|----------------------|
| BC | 2,463 | 0.4 | QC | 1,032 | 0.1 |
| AB | 9,761 | 1.6 | NB | 537 | 0.5 |
| SK | 1,923 | 1.2 | NS | 732 | 0.5 |
| MB | 1,677 | 0.9 | PE | 55 | 0.3 |
| ON | 3,584 | 0.2 | NL | n/a | n/a |

Notes

AB Home schooled students are counted under the supervising authority (either public or independent school boards).

QC Home schooled students are included in the public school boards.

NL Home education enrolment is not available. Home schooled students are included, by grade, within the enrolment of a supervising school (either public or independent) as students are technically members of that school even if they are home schooled. All other provinces Home school enrolment is counted separately.

Sources

BC Ministry of Education, *Student Statistics 2012/13*, <http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf>.

AB Information provided by e-mail from the Ministry of Education on November 26, 2012.

SK Calculations by authors based on information sent directly by the Department of Education (snapshot as of November 15, 2013).

MB Manitoba Education, *School Enrolment Reports*, <http://www.edu.gov.mb.ca/k12/finance/sch_enrol/index.html>.

ON Information sent directly by the Ontario Ministry of Education through a Request of Information (ROI) on December 7, 2012.

QC Information provided by e-mail by the Ministère de l'Éducation, du Loisir et du Sport.

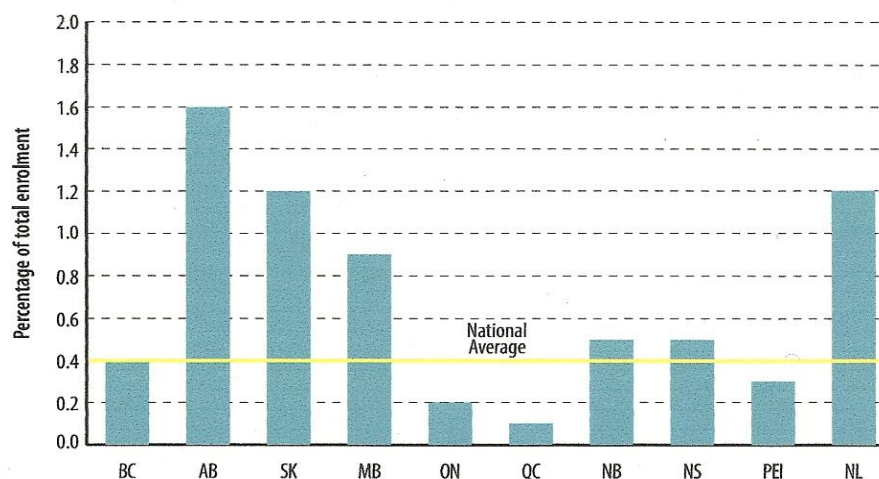
NB Information provided by e-mail from the Department of Education and Early Childhood Development on June 14, 2013.

NS Information provided by e-mail from the Department of Education on January 29, 2013.

PE Information provided by e-mail from the Department of Education and Early Childhood Development on September 13, 2012 and November 21, 2013.

Calculations by authors.

Figure 7: Home school enrolment, 2009-10



Notes and sources: see table 8.