

2004/05



# ANNUAL REPORT

FIRST NATIONS EDUCATION STEERING COMMITTEE





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<b>Opening Messages</b> .....	2
<b>About FNEESC</b> .....	5
Efforts to Share Information and Gather Input.....	6
Partnerships for Change .....	8
<b>Key Accomplishments</b> .....	11
Initiatives Undertaken with the Aboriginal Education Partners Group.....	12
The New Paths for Education Program .....	15
Parental and Community Engagement Strategy Collective Initiatives.....	18
Special Education Activities Update .....	19
First Nations SchoolNet Program .....	21
Aboriginal Languages Sub-Committee Update .....	24
First Nations Post-Secondary Education Sub-Committee Update.....	26
Youth Program Administration .....	27
Other FNEESC Research Projects.....	28
<b>Audited Financial Statements</b> .....	29

## Featured on the Cover & Inside Page Spread

*Front (left to right):* High Attendance Achievers from Hawthorne Elementary, McCloskey Elementary and Port Guichon attend a special BC Wheelchair Basketball event; Anti-Racism Workshop at Hartley Bay Elementary.

*Back (left to right):* a group shot from Kitkatla; band practice at Moricetown Elementary.

# Opening Messages

## From the FNEC President

As President of the First Nations Education Steering Committee (FNEC), it is my pleasure to introduce our Annual Report for 2004/2005. Each year, the preparation of this report provides a wonderful opportunity to reflect upon our activities of the past year. It also offers a reminder of the tremendous dedication shown by the many, many people who are striving to support improvements in First Nations education.

In fact, one of the most fulfilling aspects of my role as FNEC President is the chance I have to participate in the generous sharing of information and inspiration that is promoted through our organization. FNEC's many successes are made possible through the support and participation of First Nations representatives from throughout British Columbia. Hundreds of people come together through FNEC sponsored conferences and workshops to exchange ideas. The remarkable growth of the First Nations Parents Club also reflects the efforts being made by so many parents throughout BC, and their great commitment to their children's education. In addition, the participation of over 65 First Nations representatives on the FNEC Board of Directors is a clear indication of the widespread support for our organization and for First Nations education issues generally.

I would also like to acknowledge the very positive relationships we have developed with our partner organizations. For the past several years, FNEC has been working more and more closely with other relevant education organizations and government agencies, and the positive results of our cooperative efforts are now being realized. We are seeing continued improvements in the achievement of Aboriginal students in the public education system. First Nations schools report that our cooperative work with the First Nations Schools Association continues to help them better serve their students. Also, the K-12 Education Partners Group is now being seen as a model for how a variety of stakeholders can collectively make a difference for our children, as evidenced by this past year's creation of the BC Aboriginal Post-Secondary Education and Training Partners. FNEC is very excited to be a founding member of that group, and we look forward to expanding our partnerships in the post-secondary area.

2004/2005 has also seen meaningful developments in terms of First Nations jurisdiction for education. The ongoing negotiations have advanced significantly in the past twelve months and we look forward to seeing jurisdiction agreements signed soon.

Being involved with FNEC for the past six years has been an extremely rewarding experience, and I am confident that the people we work with share similar feelings. On behalf of our Board of Directors, I would like to invite everyone interested to join us in our efforts to ensure that all First Nations learners are able to achieve their goals. I truly believe that by working together we will continue to progress toward our goal of success for all students.

*Deborah Jeffrey, FNEC President*

### From the FNEC Executive Director

Once again, 2004/2005 has been a very exciting time for FNEC, and the FNEC staff has enjoyed being a part of the very positive changes that have taken place.

As highlighted in this Annual Report, in the past year we have seen significant progress in negotiations of First Nations jurisdiction for education. It has been very rewarding to see many of our past initiatives contribute to the ongoing jurisdiction discussions in such meaningful ways. Our research into school funding, our support for the First Nations Schools Association School Assessment Project, and our efforts to build strong relationships with other education stakeholders are all proving to be extremely relevant as we move ahead with the jurisdiction issue.

The new developments that have taken place in terms of First Nations post-secondary education are also certain to be very beneficial. We are very confident that the new BC Aboriginal Post-Secondary Education and Training Partners, which is described in more detail within this report, will help a range of stakeholders to better serve our post-secondary students and thereby help to build the capacity of our Nations.

The FNEC staff has greatly enjoyed the opportunities we have had to meet and work with so many people who are committed to First Nations education. We continue to appreciate the leadership that has been shown by the FNEC Board and the Strategic Action Committee. The input that has been provided by all of the FNEC sub-committee members has also been very beneficial, and we are very excited to now have the Retired Aboriginal Teachers Sub-Committee for advice and support. The encouragement provided by participants in FNEC meetings and projects is invaluable, and it inspires us to take on new challenges with continued optimism.

I hope that this Annual Report provides a useful overview of the activities we have undertaken this past year. As always, we welcome questions and feedback on our ongoing activities and on the events and projects being planned. Anyone is free to contact us at any time, and we encourage all those who are interested to join us as we work to improve the quality of education available to First Nations learners.



*Christa Williams, FNEC Executive Director*

FNESC.CA: Welcome : First Nations Education Steering Committee

http://www.fnesc.ca/index.php

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**first nations education steering committee**

HOME PROGRAMS NEWS CONFERENCES & WORKSHOPS ABOUT US PUBLICATIONS SEARCH

learning growing thinking lifelong learning

- Youth Program
- New Paths for Education
- SchoolNet
- Special Education

**Current Events**

- Post Secondary Education Program Review Consultation Meeting - September 22nd, 2005
- 2005 Annual Regional Sessions - click here for Agenda or Registration Form
- FNESC Annual Provincial Conference on Aboriginal Education - Call for Proposals
- Entrepreneurial Leadership Forum for Aboriginal High School Students

**What's New**

- Tax Exemption Continues for First Nations Post-Secondary Education
- Conference Proceedings - Strengthening FN Post-Secondary Education in BC
- Aggregate Data Collection for Post-Secondary Education - MEMO
- Maori Language Study Tour 2005 - Space still available
- First Nations Schools Association - Data Collection Project
- Post-Secondary Education Handbook
- Jurisdiction Overview - Click here to view a draft governance framework presentation

WELCOME to the First Nations Education Steering Committee (FNESC) Web Site. FNESC facilitates discussion about education matters affecting First Nations in BC by disseminating information and soliciting input from First Nations.

This site was created to provide information about FNESC and some of our activities, programs, upcoming events, and publications.

The First Nations Education Steering Committee, the First Nations Schools Association, Indian Studies Support Program and Seventh Generation Club are located in the same building in West Vancouver.

Click here for the FNESC Organization Chart.

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How to find us | How to contact us

**first nations education steering committee**

**first nations schools association**

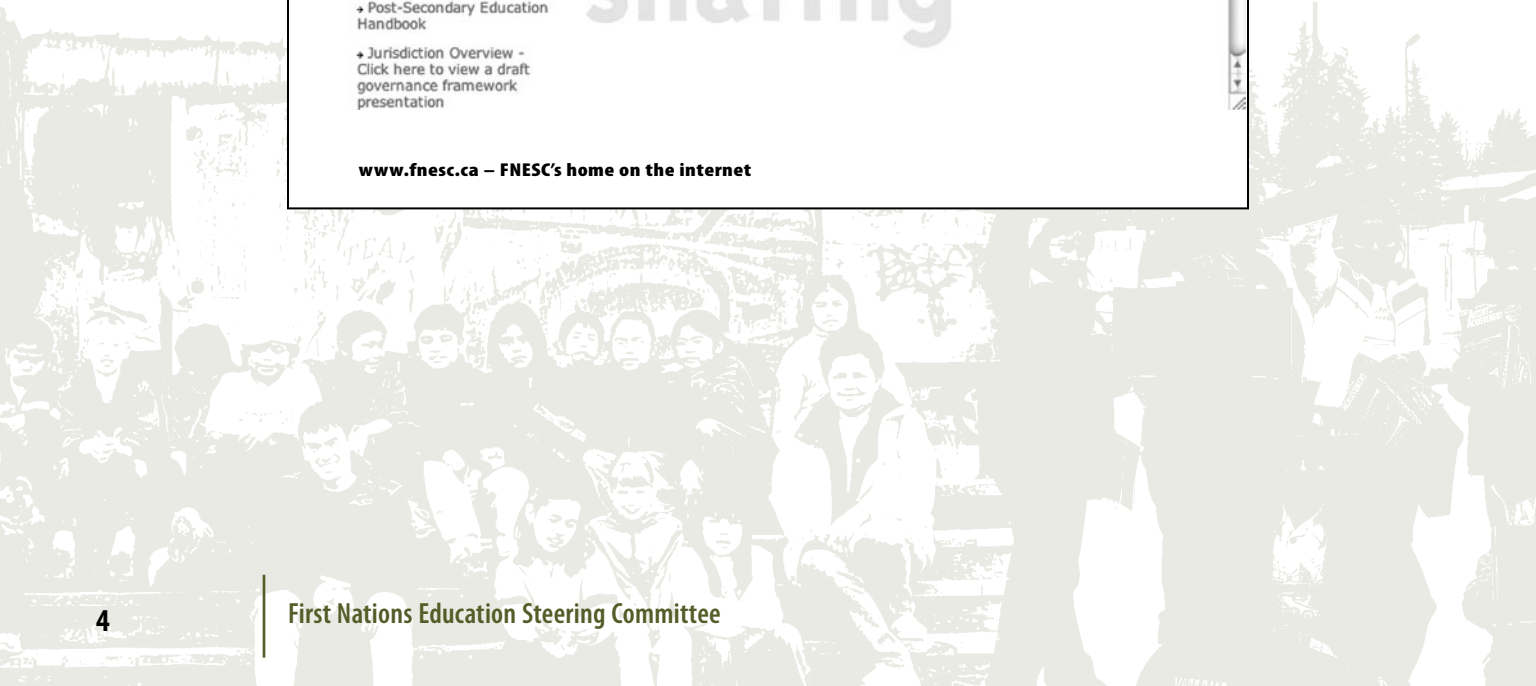
**seventh generation club**

**indigenous adult and higher learning association**

**indian studies support program**

**sharing**

**www.fnesc.ca – FNESC’s home on the internet**



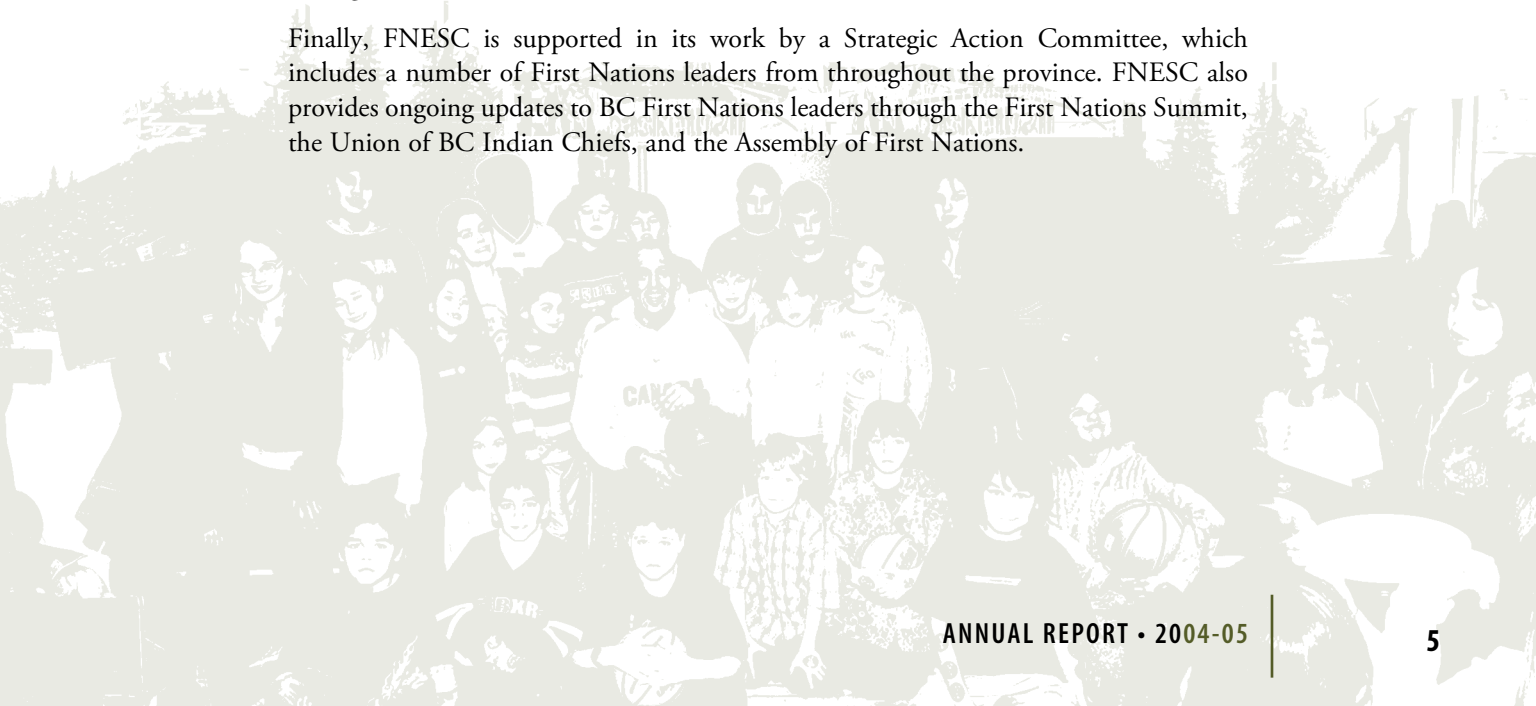
# About FNEC

The First Nations Education Steering Committee (FNEC) is a collective organization that works on behalf of First Nations throughout British Columbia (BC). FNEC was created to assist First Nations in their efforts to ensure quality educational opportunities for their learners by organizing research, enhancing communications, disseminating information, and sponsoring networking opportunities. FNEC also collects and shares up-to-date information about relevant programs, government policies and initiatives, as well as evolving local, provincial, and national education issues that affect First Nations learners in BC.

In an effort to be as representative as possible, each First Nation is eligible to appoint one member to the FNEC Board of Directors. In 2004/2005, the FNEC Board included 65 members. The FNEC Executive included: President, Deborah Jeffrey, Tsimshian Tribal Council; Vice President, Gwen Point, Sto:lo Nation; Treasurer, Barbara White, Snuneymuxw First Nation; and Secretary, Jim Angus, Kispiox First Nation.

A number of other people participate in FNEC activities through its sub-committees. FNEC sub-committees have been created to focus specifically on Anti-Racism, Aboriginal Languages, Special Education, and Post-Secondary Education. FNEC is also pleased to announce a newly formed Retired Aboriginal Teachers Sub-Committee. The purpose of that group is to take advantage of the wealth of experience and knowledge possessed by retired Aboriginal teachers, and thereby to improve efforts to promote Aboriginal education in BC.

Finally, FNEC is supported in its work by a Strategic Action Committee, which includes a number of First Nations leaders from throughout the province. FNEC also provides ongoing updates to BC First Nations leaders through the First Nations Summit, the Union of BC Indian Chiefs, and the Assembly of First Nations.



## EFFORTS TO SHARE INFORMATION AND GATHER INPUT INTO FNE SC ACTIVITIES

One of the key components of the FNE SC mandate is to facilitate effective communications and share information to promote a greater understanding of First Nations education issues. In addition, FNE SC is committed to maintaining full accountability to First Nations in BC, as well as other relevant stakeholder groups. FNE SC works to meet those goals by ensuring input and feedback about all of the organization's programs and services.

### Regional Sessions

One of the core FNE SC communications activities is a series of two-day regional sessions that are held each year in First Nations communities throughout the province. Those sessions provide a foundation for all FNE SC activities, as they allow FNE SC to report directly to First Nations representatives and to receive recommendations for ongoing initiatives. The gatherings also allow First Nations representatives to discuss critical issues in their areas.

In the fall of 2004, regional sessions were held in Agassiz, Brentwood Bay, Campbell River, Cranbrook, Kelowna, Lytton, Merritt, Port Alberni, Prince George, Prince Rupert, and Williams Lake.

### Provincial Aboriginal Education Conference

FNE SC also organizes a number of conferences to promote professional development and to provide opportunities for networking and information sharing. The largest of those conferences is the Annual Provincial Aboriginal Education Conference, which is co-hosted by FNE SC and the BC Ministry of Education (MoE).

The 10th Annual Provincial Education Conference took place on November 6th – November 8th 2004, with a theme of “Math and Science.” The conference events focused on how math and science can be integrated into learning in fun and positive ways. Among the conference highlights was a ‘Math Mania’ evening, a panel of youth who had taken part in an environmental canoe journey, JUMP Math presentations, and an anti-racism panel with youth participants. In 2004, the conference plenary and keynote speeches were also web cast for the first time, allowing people throughout the province to enjoy the information being shared.

A full summary of the 2004 conference is available from FNE SC.







**A full schedule of conferences throughout the province ensures that FNEESC meets its mandate to facilitate communication and information sharing about issues relating to First Nations Education. Pictured here are participants at a session of the Provincial Aboriginal Education Conference held in Vancouver, in November 2004.**

### **Aboriginal Languages Conference**

In 2004, FNEESC also organized the conference *Language Planning from the Classroom to the Nation*. That event took place at the University of Northern British Columbia (UNBC) in Prince George from July 19th – 21st. The conference participants enjoyed a variety of workshops on language recording and regeneration issues, as well as a keynote address from Lorna Williams. In addition, the Conference participants were asked to provide input and suggestions for a draft Strategic Plan for BC Aboriginal Languages, resulting in a strong foundation for a province-wide plan for language revitalization (described in more detail further in this Annual Report).

As in past years, a two-day workshop was also organized prior to the conference for 12 youth from around BC. The youth participants learned skills in video making, editing, and animation, and they created a short film based upon a First Nations legend. The youth then shared what they had learned with people in attendance at the language conference.

### **Other Information Sharing Activities**

In addition to regular conferences, FNEESC also distributes a FNEESC newsletter, an Education Partners Group newsletter, a special education program newsletter – Connections, as well as an Aboriginal Languages Sub-Committee newsletter. Additionally, FNEESC maintains regular communication to Bands, Tribal Councils, First Nations schools, and other interested organizations and individuals, and FNEESC distributes relevant information to keep First Nations aware of important First Nations education developments. FNEESC also maintains a web site at [www.fnesc.ca](http://www.fnesc.ca).

## PARTNERSHIPS FOR CHANGE

FNESC is committed to working cooperatively with other education organizations in order to share resources and effectively coordinate efforts. Some of the key FNESC partnerships are described below.

### First Nations Schools Association

For the past eight years, FNESC has worked closely with the First Nations Schools Association (FNSA). The FNSA is a non-profit, independent organization dedicated to serving the needs of First Nations schools and promoting a better understanding of their work. FNESC and the FNSA jointly implement a number of programs and services to support First Nations schools, as demonstrated in this Annual Report. The FNESC staff also assists the FNSA Board of Directors in implementing its workplan through a fee-for-service agreement.



### Indian Studies Support Program

For the past six years, FNESC has also provided administrative support to the Indian Studies Support Program (ISSP) Committee. That Committee allocates funding for accredited and transferable First Nations controlled post-secondary education programs. FNESC staff assists the ISSP Committee with organizing meetings, minute taking, preparing correspondence, and coordinating the annual proposal call and review.

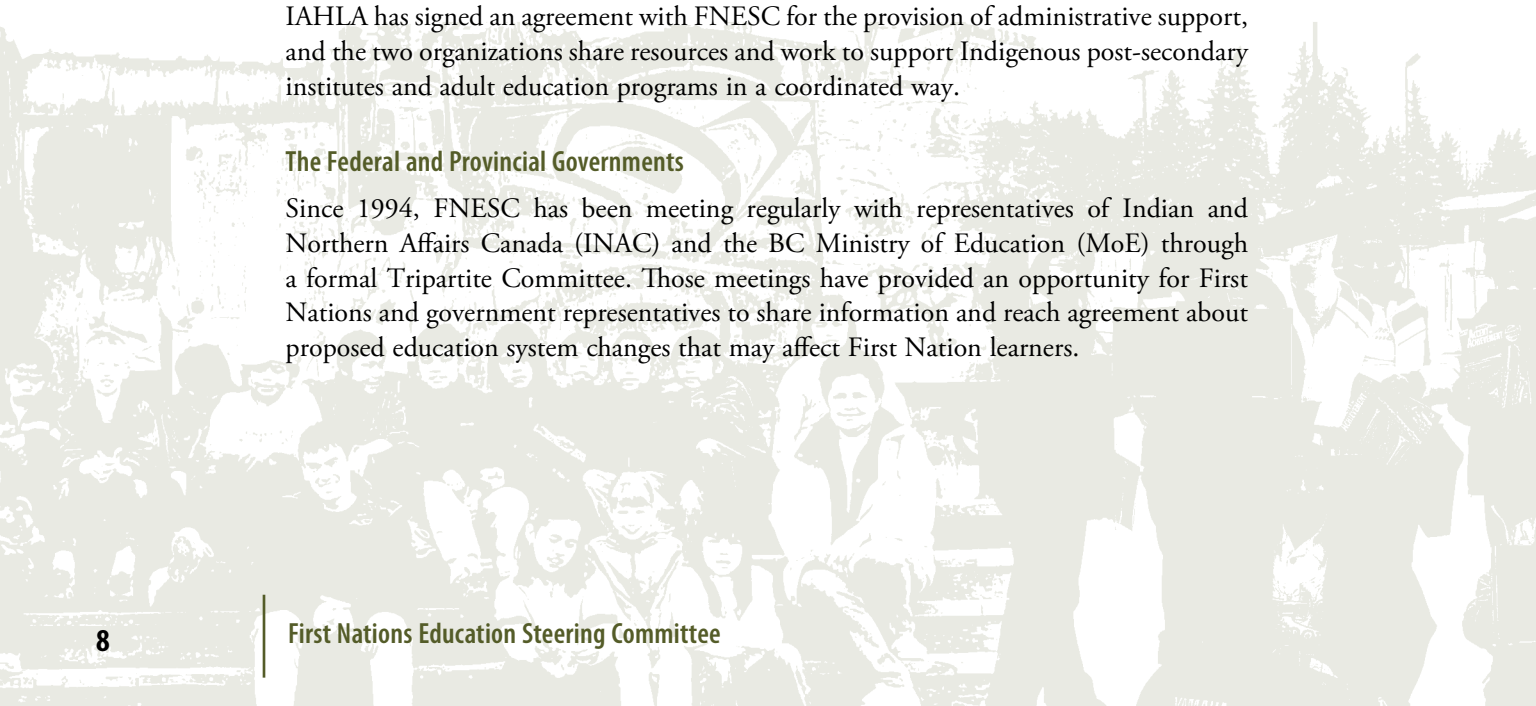
### Indigenous Adult and Higher Learning Association (IAHLA)

The Indigenous Adult and Higher Learning Association (IAHLA) is an independent, non-profit society that was created at the request of Indigenous controlled post-secondary institutes and adult learning programs in BC. Representatives of those institutes and programs identified the need for an organization dedicated specifically to Indigenous adult and higher learning. IAHLA has signed an agreement with FNESC for the provision of administrative support, and the two organizations share resources and work to support Indigenous post-secondary institutes and adult education programs in a coordinated way.



### The Federal and Provincial Governments

Since 1994, FNESC has been meeting regularly with representatives of Indian and Northern Affairs Canada (INAC) and the BC Ministry of Education (MoE) through a formal Tripartite Committee. Those meetings have provided an opportunity for First Nations and government representatives to share information and reach agreement about proposed education system changes that may affect First Nation learners.



### Aboriginal Education Partners Group

In 1998, FNEESC became a founding member of the Aboriginal Education Partners Group. That group brings together some of the most significant stakeholders in the BC education system, including FNEESC, the FNSA, INAC, the BC MoE, the BC Teachers Federation, the BC College of Teachers, the BC School Trustees Association, the BC Superintendents Association, the BC Confederation of Parent Advisory Councils, and the BC Principals' and Vice-Principals' Association. The Education Partners Group has undertaken a number of very important initiatives, as described in more detail further in this Annual Report.

### BC Aboriginal Post-Secondary Education and Training Partners

Reflecting the success of the Aboriginal Education Partners Group, in the fall of 2004 a number of relevant organizations agreed to join together to form the BC Aboriginal Post-Secondary Education and Training Partners. That group includes FNEESC, IAHLA, the United Native Nations Society, the First Nations Summit, the Metis Provincial Council of BC, the Ministry of Advanced Education, INAC, the University Presidents' Council of BC, the BC College Presidents, and the University-College Presidents. In order to launch their new partnership, in March 2005 the group signed a Memorandum of Understanding, which states the following.

*We, the undersigned, acknowledge that although there has been some progress in recent years, there is a need for improved levels of participation and success for Aboriginal learners in post-secondary education and training in British Columbia. We state our intention to work collectively toward this goal within the mandates of our respective organizations and to bring in other partners as appropriate. This will be accomplished by building on our successes to date, collectively identifying needs, and implementing strategies to improve the success of Aboriginal post-secondary learners in British Columbia.*

The BC Aboriginal Post-Secondary Education and Training Partners will now highlight the specific challenges to be met, as well as priorities for action. The Partners group will also jointly identify indicators so that they can effectively monitor the success of their initiatives and determine that the progress they envision is taking place.



**Taking a break during a presentation at the FNESC Provincial Aboriginal Education Conference.**



# Key Accomplishments for 2004/2005

## JURISDICTION FOR FIRST NATIONS EDUCATION

On July 24, 2003, FNEESC, INAC and the BC MoE signed a Memorandum of Understanding (MoU) with Respect to First Nations Authority and Jurisdiction over Education. That MOU provides a detailed framework that First Nations can use to negotiate their own jurisdiction agreements. Taking advantage of the jurisdiction framework will be entirely voluntary, and interested First Nations will be required to formally “opt in” to the process.

The MoU is based upon the creation of two types of Education Authorities. Each participating First Nation will designate a Community Education Authority, which will have law making authority with respect to its membership. Each Community Education Authority can in turn delegate aspects of its jurisdiction and authority to a Central Authority. The specific areas to be delegated and the structure of that Authority are now being considered with input from First Nations.

Throughout 2004/2005, the parties continued to discuss the nature and scope of First Nations jurisdiction and authority, as well as crucial issues such as equitable funding for First Nations schools, education standards, certification of First Nations schools, teacher certification, and information sharing.

FNEESC, in partnership with representatives of the federal and provincial governments, also facilitated community consultations to provide up-to-date information about the decisions being made. Overall, First Nations representatives expressed support for the framework agreement and the direction being taken in respect to jurisdiction.

## INITIATIVES UNDERTAKEN WITH THE ABORIGINAL EDUCATION PARTNERS GROUP

As described above, FNEESC is a founding member of the Aboriginal Education Partners Group, which involves representatives of numerous organizations and government agencies committed to improving school success for Aboriginal learners in BC. The Education Partners Group has set seven goals, which are updated annually to ensure that continued progress is achieved. The seven goals include the following.

- To improve educational outcomes for Aboriginal learners in BC in both absolute and comparative terms.
- To improve the school success of Aboriginal learners with special needs.
- To increase collaboration among organizations concerned with the education of Aboriginal learners and to develop joint action plans where appropriate.
- To improve the scope, quality and number of education agreements signed by First Nations and School Districts in BC.
- To increase the involvement of First Nations in decision-making in relation to Aboriginal education.
- To increase knowledge, understanding, and respect for First Nations cultures and histories for all learners and educators in British Columbia.
- To increase the number of Aboriginal educators in the provincial education system.

Since its establishment, the Aboriginal Education Partners have focused their efforts on making improvements in three critical areas: Aboriginal teacher recruitment and retention (the ATEC project), employment equity, and anti-racism.

### **Aboriginal Teacher Education Consortium (ATEC)**

One of the primary goals of the Education Partners Group is to increase the number of Aboriginal teachers in the school system. Currently, there are approximately 350-400 Aboriginal teachers in BC, while Aboriginal students comprise 8.2% of the student population, reflecting a significant gap in representation. In order to address that issue, an Aboriginal Teacher Education Consortium (ATEC) was established, which includes representatives of each Partner Group as well as each of the Teacher Education Programs in BC. ATEC has worked to facilitate strong relationships between First Nations organizations and education institutes, and to promote teaching as a career through informational materials and presentations.

In 2004/2005, ATEC continued to make significant progress in its work. With support from the FNSA membership, ATEC received \$340,000 of INAC professional

development funds for the implementation of “bridging programs” for potential First Nations teachers. Those funds were distributed through a proposal process to four post-secondary institutes in BC. The University College of the Cariboo, Malaspina University College, the University of Northern British Columbia, and Okanagan University College in partnership with the En’owkin Centre organized programs for individuals who are interested in entering teacher education programs. Those programs are intended to help students become prepared and achieve the pre-requisites required for entrance to post-secondary education. Ninety students enrolled in those programs during the 2004/2005 academic year.

### **Employment Equity**

Aboriginal employment equity in the public education system is a second focus for the Aboriginal Education Partners. The Partners therefore established an Employment Equity Working Group that is dedicated to increasing the number of Aboriginal staff in all areas of the education system. The foundation of the employment equity work is a belief that schools and the wider education system should reflect the Aboriginal communities they serve, as all students will benefit from an increase in the number of Aboriginal support people and role models.

To address that goal, the Employment Equity Working Group has been working to create an Employment Equity Toolkit, which will provide information related to legal and union issues, information on the BC Human Rights Code, as well as sample job postings, policies, and case studies.

### **Anti-Racism**

The third focus selected by the Aboriginal Education Partners Group is the critical challenge of eliminating racism in the education system.

From 2002 - 2004, FNEESC, on behalf of the BC Aboriginal Education Partners, led an Anti-Racism / Transitions Project with funding from Canadian Heritage, the Vancouver Foundation, and the INAC Gathering Strength Program.

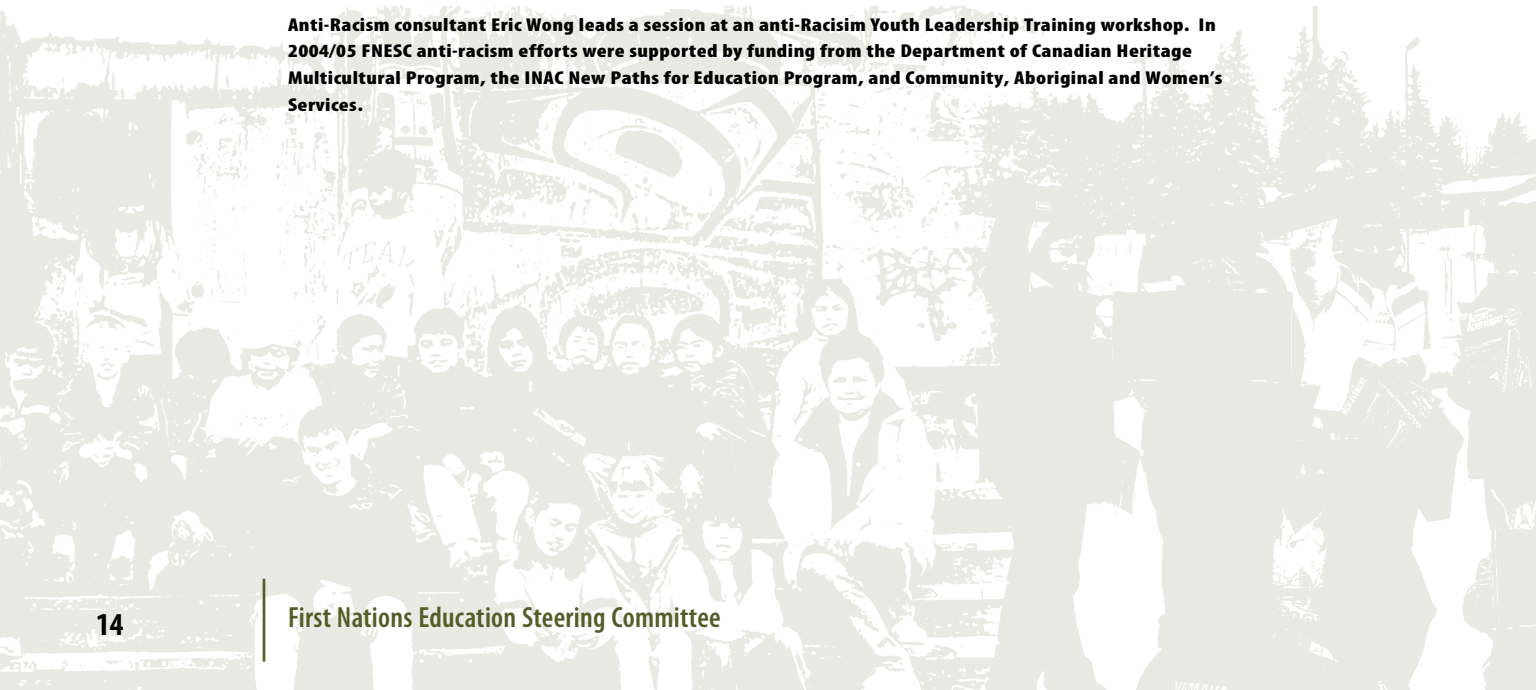
That work was continued in 2004/2005, with funding from the Department of Canadian Heritage Multicultural Program, the INAC New Paths for Education Program, and Community, Aboriginal and Women’s Services. The major components of the ongoing anti-racism project include the employment of an Anti-Racism Officer and a Diversity Consultant. Those individuals assist the Aboriginal Education Partners Group and the FNEESC Anti-Racism Sub-Committee in implementing their workplans. They also undertake research, deliver workshops related to anti-racism, and promote the effective use of an anti-racism toolkit that was designed for classrooms throughout the province.

In the past year, the anti-racism efforts also included an Anti-Racism Youth Leadership Training session from October 26 to 29, 2004. Twenty-five Aboriginal and non-Aboriginal young adults from across the province attended that training, where they learned anti-racism leadership skills and how to lead antiracism presentations in their local schools and communities.

In addition to those efforts, FNEESC investigated the issue of internalized racism, and the findings of that research will now be used to develop resources and workshops on that important topic.



**Anti-Racism consultant Eric Wong leads a session at an anti-Racism Youth Leadership Training workshop. In 2004/05 FNEESC anti-racism efforts were supported by funding from the Department of Canadian Heritage Multicultural Program, the INAC New Paths for Education Program, and Community, Aboriginal and Women's Services.**





## THE NEW PATHS FOR EDUCATION PROGRAM & PARENTAL AND COMMUNITY ENGAGEMENT STRATEGY

For over seven years, FNEESC has worked in cooperation with the FNSA to administer the federally funded New Paths for Education Program (previously known as the Gathering Strength Program). The decision to have FNEESC and the FNSA responsible for the BC region funding was made by First Nations representatives at the FNEESC annual regional sessions and the FNSA Annual General Meeting (AGM).

The four themes for the 2004/2005 New Paths funding were: 1. governance and management of education; 2. improving effectiveness of classroom instruction; 3. increasing parental and community participation; and 4. aiding with the school-to-work transition.

In 2004/2005, FNEESC and the FNSA also received funding from INAC for a new program – the Parental and Community Engagement Strategy. That funding program is intended to support a range of activities aimed at encouraging parental and community involvement in education programming.

To simplify access for First Nations communities and schools, FNEESC and the FNSA amalgamated all application and reporting procedures for grants offered through the Parental and Community Engagement Strategy and the New Paths for Education Program.

### **Community and School Grants**

The majority of funding provided for the New Paths for Education Program and the new Parental and Community Engagement Strategy was distributed directly to First Nations schools and communities for locally based activities.

In 2004/2005, \$2.5 million in New Paths for Education funding and \$225,000.00 in Parental and Community Engagement Strategy funding was distributed to First Nations schools through a base-plus-per-capita funding formula. In addition, \$2.2 million in New Paths funding plus \$240,000.00 in Parental and Community Engagement Strategy funding was provided to First Nations communities using a similar method. 106 First Nations schools and 151 communities accessed the resources available in 2004/2005, and those schools and communities used the grants to support activities such as professional development opportunities, workshops, resource acquisition, the creation of new materials, student support services, governance development, and language and culture programming. A full report describing all of the initiatives is available through the FNEESC office.

### **2004/2005 New Paths for Education Program Collective Activities**

In addition to the grants provided to schools and communities, a portion of the New Paths for Education funding was dedicated to a number of collective programs and initiatives. Each year, the level of funding retained for regional level efforts and the specific activities to be undertaken are approved by First Nations representatives at the FNEC regional sessions and FNSA AGM.

#### ***Support for First Nations School Principals***

Research clearly shows that a principal's leadership is one of the most important factors in a school's success, and both the FNSA and FNEC believe that supporting school principals will result in significant benefits for First Nations learners. Reflecting that perspective, in 2002/2003 the FNSA created a Handbook for First Nations School Principals and Administrators. That resource highlights research regarding school leadership and management and provides sample materials and policies for principals to adapt and use in their schools. In addition, the FNSA organized three workshops for principals to share their ideas and experiences, and to discuss possible further work in this area. Feedback at those workshops emphasized the critical need for additional support for school principals.

Accordingly, FNEC and the FNSA began dedicating a portion of the New Paths for Education funding to address that issue. In 2003/2004, a training workshop was organized, which focused on how principals can set goals, inspire staff, and ensure their own personal well being. In 2004/2005, that work was expanded with the hiring of a Principal Support Person who provided principals with direct assistance through telephone, e-mail, and school visits. The Principal Support Person shared advice and information related to school assessment projects, teacher evaluations, board governance, community relations, parental involvement, and numerous academic programs. In 2004/2005, the role involved 575 contacts with 90 different schools, including 31 school visits. Almost 40% of the visits related to school assessment implementation and follow-up, with a significant number of visits also related to teacher or administrator evaluations.

#### ***Indigenous Adult and Higher Learning Association***

As described above, FNEC works very closely with the newly created Indigenous Adult and Higher Learning Association (IAHLA), an organization dedicated to serving Indigenous controlled post-secondary institutes and adult education programs in BC. IAHLA was created to conduct research, collect and disseminate information, and promote networking to benefit Indigenous adult and higher learning agencies throughout BC.

In 2003/2004, New Paths for Education funding was used to sponsor a conference for First Nations post-secondary institutes and adult education programs, which was scheduled to coincide with the first IAHLA AGM. The official launch of this new organization represented a significant development for First Nations adult learners in BC, and last year additional New Paths for Education Program funding was directed to the continued growth of IAHLA while other long-term funding sources were investigated.

### *Speaker's Series*

For the past seven years, Gathering Strength/New Paths for Education funding was used to sponsor workshops in various locations around the province through an annual Speakers Series. The Speakers Series involved training on a range of issues, including special education, literacy, community-based programs to support young people, board training, conflict resolution, anti-racism awareness, parental involvement, and computers and schools. Parents, teachers, school board members, education workers, and community members all participated in the annual Speakers Series.

In 2004/2005, New Paths for Education funding was used to sponsor a final year of the Speakers Series, including workshops on behaviour management, integrating information technology into classrooms, anti-racism awareness, and creating learning environments in the home. An average of 14 people attended each workshop.

After seven years, FNEESC, the FNSA, and First Nations representatives all agree that the Speakers Series should end, as First Nations schools and communities are now interested in hosting regional workshops themselves. Therefore, in future years New Paths for Education Funding will be used to offer grants to First Nations schools for the organization of local professional development opportunities.



## PARENTAL AND COMMUNITY ENGAGEMENT STRATEGY COLLECTIVE INITIATIVES

### **First Nations Parents Club**

Since 2000/2001, FNEESC and the FNSA have worked to address the critical importance of parental support for school and home learning by sponsoring a First Nations Parents Club. The Parents Club was designed to support First Nations in organizing local parent groups that reflect the unique needs of each community. The locally-based groups vary in their structures and goals, depending upon the needs of the parents involved. Some of the activities being undertaken include meetings for mutual support, adult education projects, workshops on safety, health and learning activities, and field trips to educational stores and higher learning centres. Many of the community groups are also working to increase the role of First Nations parents in school decision-making. FNEESC and the FNSA support the locally-based parents clubs with a variety of materials, including newsletters, incentive gifts, a parenting calendar, books for home reading, and other informational materials.

In 2004/2005, FNEESC and the FNSA continued sponsoring the Parents Club with funding from INAC's Parental and Community Engagement Strategy. In the past year, the initiative expanded to include 122 locally-based parents clubs across BC, with a membership of approximately 2500 First Nations parents.

### **Attendance at the BC Confederation of Parent Advisory Councils Conference**

For the past three years, FNEESC and the FNSA have joined with the BC Ministry of Education Aboriginal Education Enhancements Branch to sponsor the attendance of approximately 30 First Nations parents at the BC Confederation of Parent Advisory Council (BCCPAC) Conference. The attendance of First Nations parents at that event provided an important opportunity for the participating parents to learn more about educational support. Their presence at the Conference also allowed all BCCPAC members to better understand the perspectives of First Nations parents.

### **Helping Parents Understand Special Education Issues**

In the past year, a portion of funding from both the Parental and Community Engagement funding and the BC region special education funding (see below) were combined in order to cover the costs of a Speech and Language Pathologist position. Language development is a critical issue in First Nations communities, and one specific concern relates to parents' understanding of early screening processes and special education issues. The Speech and Language Pathologist hired with this funding worked with parents to raise their awareness about speech and language programming, and to help them know how to provide support in the home to complement the programs being implemented in schools. As a result, the work is expected to greatly increase the effectiveness of planned interventions for students.

## SPECIAL EDUCATION ACTIVITIES UPDATE

For almost ten years, FNEC and the FNFA have worked to document and raise awareness about the critical need for special education funding for First Nations schools. That work included research, consultations with First Nations representatives, and lobbying the federal government for much needed resources in this area. Those efforts finally resulted in the January 2003 release of new special education funding for First Nations students living on-reserve. Based upon direction from First Nations schools and communities, FNEC and the FNFA were selected as the management authority for that funding in the BC region. In 2004/2005, \$6,270,957.00 was provided by INAC for the BC Special Education Program (SEP).

### Grants to First Nations Schools

The majority of funds available for the 2004/2005 SEP, \$5,185,314, was allocated directly to First Nations schools for locally relevant programs and services. Almost all of that funding was distributed through a base-plus-per-capita formula and a workplan process, and 126 of a possible 128 schools (98%) accessed their SEP grants. In addition, the FNFA membership approved a continuation of a 5% holdback to provide services to high cost special needs students who would otherwise not have their needs met. Schools could apply separately for this funding, and the Special Education Resources Committee (SERC) reviewed all of the applications that were received. 35 schools submitted requests for this funding totaling \$1,407,022.26, while the \$262,186 available could support 19 schools.

In total, \$1,141,750, or 17% of the SEP funding, was used for collective, regional-level initiatives. In addition, 91% of the total funding was used for direct services to schools, and 9% was used for indirect services such as administration, staff positions, and travel.

### Collective SEP Initiatives

#### Professional Development

In addition to the services provided by First Nations schools, a portion of the SEP funds was used to sponsor collective professional development opportunities for First Nations school staff. For example, two years ago Simon Fraser University (SFU), in conjunction with FNEC and the FNFA, developed a 2-year graduate diploma/credit certificate called "Supporting Diverse Learners." In 2004/2005, 25 graduate diploma students were supported in that program. In addition, eight students were sponsored to take the Learning Facilitators Certificate offered through Thompson RiverS University (formerly University College of the Cariboo). Specifically, two courses for the Language and Learning Certificate were offered: 1. Therapy Procedures for Developmental Language Disability, with 19 participants;

and 2. Language & Literacy, with 14 participants. Finally, Boardmaker Training / Introduction to Computers was offered to a total of 72 participants in four different locations – Kamloops, Prince George, Chemainus, and Hazelton.

### **Coordinated Assessments**

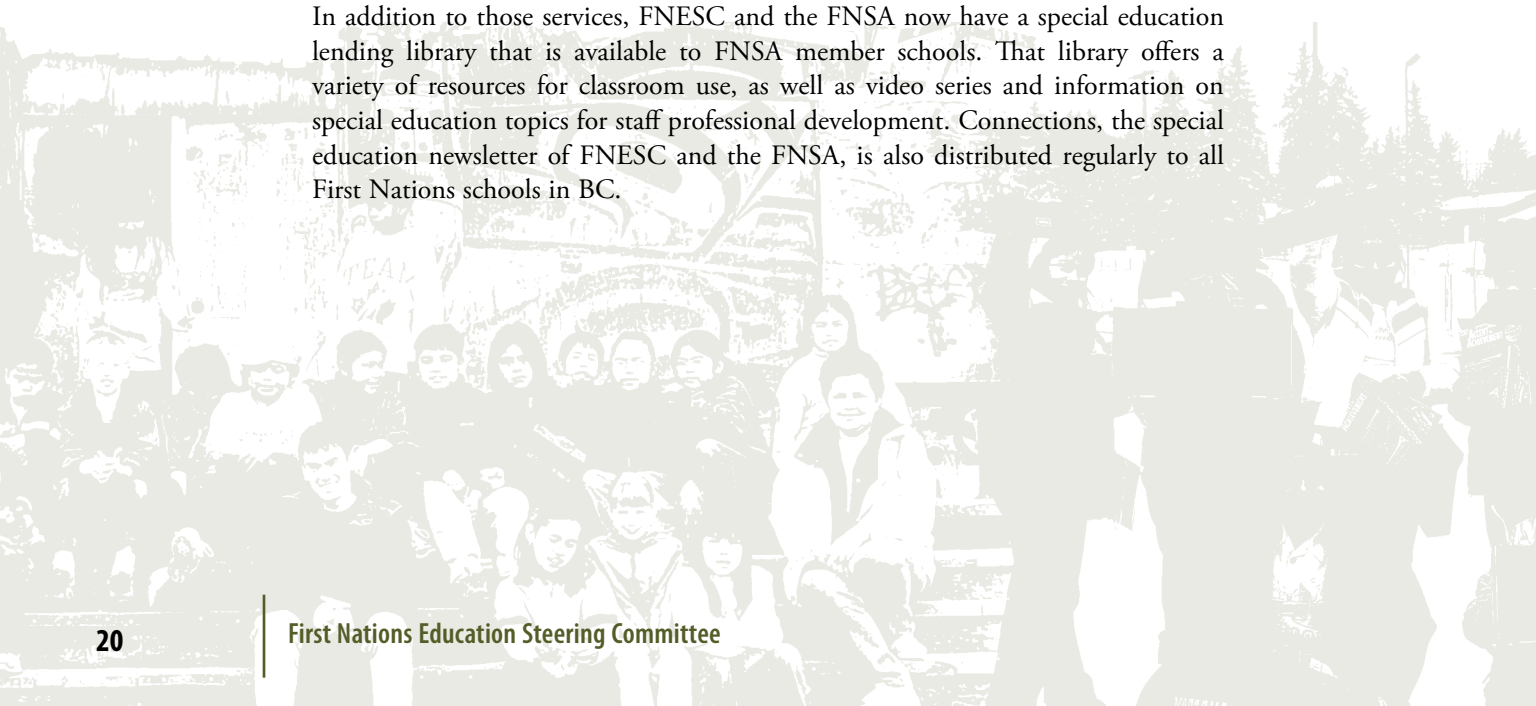
The SEP program also involved efforts to promote student assessments. In order to assist schools that have difficulty accessing relevant professionals and/or paying the costs associated with assessments, FNEC and the FNSA continued to offer provincially coordinated psycho-educational assessments. In 2004/2005, 113 students in 27 different First Nations schools were provided psycho-educational assessments to assist with the development of programs to meet their needs. In addition, FNEC and the FNSA sponsored community-based parent feedback sessions to gather parents' input into student assessment issues. 536 parents participated in those sessions, and their invaluable feedback will now be used to create a handbook for parents focused on that critical topic.

### **Service Personnel**

SEP funding also allows FNEC and the FNSA to employ a number of staff people who provide direct assistance to school and community representatives. In 2004/2005, SEP funding was used to continue a toll-free telephone service for school staff, parents, and community members who have questions regarding special education issues. From September through to April, 312 requests for information were addressed through that service. A Special Education Consultant and two Speech Language Pathologists were also available to assist First Nations schools through in-school training and service delivery. Those resource staff visited 55 schools, with 72 trips in total as 17 trips included more than one staff member.

### **Special Education Information Sharing**

In addition to those services, FNEC and the FNSA now have a special education lending library that is available to FNSA member schools. That library offers a variety of resources for classroom use, as well as video series and information on special education topics for staff professional development. Connections, the special education newsletter of FNEC and the FNSA, is also distributed regularly to all First Nations schools in BC.



## FIRST NATIONS SCHOOLNET PROGRAM

Funded by Industry Canada, the First Nations SchoolNet program is intended to develop information and communications technology (ICT) in First Nations schools by: a) providing connectivity and computers; b) building IT competencies and capacity; and c) developing IT content. In December 2002, FNEC and the FNSA began administering the First Nations SchoolNet program in the BC region, and a SchoolNet Advisory Committee was created to provide guidance and recommendations on program implementation. \$1.85 million of new funding was provided for the 2004/2005 SchoolNet program.

Since its establishment, one of the key focuses of the SchoolNet program has been extending connectivity to First Nations schools that have not yet been connected to the Internet. To address that priority, FNEC and the FNSA have attempted to identify and remove barriers to Internet access through the distribution of satellite dishes and Internet service provider subsidies. The SchoolNet program goals include an adequate number of computers per school, increased hardware and software, help desk services, in-school assistance, and support for First Nations schools in developing Aboriginal web-based content.

In 2004/2005, 129 of the 130 eligible First Nations schools in BC participated in the SchoolNet program. 122 of the schools are now connected to the Internet, and 364 computers were shipped to schools in the past year. Approximately 92% of schools have more than 1 computer for each 20 students, with a provincial average of 1 computer for every 3.1 students. In addition, 23 First Nations schools have web sites, and schools are using on average 68 hours per month of online encyclopedia access (eLibrary Canada and eLibrary Elementary). Through the SchoolNet ICT equipment purchase program, 116 schools accessed ICT hardware and software worth \$614,000.00 in total.

Specific SchoolNet program activities in 2004/2005 include the following.

- Procuring and installing 364 personal computers in First Nations schools, and providing a range of other equipment, such as digital cameras, digital video cameras, LCD projectors, printers, scanners, and other peripherals.
- Upgrading 5 schools to two-way VSAT satellite service, and working with the provincial government to arrange high-speed broadband (T1, DSL, cable) service for 4 First Nations schools and 5 on fixed wireless.
- Providing Internet Service Provider (ISP) subsidies for 40 schools, satellite service for 36 schools, and website and e-mail hosting service for First Nations schools.
- Maintaining a full-time help desk and technical support service, accessible by toll-free telephone and the Internet.

- Arranging for an education-discounted software purchase program and a CANCOPY license that enables copying for educational purposes.
- Providing access to the eLibrary Canada Online Encyclopedia and distributing 300 copies of Office XP 2002 software that were received from the regional Computers for Schools program.
- Arranging an online store that supplied computer software and peripherals to 116 First Nations schools.
- Partnering with the Retired Aboriginal Teachers Society to create an integrated resource package, producing a CD of ICT resources and shareware applications for ICT use in the classroom, and producing and distributing 400 copies of the two volume Recording Aboriginal Language Handbook.
- Creating a mobile language lab, including notebook computers, digital cameras and accessory equipment, and delivering five multi-day language lab workshops .
- Sponsoring a traveling in-service and ICT-capacity workshops in 22 schools or communities on such topics as Integrating Computers into the BC Curriculum, Using Computers – Basics for Teachers, Using Microsoft Office Applications, Using Graphics Programs, Special Education Technology, and Recording Aboriginal Languages.
- Selecting five First Nations schools for installation of video conferencing units.
- Hosting the Aboriginal Language Conference and Technology Youth Workshop described above, and co-hosting the semi-annual SchoolNet Conference in Cranbrook, BC, October 13-15 2004.

### **SchoolNet Evaluation**

A formal evaluation of the BC SchoolNet program was undertaken in fall 2004 by a professional evaluator. The evaluation was intended to report on the effectiveness of the SchoolNet strategies through surveys of schools, FNSA Board and SchoolNet Advisory Committee members, and SchoolNet staff. The evaluation also included a review of SchoolNet data, documents, and reports.

The evaluation findings indicate the BC RMO has achieved some key successes, including the following.

- Providing First Nations schools with telecommunications infrastructure; almost all schools have access to the Internet, and there are many more computers now in schools (from SchoolNet and Computers for Schools).
- Promoting the effective use of information and communications technologies in the classroom; most schools are actively using computers, software and the Internet to



support student learning, and technology is also being put to effective use for cultural programs.

- Offering skills development opportunities to teachers and students, including a range of ICT learning opportunities for teaching staff, students/youth, and community members. Most schools are aware of these opportunities, and when able to attend have found them useful.
- Accelerating the development of stronger communities, people and economies; ICT is being used by 2/3 of schools for First Nations language initiatives, and over half of the schools are partnering with other local agencies in the use of ICT at the school. Community members (other than students) are also able to use computers at the school for many different purposes, such as communications and skills development.

The evaluation also found areas of ongoing or emerging need, as described below.

- Connectivity improvements continue to be needed. Most schools are now connected to the Internet, but there is now a need for greater speed and bandwidth for some schools.
- Schools will continue to need replacements for older, obsolete hardware and software.
- The costs of providing services in remote and isolated schools are high; financial support to assist with these costs is important.
- There is somewhat limited awareness and use of ICT in adult education.
- Teachers require training and orientation in how ICT can most effectively be used to support student learning in different age groups.
- There is a diversity of school needs, awareness levels, and understandings related to ICT. There is a continuing need for technical support and training for technical capacity.
- More awareness and support for on-line learning would be beneficial.

FNESC and the FNSEA will continue to work with First Nations representatives to ensure that the SchoolNet program evolves to address those challenges and meet the needs of First Nations schools.

## ABORIGINAL LANGUAGES SUB-COMMITTEE UPDATE

Since its establishment, a continued priority for FNEESC has been support for First Nations in their critical Aboriginal language revitalization efforts. An Aboriginal Languages Sub-Committee exists to focus specifically on that issue, and that Sub-Committee has sponsored numerous projects and information sharing initiatives to promote language learning. In 2004/2005, the Sub-Committee extended its efforts through the following activities.

### **Aboriginal Language Conference**

As described above, an Aboriginal Language Conference, Language Planning from the Classroom to the Nation, was held on July 19-21, 2004.

### **Development of a Language Archiving Handbook**

In partnership with the BC First Nations SchoolNet program, in 2004 the Aboriginal Languages Sub-Committee developed the second volume of a Recording Aboriginal Languages Handbook Series. That series is intended to assist language teachers and curriculum developers in effectively using technology to prepare language materials. The first of the handbooks includes suggestions for recording and preserving the words of Elders. The second handbook focuses on proper techniques for archiving and maintaining invaluable language resources.



### **Aboriginal Language Lab**

Also in partnership with the First Nations SchoolNet program, in 2004 FNEESC introduced a traveling Language Laboratory that can be used by First Nations communities for up to a 6 week period. The Lab consists of laptops, digital video cameras, scanners, and other recording equipment, and it allows communities to create digital resources such as audio files, digital photographs and images, and DVDs or VHS recordings. An instructor also travels to the participating community for 1 - 2 days to train teachers in the use and care of the equipment.

## **BC Strategic Language Revitalization Plan**

In 2004/2005, FNEC and the First People's Heritage Language and Culture Council (FPHLCC) took on the challenging task of producing a province-wide strategic plan for Aboriginal Language revitalization. That work began with a consultation session with members of the Aboriginal Language Sub-Committee and board members from the FPHLCC. Those First Nations representatives drafted an outline for the strategic plan, including goals and objectives, an analysis of current language practices and programs, services which currently exist to support language programming, a vision for language revitalization, and priorities and goals. The draft plan was subsequently presented to participants at the Aboriginal Language Conference, where the following priorities and goals were identified.

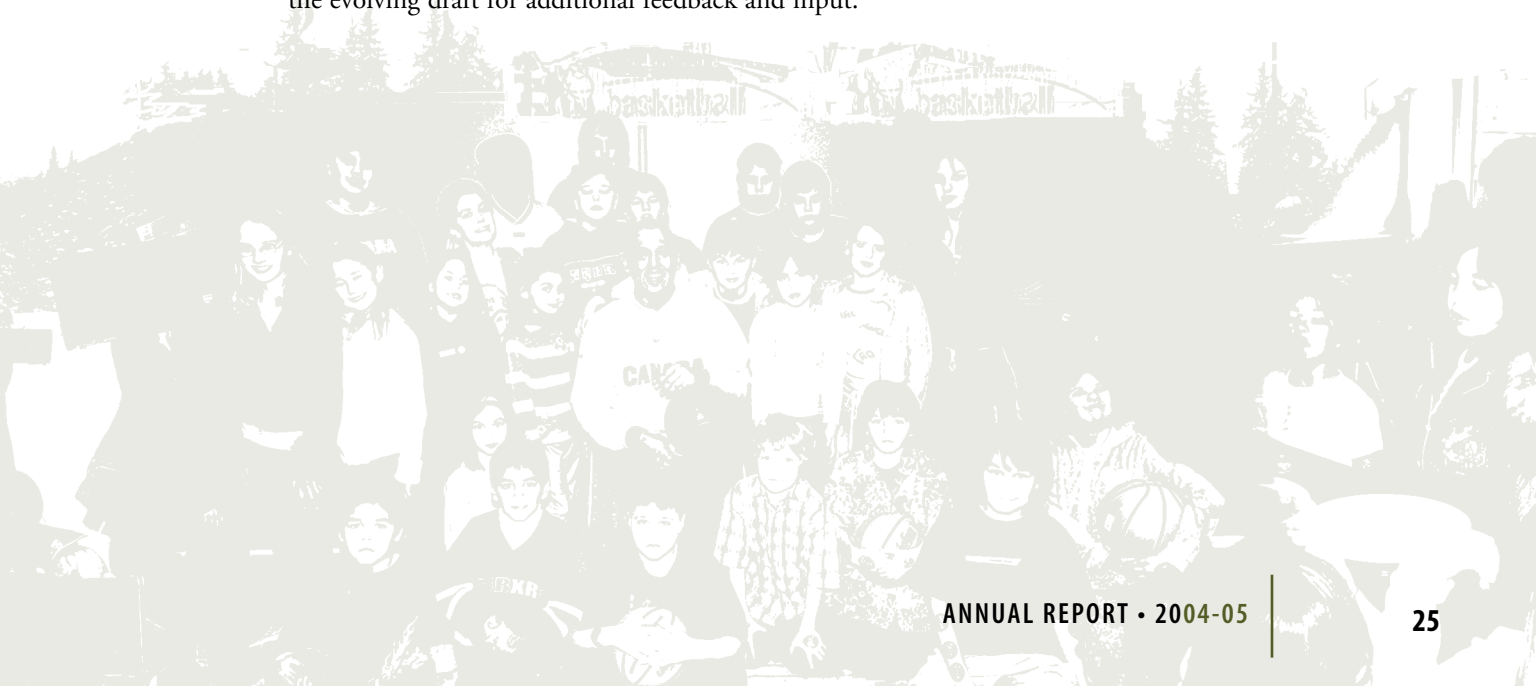
### **Top Three Priorities for Language Revitalization**

1. Promote a recognition of First Nations Elders as national treasures
2. Archive and document all BC First Nations languages
3. Lobby for long term core funding and review the cost for implementing the strategic plan

### **Top 3 Goals for Language Revitalization**

1. Increase number of language teachers
2. Secure sufficient long term funding
3. Support documenting, research, archiving, and information sharing efforts related to all First Nations languages in BC.

Work on the draft strategic plan will continue throughout 2005/2006, including sharing the evolving draft for additional feedback and input.



## FIRST NATIONS POST-SECONDARY EDUCATION SUB-COMMITTEE UPDATE

In 2004/2005, FNEESC support for First Nations post-secondary education issues expanded significantly as a result of Ministry of Advanced Education funding for a FNEESC Post-Secondary Education Coordinator. That position was created to help organize a collective working committee to address First Nations post-secondary issues – work that resulted in the establishment of the BC Aboriginal Post-Secondary Education and Training Partners group, as described above.

The Post-Secondary Education Coordinator also assists the FNEESC Post-Secondary Education Sub-Committee. In the past year that Sub-Committee collaborated with INAC BC Region to support First Nations through a transition to new INAC National Post-Secondary Education Program Guidelines, which became effective September 1, 2004. FNEESC and INAC BC Region spent considerable time preparing a Handbook that describes the new guidelines and offers suggestions for First Nations that are preparing for INAC compliance reviews. FNEESC and INAC also provided joint training sessions and workshops on those issues.

In addition, FNEESC undertook a number of other information gathering and sharing initiatives in 2004/2005. For example, FNEESC distributed up-to-date information regarding the review of tax exemptions for First Nation post-secondary student funding. FNEESC is also working with INAC to consider a strategic initiative to respond to the lack of trades and apprenticeship opportunities for First Nations people. Finally, FNEESC participated in the Ministry of Advanced Education's Open Spaces Forum – a component of the review of the Ministry of Advanced Education Aboriginal Post Secondary Education Training Policy Framework.



## YOUTH PROGRAM ADMINISTRATION

In 2004/2005, FNESC and the FNSEA continued to administer four youth programs that are funded annually by INAC, as follows.

- The Student Summer Employment Opportunities Program (formerly the Summer Student Career Placement Program) is intended to support opportunities for career-related work experience and training for in-school First Nations students. In 2004/2005, the \$851,635 available for the program was allocated through a base-plus-per-capita formula, and 176 of the 194 eligible First Nations accessed their grants.
- The Science and Technology Program (formerly the Summer Science and Technology Camp Program) promotes science and technology as a career choice by providing First Nations youth with first-hand experience in various science and technology disciplines. In 2004/2005, \$204,822 was provided for that program, which allowed approval of 42 of the 92 proposals for funding.
- \$1,042,982 was also available for the Youth Work Experience Program – a program that sponsors supervised work experience for out-of-school, unemployed, or under-employed youth. With the resources provided, 20 of the 45 applicants could be approved for funding in 2004/2005.
- Finally, the Career Promotion and Awareness Program supports First Nations youth through Cooperative Education Programs for First Nations schools. With the \$431,207 available in 2004/2005, 12 of the 31 submitted proposals were approved for funding.

In the past year, final reports were received for 100% of the programs supported through the Youth Employment Strategies funding.



## OTHER FNE SC RESEARCH PROJECTS

FNE SC's mandate includes research into relevant First Nations education issues, and FNE SC generally selects its annual research priorities in consultation with First Nations representatives through discussions at the annual Regional Sessions. Based upon input from First Nations representatives, in 2004 FNE SC sponsored the Aboriginal Languages and post-secondary education research projects described above.

FNE SC also participated in discussions regarding a proposed Data Linking Project that would involve a partnership of INAC, the FNSA, FNE SC, and the BC MoE. The project was suggested in order to address the fact that when First Nations students move from living on-reserve and attending First Nations schools to living off-reserve and attending public schools, or the reverse, their progress cannot be tracked. That situation makes it difficult to establish reliable indicators of First Nations students' progress.

Throughout the past year, FNE SC cooperated with the other project partners in developing a Business Plan for a pilot project that would link components of the databases maintained by INAC and the MoE, thereby making it possible to track student progress even when they move. Phase one of that Data Linking Project was approved by the FNSA membership at the 2004 FNSA AGM, and participants in the 2004 FNE SC regional sessions also expressed overall support for the pilot project. As a result, the partners will now sign a Memorandum of Understanding and move ahead with the data linkage in 2005/2006.



# Audited Financial Statements

## INDEX TO THE FINANCIAL STATEMENTS March 31, 2005

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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

AUDITORS' REPORT

SUMMARY STATEMENT OF OPERATIONS AND  
CHANGES IN FUND BALANCES Statement 1

SUMMARY STATEMENT OF OPERATIONS AND  
CHANGES IN FUND BALANCES - OPERATING FUND Statement 2

STATEMENT OF CHANGES IN FUND BALANCES  
- CAPITAL ASSETS FUND Statement 3

STATEMENT OF FINANCIAL POSITION Statement 4

STATEMENT OF CASH FLOWS Statement 5

NOTES TO THE FINANCIAL STATEMENTS

SCHEDULE OF PROGRAM OPERATIONS Schedules 1 - 29



## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING March 31, 2005

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The accompanying financial statements of the First Nations Education Steering Committee Society and all the information in this annual report are the responsibility of management and have been approved by the Board of Directors.

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles. Financial statements are not precise since they include certain amounts based on estimates and judgements. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances, in order to ensure that the financial statements are presented fairly, in all material respects.

The Society maintains systems of internal accounting and administrative controls of high quality, consistent with reasonable cost. Such systems are designed to provide reasonable assurance that the financial information is relevant, reliable and accurate and the Society's assets are appropriately accounted for and adequately safeguarded.

The Board is responsible for ensuring that management fulfills its responsibility for financial reporting and is ultimately responsible for reviewing and approving the financial statements.

The Directors review the Society's financial statements and recommends their approval. The Board meets periodically with management, as well as the external auditors, to discuss internal controls over the financial reporting issues, to satisfy themselves that each party is properly discharging their responsibilities, and to review the annual report, the financial statements and the external auditors' report. The Board takes this information into consideration when approving the financial statements for issuance to the Society. The Board also considers the engagement of the external auditors.

The financial statements have been audited by Reid Hurst Nagy, CGAs in accordance with Canadian generally accepted auditing standards on behalf of the members. Reid Hurst Nagy, CGAs have full access to the First Nations Education Steering Committee Society.

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Executive Director

Treasurer, Board Of Directors





## AUDITORS' REPORT

To: **THE MEMBERS OF THE  
FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

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We have audited the statement of financial position of the First Nations Education Steering Committee Society as at March 31, 2005 and the statements of operations and changes in fund balances, cash flows and the notes thereto for the year then ended. These financial statements are the responsibility of the Society. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management of the Society, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Society as at March 31, 2005 and the results of its operations for the year then ended in accordance with Canadian generally accepted accounting principles.

As required by the Society Act, we report that, in our opinion, these principles have been applied on a basis consistent with that of the preceding year.



REID HURST NAGY  
CERTIFIED GENERAL ACCOUNTANTS

May 19, 2005  
RICHMOND, B.C.

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**  
**SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES**  
**For the year ended March 31, 2005**

Statement 1

	2005		2004
	Budget	Actual	Actual
	\$	\$	\$
<b>REVENUE</b>			
DIAND funding	16,770,264	<b>16,560,264</b>	16,004,139
Ministry of Education funding	310,000	<b>310,154</b>	223,800
Canadian Heritage	122,225	<b>122,225</b>	31,602
Administration fees recoveries	847,454	<b>847,454</b>	878,151
Industry Canada funding	1,850,000	<b>1,864,053</b>	2,029,060
Other funding sources	272,682	<b>535,465</b>	512,348
	20,172,625	<b>20,239,615</b>	19,679,100
<b>EXPENDITURES</b>			
Direct expenditures	16,288,877	<b>16,209,231</b>	15,906,012
Indirect expenditures	3,952,125	<b>3,733,947</b>	3,810,544
Transfers to First Nations Schools Association	243,629	<b>243,629</b>	289,303
	20,484,631	<b>20,186,807</b>	20,005,859
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(312,006)	<b>52,808</b>	(326,759)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	3,270,801	<b>3,270,801</b>	3,597,560
<b>REPAYMENT OF SURPLUSES</b>	(841,002)	<b>(841,002)</b>	-
<b>FUNDING NOT RECEIVED FROM VANCOUVER FOUNDATION</b>	-	<b>(10,000)</b>	-
<b>FUND BALANCE, END OF THE YEAR</b>	2,117,793	<b>2,472,607</b>	3,270,801



# FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

## SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES - OPERATING FUND

For the year ended March 31, 2005

Statement 2

Schedule #	DIAND Funding \$	MOE Funding \$	2005 Other Revenue \$	Total Revenue \$	Total Expenditures For the Year \$	Excess (Deficiency) \$	Opening Equity \$	Repayment and Transfers \$	Ending Equity (Deficit) \$
1	518,683	250,000	848,681	1,617,364	1,505,741	111,623	367,050	-	478,673
2	215,603	-	-	215,603	208,873	6,730	(7,247)	7,247	6,730
3	896,458	-	-	896,458	852,314	44,144	74,643	(47,653)	71,134
4	487,343	-	-	487,343	561,999	(74,656)	62,504	12,152	-
5	1,097,876	-	-	1,097,876	1,100,811	(2,935)	(25,320)	28,255	-
6	1,535,565	-	-	1,535,565	1,543,962	(8,397)	78,107	17,995	87,705
7	6,554,988	-	26,032	6,581,020	6,641,820	(60,800)	267,728	(198,431)	8,497
8	500,000	-	-	500,000	491,903	8,097	40,797	(48,894)	-
9	-	30,000	114,048	144,048	143,670	378	57,176	-	57,554
10	82,688	-	44,500	127,188	122,102	5,086	59,538	(47,398)	17,226
11	106,752	-	-	106,752	118,594	(11,842)	72,467	(26,370)	34,255
12	-	-	42,270	42,270	50,494	(8,224)	142,963	-	134,739
13	-	-	256,511	256,511	28,664	227,847	950,643	-	1,178,490
14	316,844	-	-	316,844	368,200	(39,606)	283,099	(118,925)	124,568
15	2,318,799	-	-	2,318,799	2,326,710	(7,911)	146,080	(97,441)	40,728
16	120,000	-	-	120,000	236,185	(116,185)	28,422	-	(87,763)
17	-	-	-	-	740	(740)	19,251	-	18,511
18	-	-	-	-	-	-	17,403	-	17,403
19	123,081	30,154	-	153,235	211,747	(58,512)	79,840	(4,212)	17,116
20	458,484	-	-	458,484	416,114	42,370	106,167	(148,768)	(231)
21	-	-	-	-	341	(341)	472	8,828	8,959
22	-	-	-	-	-	-	-	-	-
23	500,000	-	-	500,000	491,789	8,211	23,661	(31,872)	-
24	-	-	-	-	8,641	(8,641)	42,350	(22,900)	10,809
25	15,000	-	112,225	163,025	175,525	(12,500)	59,398	(10,000)	36,898
26	35,000	-	6,700	41,700	43,735	(2,035)	102,046	13,871	113,882
27	-	-	1,864,533	1,864,533	1,855,253	29,280	6,798	-	36,078
28	-	-	-	-	(8,853)	(8,853)	(25)	(8,828)	-
29	677,100	-	6,147	683,247	709,733	(26,486)	214,790	(127,658)	60,646
	16,560,264	310,154	3,321,647	20,239,615	20,186,807	52,808	3,270,801	(851,002)	2,472,607

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**STATEMENT OF CHANGES IN FUND BALANCES - CAPITAL FUND**  
**For the year ended March 31, 2005**

**Statement 3**

	<b>2005</b>	<b>2004</b>
	<b>\$</b>	<b>\$</b>
Balance, beginning of the year	<b>108,478</b>	84,105
Current additions	<b>99,404</b>	80,970
Current dispositions	<b>(36,194)</b>	-
Current depreciation	<b>(65,027)</b>	(56,597)
Balance, end of the year	<b>106,661</b>	108,478



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**STATEMENT OF FINANCIAL POSITION  
As At March 31, 2005**

Statement 4

	2005	2004
	\$	\$
<b>ASSETS</b>		
<b>CURRENT</b>		
Cash	4,128,001	5,481,166
Accounts receivable	720,312	316,411
GST receivable	36,554	7,820
Prepaid expenses	22,838	24,897
	<b>4,907,705</b>	<b>5,830,294</b>
<b>CAPITAL ASSETS (Notes 2b &amp; 3)</b>	<b>106,661</b>	<b>108,478</b>
	<b>5,014,366</b>	<b>5,938,772</b>
<b>LIABILITIES</b>		
<b>CURRENT</b>		
Accounts payable and accruals	2,366,936	2,406,145
Deferred revenue	-	30,000
Wages and benefits payable	-	36,184
Due to First Nations Schools Association	68,162	87,164
	<b>2,435,098</b>	<b>2,559,493</b>
<b>NET ASSETS</b>		
Capital Fund (Notes 2b & 3)	106,661	108,478
Operating Fund		
- restricted	1,294,117	2,320,158
- unrestricted	1,178,490	950,643
	<b>2,579,268</b>	<b>3,379,279</b>
	<b>5,014,366</b>	<b>5,938,772</b>

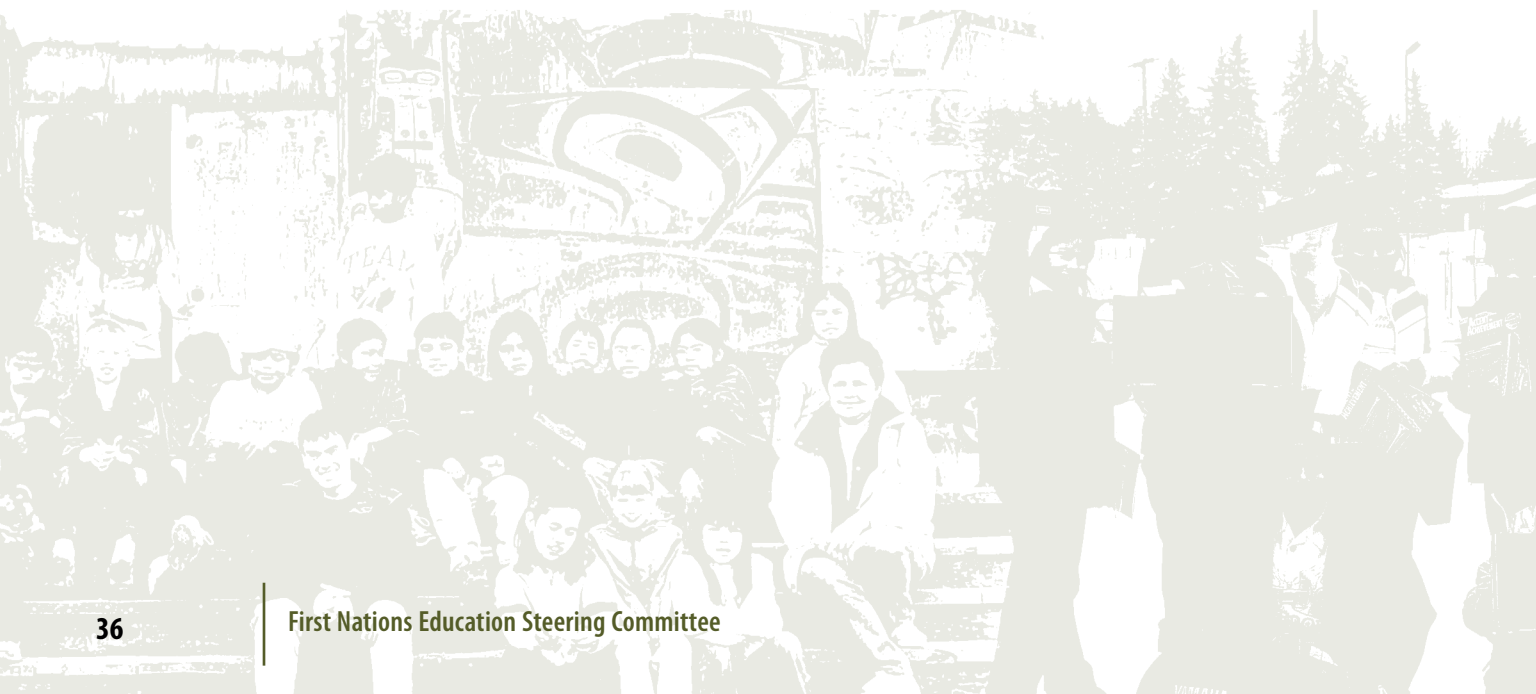
Approved On Behalf of the First Nations Education Steering Committee Society

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**STATEMENT OF CASH FLOWS**  
For the year ended March 31, 2005

Statement 5

	2005 \$	2004 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Deficiency of revenue over expenditures	52,808	(326,760)
Equipment and furniture purchases	99,404	80,970
Repayment of surpluses	(841,002)	-
Funding not received from Vancouver Foundation	(10,000)	-
	(698,790)	(245,790)
<b>NET CHANGES IN NON-CASH OPERATING NET ASSETS</b>		
Accounts receivable	(403,901)	312,076
Prepaid expenses	2,059	(8,949)
Accounts payable	(39,210)	859,375
Deferred revenue	(30,000)	30,000
GST receivable	(28,734)	(7,820)
Wages and benefits payable	(36,184)	22,568
	(1,234,760)	961,460
<b>CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES</b>		
Purchase of capital assets	(99,404)	(80,969)
Due to First Nations Schools Association	(19,002)	(5,439)
	(118,406)	(86,408)
<b>NET (DECREASE) INCREASE IN CASH</b>	(1,353,166)	875,052
<b>CASH - BEGINNING OF THE YEAR</b>	5,481,166	4,606,114
<b>CASH - END OF THE YEAR</b>	4,128,000	5,481,166



## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### NOTES TO THE FINANCIAL STATEMENTS March 31, 2005

#### NOTE 1: SOCIETY, AIMS AND OBJECTIVES

The First Nations Education Steering Committee Society was incorporated on April 20, 1999 under the Society Act of British Columbia.

The purpose of the First Nations Education Steering Committee Society is to facilitate discussions about education matters affecting First Nations in British Columbia by disseminating information and soliciting input from First Nations. The First Nations Education Steering Committee Society will work to provide a forum for networking, communication and liaison among First Nations schools, other educational institutes, and the federal, provincial and other governments.

#### NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The following is a summary of significant accounting policies used in the preparation of the financial statements:

##### a) Fund accounting

The First Nations Education Steering Committee Society records accounting transactions using the fund accounting method generally in use for non-profit organizations. A fund is determined for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions or limitations. Each fund has its own statement of operations which presents the results of operations for the fund. The financial position of the Society is shown on the statement of financial position which included the assets, liabilities and equity of all funds presented in the financial statements.

##### b) Capital assets

Property, plant and equipment, when acquired, are recorded as an expenditure in the related fund and are also reported on the balance sheet as capital assets and equity in the capital assets at cost. Depreciation is charged to equity in capital assets at cost. Depreciation is charged to equity in capital assets on a straight-line basis over the expected useful life of the assets at the following annual rates:

Automobile	10 years
Computer equipment	3 years
Computer software	2 years
Equipment and furniture	5 years
Leasehold improvements	5 years

##### c) Budget figures

All budget figures were prepared by management and are unaudited.

#### NOTE 3: CAPITAL ASSETS

Capital assets consist of the following:

	COST	ACCUMULATED DEPRECIATION	2005 NET	2004 NET
	\$	\$	\$	\$
Automobile	28,664	2,867	25,797	36,193
Computer equipment	84,472	71,388	13,084	10,492
Computer software	6,603	6,603	-	-
Furniture and equipment	173,084	108,185	64,899	56,032
Leasehold improvements	14,403	11,522	2,881	5,761
	307,226	200,565	106,661	108,478

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
CORE  
For the year ended March 31, 2005**

Schedule 1

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	518,683	<b>518,683</b>	475,883
Ministry of Education funding	250,000	<b>250,000</b>	150,000
Administration fees recoveries	847,454	<b>847,454</b>	878,151
Miscellaneous income	-	<b>1,227</b>	-
	<b>1,616,137</b>	<b>1,617,364</b>	1,504,034
<b>EXPENDITURES</b>			
Bookkeeping	21,000	<b>19,049</b>	20,535
Board meetings	116,500	<b>130,697</b>	130,676
Communications	14,500	<b>14,981</b>	16,345
Computer support/network service	9,500	<b>13,647</b>	9,457
Equipment and furniture purchases	77,000	<b>76,439</b>	38,405
Insurance	8,400	<b>13,673</b>	9,176
Miscellaneous	2,500	<b>967</b>	2,544
Office rental	102,518	<b>91,468</b>	100,364
Office expense	20,000	<b>18,847</b>	22,627
Photocopying	(10,000)	<b>(38,920)</b>	586
Postage	8,000	<b>12,289</b>	10,646
Professional fees	23,000	<b>30,097</b>	25,766
Salaries and benefits	700,000	<b>712,038</b>	568,513
Sub committee meetings	50,000	<b>31,394</b>	27,922
Staff and professional development	7,000	<b>4,651</b>	6,248
Storage	5,000	<b>5,682</b>	11,509
Telephone & fax	22,000	<b>29,375</b>	24,778
Website	5,000	<b>9,241</b>	2,306
<b>SUBTOTAL FORWARDED</b>	<b>1,181,918</b>	<b>1,175,615</b>	1,028,403

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**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
CORE  
For the year ended March 31, 2005**

**Schedule 1  
(Continued)**

	2005 Budget \$	Actual \$	2004 Actual \$
<b>EXPENDITURES (Continued)</b>			
(Subtotal brought forward)	1,181,918	1,175,615	1,028,403
Other			
Annual report	7,000	7,226	7,364
Network service	3,000	23	300
Regional workshops	48,000	57,970	56,804
Research	30,000	(165)	(3,105)
Transportation operations	22,000	17,807	23,660
Transfer to First Nation Schools Association	239,129	239,129	160,629
Youth program travel	1,000	8,136	702
	1,532,047	1,505,741	1,274,757
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	84,090	111,623	229,277
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	367,050	367,050	131,425
<b>INTERFUND TRANSFERS</b>	-	-	6,348
<b>FUND BALANCE, END OF THE YEAR</b>	451,140	478,673	367,050



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
SCIENCE AND TECHNOLOGY  
For the year ended March 31, 2005**

Schedule 2

	Budget \$	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	215,603	<b>215,603</b>	261,315
<b>EXPENDITURES</b>			
Administration	7,780	<b>6,780</b>	12,704
Allocations to communities	170,222	<b>165,690</b>	189,748
Mailing and supplies	2,000	<b>1,745</b>	-
Science fairs	34,601	<b>33,539</b>	167,643
Travel	1,000	<b>1,119</b>	-
	215,603	<b>208,873</b>	370,095
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	<b>6,730</b>	(108,780)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	(7,247)	<b>(7,247)</b>	101,533
<b>INTERFUND TRANSFER</b>	7,247	<b>7,247</b>	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	<b>6,730</b>	(7,247)



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
STUDENT SUMMER EMPLOYMENT OPPORTUNITY  
For the year ended March 31, 2005**

Schedule 3

	2005		2004
	Budget	Actual	Actual
	\$	\$	\$
<b>REVENUE</b>			
DIAND funding	896,458	<b>896,458</b>	896,458
<b>EXPENDITURES</b>			
Administration	40,873	<b>40,848</b>	46,308
Allocations to communities	811,585	<b>808,991</b>	823,973
Mailing and supplies	2,000	<b>1,425</b>	-
Travel	1,000	<b>1,050</b>	-
	855,458	<b>852,314</b>	870,281
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	41,000	<b>44,144</b>	26,177
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	74,643	<b>74,643</b>	77,305
<b>INTERFUND TRANSFERS</b>	(41,000)	<b>(47,653)</b>	(28,839)
<b>FUND BALANCE, END OF THE YEAR</b>	74,643	<b>71,134</b>	74,643



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
CAREER PROMOTION AND AWARENESS  
For the year ended March 31, 2005**

Schedule 4

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	487,343	487,343	566,891
<b>EXPENDITURES</b>			
Administration	18,695	18,695	24,244
Allocations to communities	395,856	395,856	375,000
Co-op career fairs	125,289	144,034	190,976
Mailing and supplies	2,000	1,177	-
Travel	1,000	2,237	-
Workshops	-	-	14,165
	542,840	561,999	604,385
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	(55,497)	(74,656)	(37,494)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	62,504	62,504	46,558
<b>INTERFUND TRANSFERS</b>	7,433	12,152	53,440
<b>FUND BALANCE, END OF THE YEAR</b>	14,440	-	62,504



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
YOUTH WORK EXPERIENCE  
For the year ended March 31, 2005**

Schedule 5

	2005	2004	
	Budget	Actual	Actual
	\$	\$	\$
<b>REVENUE</b>			
DIAND funding	1,097,876	1,097,876	1,097,877
<b>EXPENDITURES</b>			
Administration	50,895	50,895	57,026
Allocations to communities	1,042,981	1,030,934	1,052,260
Mailing and supplies	2,000	17,185	-
Telephone and fax	1,000	481	-
Travel	1,000	1,316	-
Workshops	-	-	13,911
	1,097,876	1,100,811	1,123,197
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	-	(2,935)	(25,320)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	(25,320)	(25,320)	21,869
<b>INTERFUND TRANSFERS</b>	25,320	28,255	(21,869)
<b>FUND BALANCE, END OF THE YEAR</b>	-	-	(25,320)

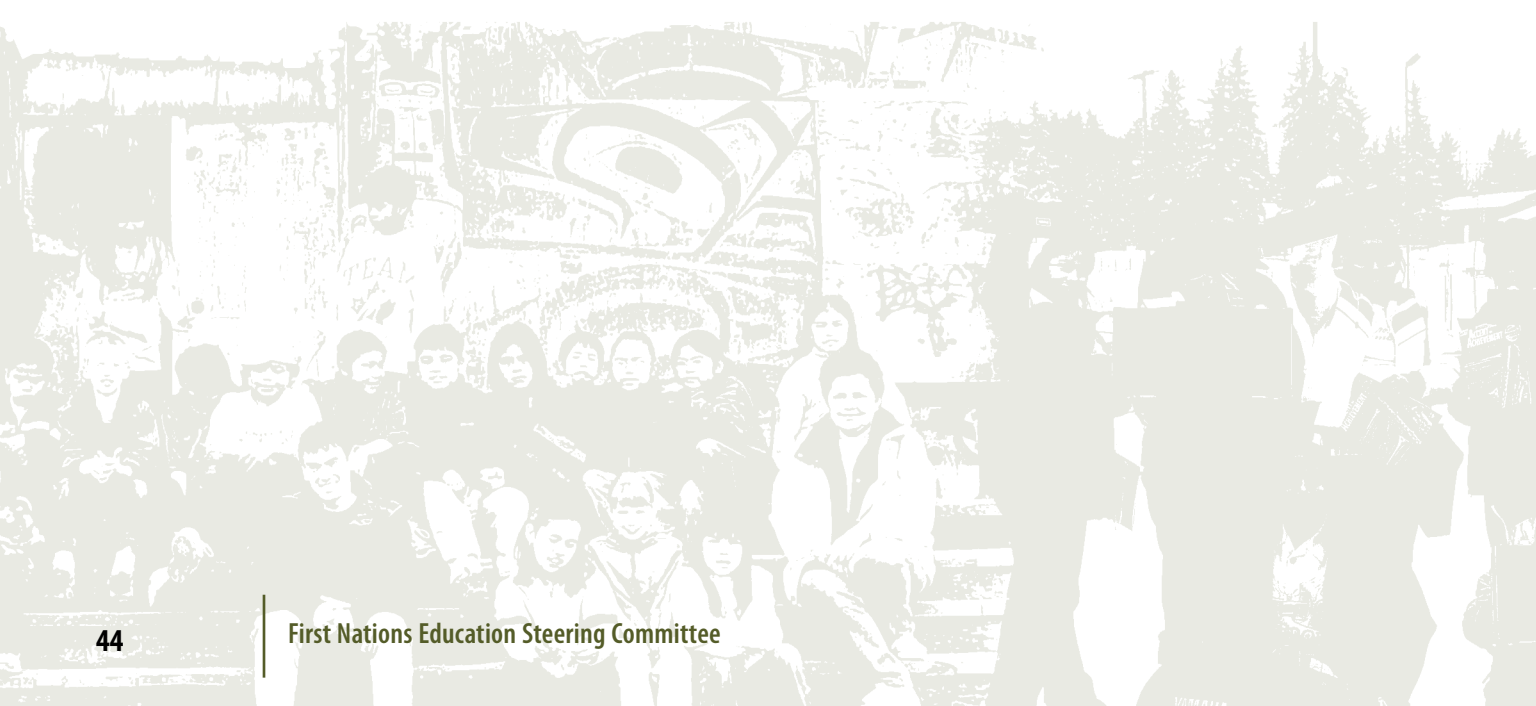


**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
CAPACITY BUILDING  
For the year ended March 31, 2005**

Schedule 6

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	1,505,565	<b>1,535,565</b>	1,350,000
<b>EXPENDITURES</b>			
Allocations to communities	1,545,734	<b>1,543,839</b>	1,367,016
Postage and photocopying	-	<b>123</b>	50
Transfer to First Nations Schools Association	-	-	59,674
	1,545,734	<b>1,543,962</b>	1,426,740
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	(40,169)	<b>(8,397)</b>	(76,740)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	78,107	<b>78,107</b>	59,674
<b>REPAYMENT OF SURPLUS</b>	17,066	<b>17,066</b>	-
<b>INTERFUND TRANSFERS</b>	929	<b>929</b>	95,173
<b>FUND BALANCE, END OF THE YEAR</b>	55,933	<b>87,705</b>	78,107



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
SPECIAL EDUCATION  
For the year ended March 31, 2005**

Schedule 7

	2005 Budget	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	6,554,988	6,554,988	6,017,400
Miscellaneous revenue	21,532	26,032	5,000
	<b>6,576,520</b>	<b>6,581,020</b>	<b>6,022,400</b>
<b>EXPENDITURES</b>			
Administration	318,130	318,130	301,760
Allocations to schools	5,536,738	5,514,102	5,598,365
Business cases	30,000	29,857	-
Community support	11,500	11,617	2,849
Coordinated assessments	125,000	125,000	110,000
Diploma	116,000	115,556	124,908
Equipment and furniture purchases	15,000	15,825	21,545
Meeting travel	70,000	82,963	76,943
Professional development	11,000	9,301	3,749
Program evaluation	10,250	10,250	20,167
Research	20,500	20,564	-
Salaries and benefits	315,199	315,412	275,211
Special needs - sessions/committee meetings	1,500	1,984	8,781
Toll free line	65,000	71,259	90,219
Workshops	-	-	10,224
	<b>6,645,817</b>	<b>6,641,820</b>	<b>6,644,721</b>
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	<b>(69,297)</b>	<b>(60,800)</b>	<b>(622,321)</b>
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	<b>267,728</b>	<b>267,728</b>	<b>855,844</b>
<b>REPAYMENT OF SURPLUS</b>	<b>(228,431)</b>	<b>(228,431)</b>	<b>-</b>
<b>INTERFUND TRANSFERS</b>	<b>30,000</b>	<b>30,000</b>	<b>34,205</b>
<b>FUND BALANCE, END OF THE YEAR</b>	<b>-</b>	<b>8,497</b>	<b>267,728</b>

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
STAY IN SCHOOL  
For the year ended March 31, 2005**

Schedule 8

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	500,000	500,000	600,000
<b>EXPENDITURES</b>			
Allocations to communities	491,702	491,780	540,471
Postage and photocopying	-	123	50
	491,702	491,903	540,521
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	8,298	8,097	59,479
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	40,797	40,797	22,169
<b>REPAYMENT OF SURPLUS</b>	(59,479)	(59,479)	-
<b>INTERFUND TRANSFERS</b>	10,585	10,585	(40,851)
<b>FUND BALANCE, END OF THE YEAR</b>	201	-	40,797





**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
PROVINCIAL EDUCATION CONFERENCE  
For the year ended March 31, 2005**

Schedule 9

	2005		2004
	Budget	Actual	
	\$	\$	\$
<b>REVENUE</b>			
Registration	150,000	105,563	136,713
Miscellaneous revenue	-	1,035	3,410
Ministry of Education funding	30,000	30,000	30,000
Displays and sponsors	6,000	7,450	3,600
	186,000	144,048	173,723
<b>EXPENDITURES</b>			
Administration	500	69	590
Audio visual equipment	12,000	4,888	12,444
Catering	99,600	95,083	99,463
Committee expenses	6,000	3,030	6,954
Conference summary	3,600	-	3,621
Facilities	8,000	-	7,582
Postage	200	-	13
Program development/printing	6,100	5,067	6,088
Program presenters	30,000	27,037	28,235
Promotion and advertising	3,800	2,777	3,793
Registration materials	6,000	5,719	5,992
	175,800	143,670	174,775
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	10,200	378	(1,052)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	57,176	57,176	58,228
<b>FUND BALANCE, END OF THE YEAR</b>	67,376	57,554	57,176

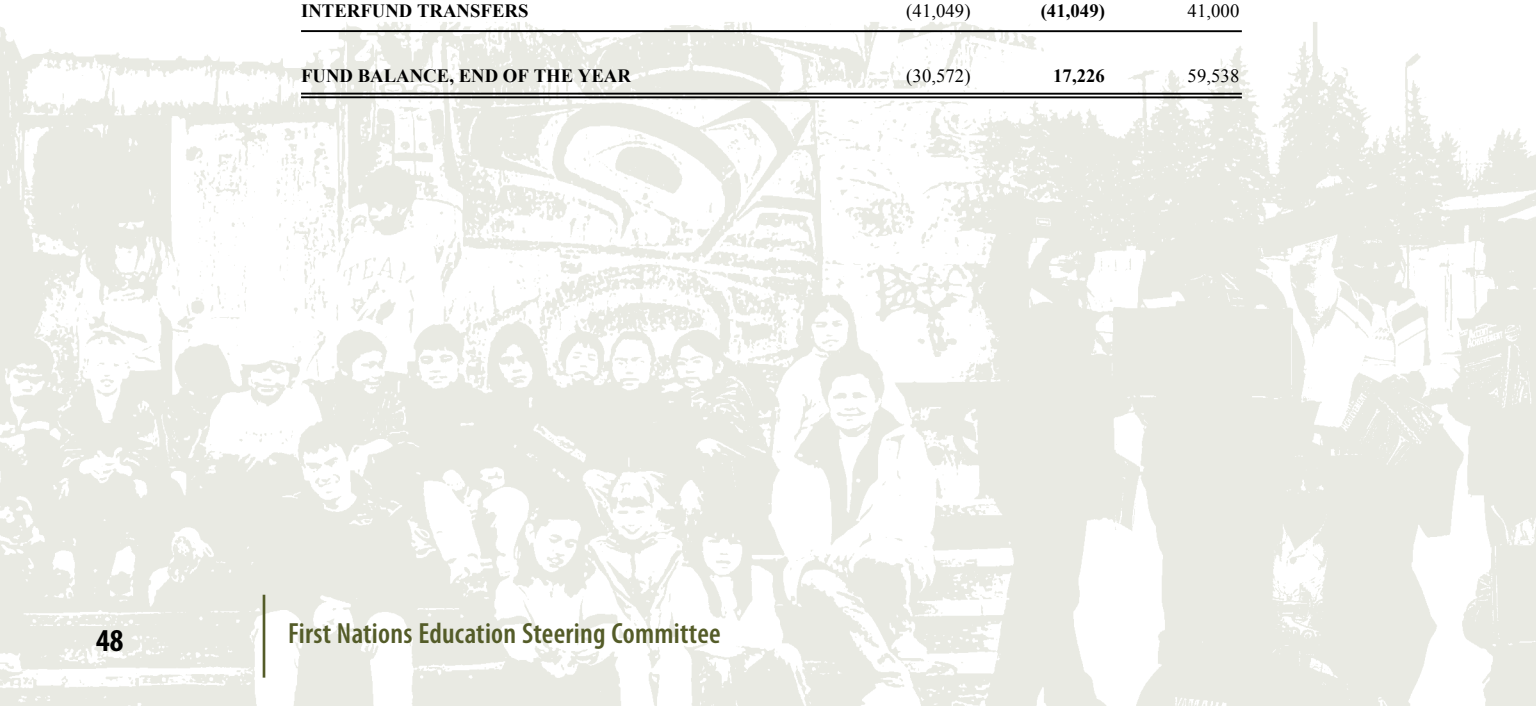


**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
SEVENTH GENERATION  
For the year ended March 31, 2005**

Schedule 10

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	82,688	<b>82,688</b>	93,300
Historica contribution	-	-	13,000
BC Hydro contribution	37,600	<b>44,500</b>	(2,000)
Miscellaneous revenue	-	-	4,501
	<b>120,288</b>	<b>127,188</b>	108,801
<b>EXPENDITURES</b>			
Administration	15,000	<b>23,179</b>	18,638
Daytimer expense	45,000	<b>65,502</b>	44,572
Historica	-	-	11,951
Miscellaneous	1,000	<b>9</b>	1,640
Postage	10,000	<b>3,230</b>	4,647
Production	40,000	<b>21,025</b>	29,036
Science day	35,000	<b>3,539</b>	3,528
Scholarship	2,000	<b>2,500</b>	-
Sports day	7,000	<b>2,680</b>	2,629
Teacher's manual	1,500	<b>395</b>	541
Travel	1,500	<b>43</b>	-
Website	5,000	-	-
	<b>163,000</b>	<b>122,102</b>	117,182
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	<b>(42,712)</b>	<b>5,086</b>	<b>(8,381)</b>
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	59,538	<b>59,538</b>	26,919
<b>REPAYMENT OF SURPLUS</b>	<b>(6,349)</b>	<b>(6,349)</b>	-
<b>INTERFUND TRANSFERS</b>	<b>(41,049)</b>	<b>(41,049)</b>	41,000
<b>FUND BALANCE, END OF THE YEAR</b>	<b>(30,572)</b>	<b>17,226</b>	59,538

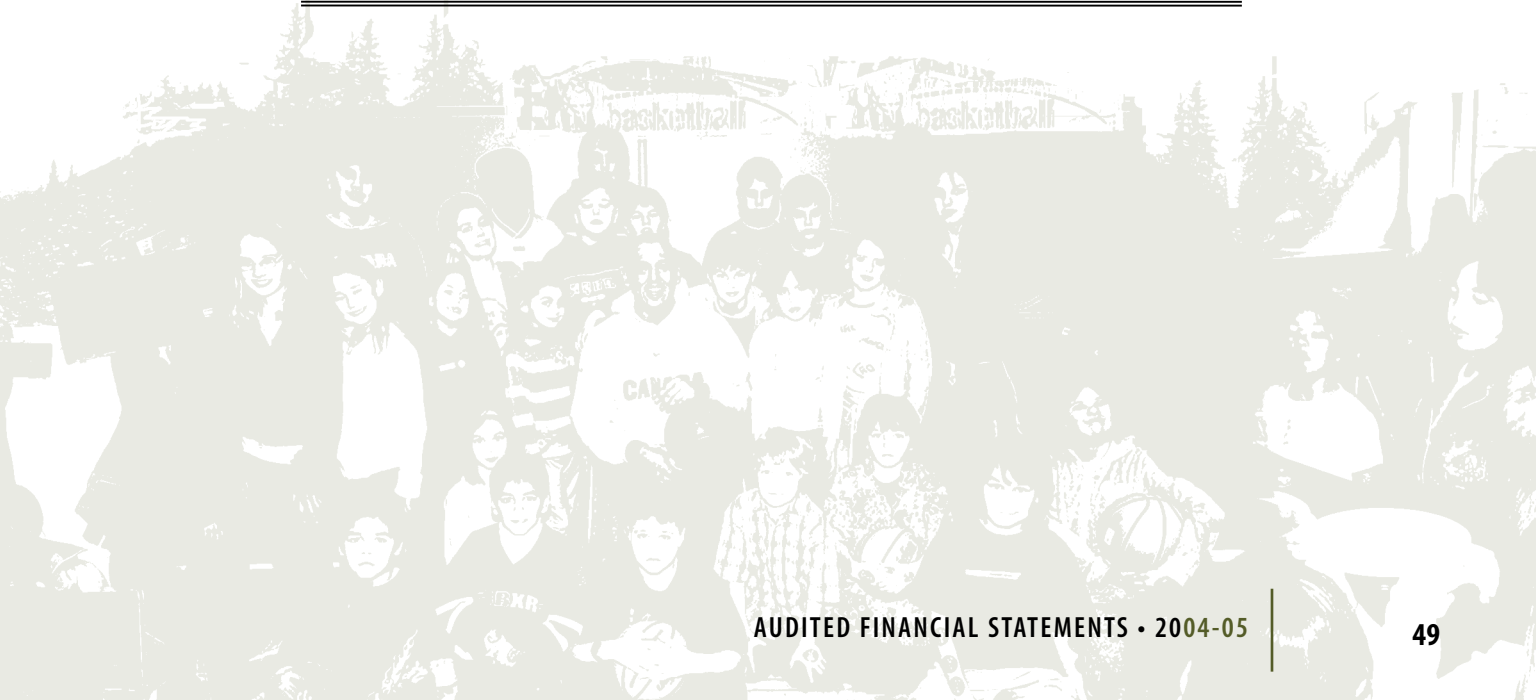


**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
INDIAN STUDENT SUPPORT PROGRAM  
For the year ended March 31, 2005**

Schedule 11

	2005 Budget \$	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	106,752	106,752	75,050
	106,752	106,752	75,050
<b>EXPENDITURES</b>			
Administration	4,000	3,500	3,500
Annual report	1,200	-	1,792
Bookkeeping	2,500	2,500	2,500
Guideline printing/distribution	2,300	2,296	1,421
Legal	10,350	9,847	-
Mail, courier and miscellaneous	3,000	2,380	1,621
Meeting expenses	55,000	59,123	39,974
Office rental	2,500	2,500	2,500
Research	15,000	-	-
Photocopy/mail/fax/supplies	6,250	8,887	4,947
Personnel and staff incentives	18,300	16,800	17,000
Telephone	2,000	2,702	2,684
Transfer to Seventh Generation Gala Workshops	4,500 25,000	4,500 3,559	- 4,822
	151,900	118,594	82,761
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	(45,148)	(11,842)	(7,711)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	72,467	72,467	97,731
<b>INTERFUND TRANSFERS</b>	(26,370)	(26,370)	(17,553)
<b>FUND BALANCE, END OF THE YEAR</b>	949	34,255	72,467

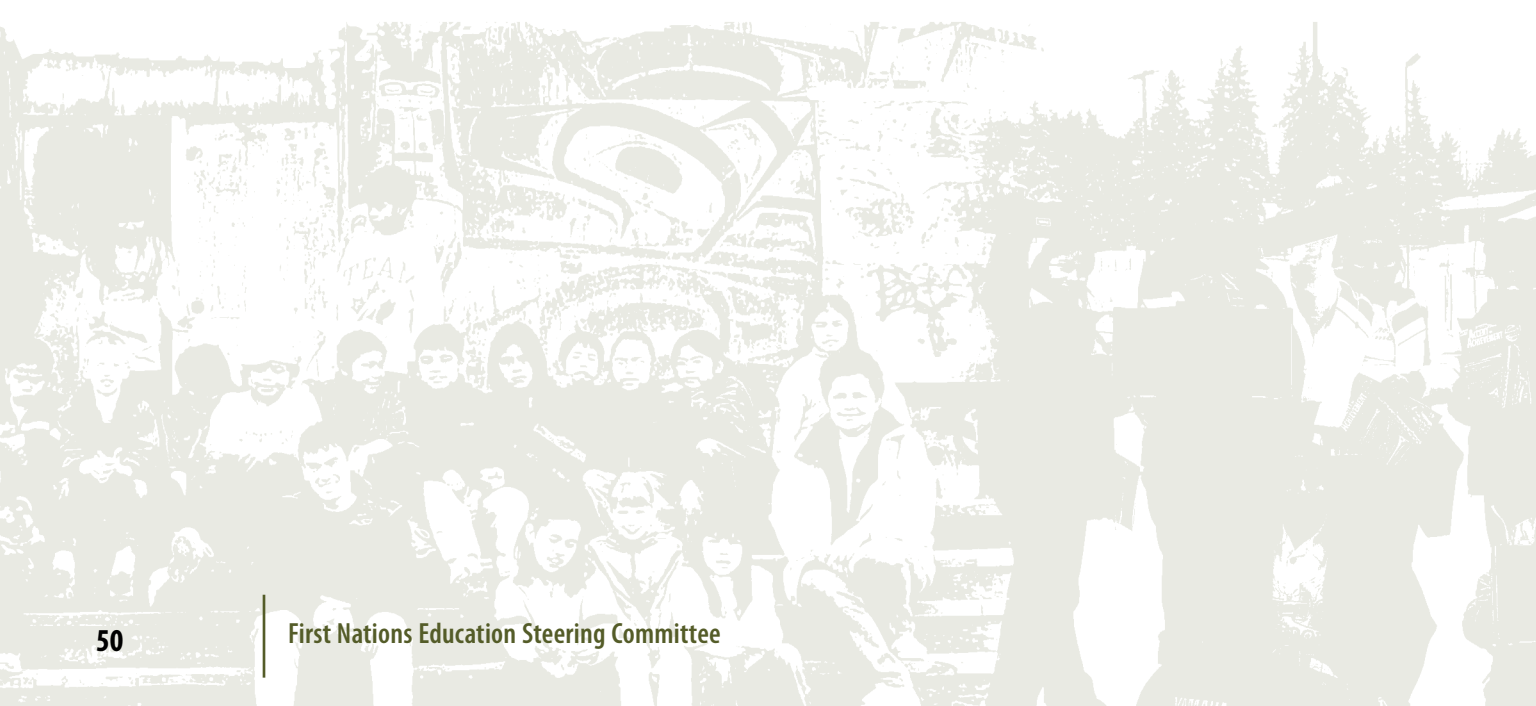


**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
ABORIGINAL LANGUAGE  
For the year ended March 31, 2005**

Schedule 12

	2005	2004	
	Budget	Actual	Actual
	\$	\$	\$
<b>REVENUE</b>			
DIAND funding	-	-	29,000
Other revenue	-	14,645	-
Registration	20,000	27,625	40,300
	<b>20,000</b>	<b>42,270</b>	<b>69,300</b>
<b>EXPENDITURES</b>			
Audio visual equipment	5,000	3,327	523
Catering	19,000	9,203	20,957
Conference committee	5,000	3,680	7,374
Facilities	10,000	5,106	3,442
Language newsletter	1,000	823	538
Language workshop	-	-	95
Mauri language tour	-	1,250	3,648
Miscellaneous	15,800	15,475	12,443
Research	-	5,000	-
Registration materials	6,000	2,130	5,163
Technology	-	4,500	-
	<b>61,800</b>	<b>50,494</b>	<b>54,183</b>
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>(41,800)</b>	<b>(8,224)</b>	<b>15,117</b>
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	<b>142,963</b>	<b>142,963</b>	<b>127,846</b>
<b>FUND BALANCE, END OF THE YEAR</b>	<b>101,163</b>	<b>134,739</b>	<b>142,963</b>



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
SPECIAL PROJECTS  
For the year ended March 31, 2005**

Schedule 13

	Budget \$	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>			
Publication revenue	-	12,551	4,122
Interest income	-	201,209	279,004
Other revenue	-	30,388	-
Speaker series revenue	-	5,470	9,355
Special education projects	-	6,893	6,770
	-	256,511	299,251
<b>EXPENDITURES</b>			
Evaluation projects	-	-	38,266
Transportation	-	28,664	40,000
	-	28,664	78,266
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	-	227,847	220,985
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	950,643	950,643	729,658
<b>FUND BALANCE, END OF THE YEAR</b>	950,643	1,178,490	950,643



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
GATHERING STRENGTH RESEARCH AND SUPPORT  
For the year ended March 31, 2005**

Schedule 14

	2005 Budget	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	316,844	<b>316,844</b>	464,265
Historica contribution	11,750	<b>11,750</b>	-
	<b>328,594</b>	<b>328,594</b>	464,265
<b>EXPENDITURES</b>			
Administration	241,000	<b>245,137</b>	283,265
Historica	23,600	<b>14,200</b>	-
Principal resource person	61,000	<b>61,618</b>	-
Research	20,000	<b>20,000</b>	14,088
Speakers series	20,000	<b>12,429</b>	26,938
Transfer to First Nations Schools Association	-	-	69,000
Workshops	40,000	<b>14,816</b>	-
	<b>405,600</b>	<b>368,200</b>	393,291
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>(77,006)</b>	<b>(39,606)</b>	70,974
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	283,099	<b>283,099</b>	747,316
<b>REPAYMENT OF SURPLUS</b>	<b>(139,974)</b>	<b>(139,974)</b>	-
<b>INTERFUND TRANSFERS</b>	21,049	<b>21,049</b>	(535,191)
<b>FUND BALANCE, END OF THE YEAR</b>	87,168	<b>124,568</b>	283,099



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
GATHERING STRENGTH COMMUNITY STREAM  
For the year ended March 31, 2005**

Schedule 15

	2005	2004
	Budget	Actual
	\$	\$
<b>REVENUE</b>		
DIAND funding	2,318,799	2,318,799
<b>EXPENDITURES</b>		
Administration	-	6,822
Allocations to communities	2,223,948	2,219,888
Career field trip and fair initiative	99,941	100,000
	2,323,889	2,326,710
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	(5,090)	(7,911)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	146,080	146,080
<b>REPAYMENT OF SURPLUS</b>	(136,030)	(136,030)
<b>INTERFUND TRANSFERS</b>	38,589	38,589
<b>FUND BALANCE, END OF THE YEAR</b>	43,549	40,728



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
SCHOOL ASSESSMENT  
For the year ended March 31, 2005**

Schedule 16

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	330,000	120,000	20,000
<b>EXPENDITURES</b>			
Allocations to communities	245,000	194,375	160,000
Administration	1,000	-	1,325
Research	-	-	24,622
Principal resource person	1,000	5,205	53,938
Workshops	43,000	36,605	13,343
	290,000	236,185	253,228
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	40,000	(116,185)	(233,228)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	28,422	28,422	222,099
<b>INTERFUND TRANSFERS</b>	-	-	39,551
<b>FUND BALANCE, END OF THE YEAR</b>	68,422	(87,763)	28,422





**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
INTEGRATED SERVICES FORUM  
For the year ended March 31, 2005**

Schedule 17

	Budget	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>	-	-	-
<b>EXPENDITURES</b>			
Program presenters	-	740	-
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	-	(740)	-
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	19,251	19,251	19,251
<b>FUND BALANCE, END OF THE YEAR</b>	19,251	18,511	19,251

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
YOUTH FORUM  
For the year ended March 31, 2005**

Schedule 18

	Budget	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>	-	-	-
<b>EXPENDITURES</b>			
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	-	-	-
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	17,403	17,403	17,403
<b>FUND BALANCE, END OF THE YEAR</b>	17,403	17,403	17,403

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
JURISDICTION PROJECT  
For the year ended March 31, 2005**

Schedule 19

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	123,081	<b>123,081</b>	75,700
Ministry of Education funding	30,000	<b>30,154</b>	43,800
Assembly of First Nations funding	-	-	2,500
	153,081	<b>153,235</b>	122,000
<b>EXPENDITURES</b>			
Legal	30,000	<b>29,536</b>	9,937
Negotiator	20,000	<b>19,922</b>	-
Project	5,000	<b>5,704</b>	18,848
Researcher	40,000	<b>39,177</b>	-
Travel	20,000	<b>19,276</b>	15,596
Technical workshops	100,000	<b>98,132</b>	27,106
	215,000	<b>211,747</b>	71,487
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(61,919)	<b>(58,512)</b>	50,513
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	79,840	<b>79,840</b>	29,327
<b>REPAYMENT OF SURPLUS</b>	(4,212)	<b>(4,212)</b>	-
<b>FUND BALANCE, END OF THE YEAR</b>	13,709	<b>17,116</b>	79,840



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
TEACHER RECRUITMENT  
For the year ended March 31, 2005**

Schedule 20

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	488,484	458,484	435,000
	488,484	458,484	435,000
<b>EXPENDITURES</b>			
Administration	30,000	30,000	69
Committee meeting	5,000	3,460	672
Pilot programs	300,000	253,000	265,586
Professional development	135,000	126,189	-
Research	-	-	15,000
Salaries and benefits	4,999	3,465	47,275
	474,999	416,114	328,602
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	13,485	42,370	106,398
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	106,167	106,167	23,769
<b>REPAYMENT OF SURPLUS</b>	(148,768)	(148,768)	-
<b>INTERFUND TRANSFERS</b>	-	-	(24,000)
<b>FUND BALANCE, END OF THE YEAR</b>	(29,116)	(231)	106,167



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
LITERACY  
For the year ended March 31, 2005**

Schedule 21

	Budget \$	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>	-	-	-
<b>EXPENDITURES</b>			
Administration	-	-	50
Bulk book	-	341	21,858
	-	341	21,908
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	-	(341)	(21,908)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	472	472	22,380
<b>INTERFUND TRANSFERS</b>	8,828	8,828	-
<b>FUND BALANCE, END OF THE YEAR</b>	9,300	8,959	472

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
CURRICULUM DEVELOPMENT  
For the year ended March 31, 2005**

Schedule 22

	Budget \$	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>	-	-	-
<b>EXPENDITURES</b>	-	-	-
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	-	-	-
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	-	-	11,156
<b>INTERFUND TRANSFERS</b>	-	-	(11,156)
<b>FUND BALANCE, END OF THE YEAR</b>	-	-	-

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
INTEGRATING SERVICES  
For the year ended March 31, 2005**

Schedule 23

	Budget \$	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	500,000	500,000	630,000
<b>EXPENDITURES</b>			
Allocation to communities	491,702	491,666	586,069
Photocopying	-	123	-
	491,702	491,789	586,069
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	8,298	8,211	43,931
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	23,661	23,661	25,628
<b>REPAYMENT OF SURPLUS</b>	(43,931)	(43,931)	-
<b>INTERFUND TRANSFERS</b>	12,059	12,059	(45,898)
<b>FUND BALANCE, END OF THE YEAR</b>	87	-	23,661

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
EDUCATION PARTNER INITIATIVE  
For the year ended March 31, 2005**

Schedule 24

	Budget \$	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	-	-	22,900
<b>EXPENDITURES</b>			
Employment equity contract	-	8,641	-
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	-	(8,641)	22,900
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	42,350	42,350	19,450
<b>REPAYMENT OF SURPLUS</b>	(22,900)	(22,900)	-
<b>FUND BALANCE, END OF THE YEAR</b>	19,450	10,809	42,350

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
ANTI-RACISM INITIATIVE  
For the year ended March 31, 2005**

Schedule 25

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	15,000	15,000	-
Canadian Heritage funding	122,225	122,225	31,602
Community Aboriginal Women's Services	25,800	25,800	-
	163,025	163,025	31,602
<b>EXPENDITURES</b>			
Anti-racism initiative products	11,000	10,461	12,282
Anti-racism speaker series	35,000	34,364	48,076
Facilities	8,800	7,171	-
Materials and supplies	8,000	1,341	-
Multi-media challenge	-	-	5,132
Salaries and benefits	79,625	79,602	52,904
Travel	66,600	42,586	22,774
	209,025	175,525	141,168
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	(46,000)	(12,500)	(109,566)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	59,398	59,398	37,506
<b>FUNDING NOT RECEIVED FROM VANCOUVER FOUNDATION</b>	-	(10,000)	-
<b>INTERFUND TRANSFERS</b>	-	-	131,458
<b>FUND BALANCE, END OF THE YEAR</b>	13,398	36,898	59,398



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
ADULT HIGHER LEARNING ASSOCIATION  
For the year ended March 31, 2005**

Schedule 26

	Budget \$	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	35,000	35,000	30,000
Membership fees	-	6,700	2,920
	35,000	41,700	32,920
<b>EXPENDITURES</b>			
Adult education organization	-	25	2,752
Annual general meeting	12,000	24,534	11,865
Committee meeting	5,000	19,176	2,885
	17,000	43,735	17,502
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	18,000	(2,035)	15,418
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	102,046	102,046	86,627
<b>REPAYMENT OF SURPLUS</b>	(12,499)	(12,499)	-
<b>INTERFUND TRANSFERS</b>	26,370	26,370	-
<b>FUND BALANCE, END OF THE YEAR</b>	133,917	113,882	102,045



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
SCHOOL NET  
For the year ended March 31, 2005**

Schedule 27

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
Industry Canada funding	1,850,000	1,864,053	2,029,060
Other income	-	480	2,953
	<b>1,850,000</b>	<b>1,864,533</b>	<b>2,032,013</b>
<b>EXPENDITURES</b>			
Administration and promotion	1,500	5,259	5,944
Connectivity services	216,500	167,597	174,611
IT hardware	460,000	606,798	1,070,556
IT software	264,000	242,608	13,258
Other overhead	38,500	25,317	81,709
Professional services	173,120	54,688	102,542
Project management and delivery	173,929	137,870	66,000
Satellite systems	26,880	42,759	246,137
Technical services	125,000	122,716	103,493
Travel	59,071	57,263	51,174
Training and helpdesk	311,500	372,378	98,320
	<b>1,850,000</b>	<b>1,835,253</b>	<b>2,013,744</b>
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	-	<b>29,280</b>	<b>18,269</b>
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	6,798	<b>6,798</b>	<b>(11,471)</b>
<b>FUND BALANCE, END OF THE YEAR</b>	6,798	<b>36,078</b>	<b>6,798</b>





**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
LEARNING RESOURCES  
For the year ended March 31, 2005**

Schedule 28

	Budget \$	2005 Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	-	-	400,000
<b>EXPENDITURES</b>			
Library resources	-	-	6,048
Magazine subscriptions	-	<b>(8,853)</b>	69,559
	-	<b>(8,853)</b>	75,607
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	-	<b>8,853</b>	324,393
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	(25)	(25)	(324,418)
<b>INTERFUND TRANSFERS</b>	25	<b>(8,828)</b>	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	-	(25)

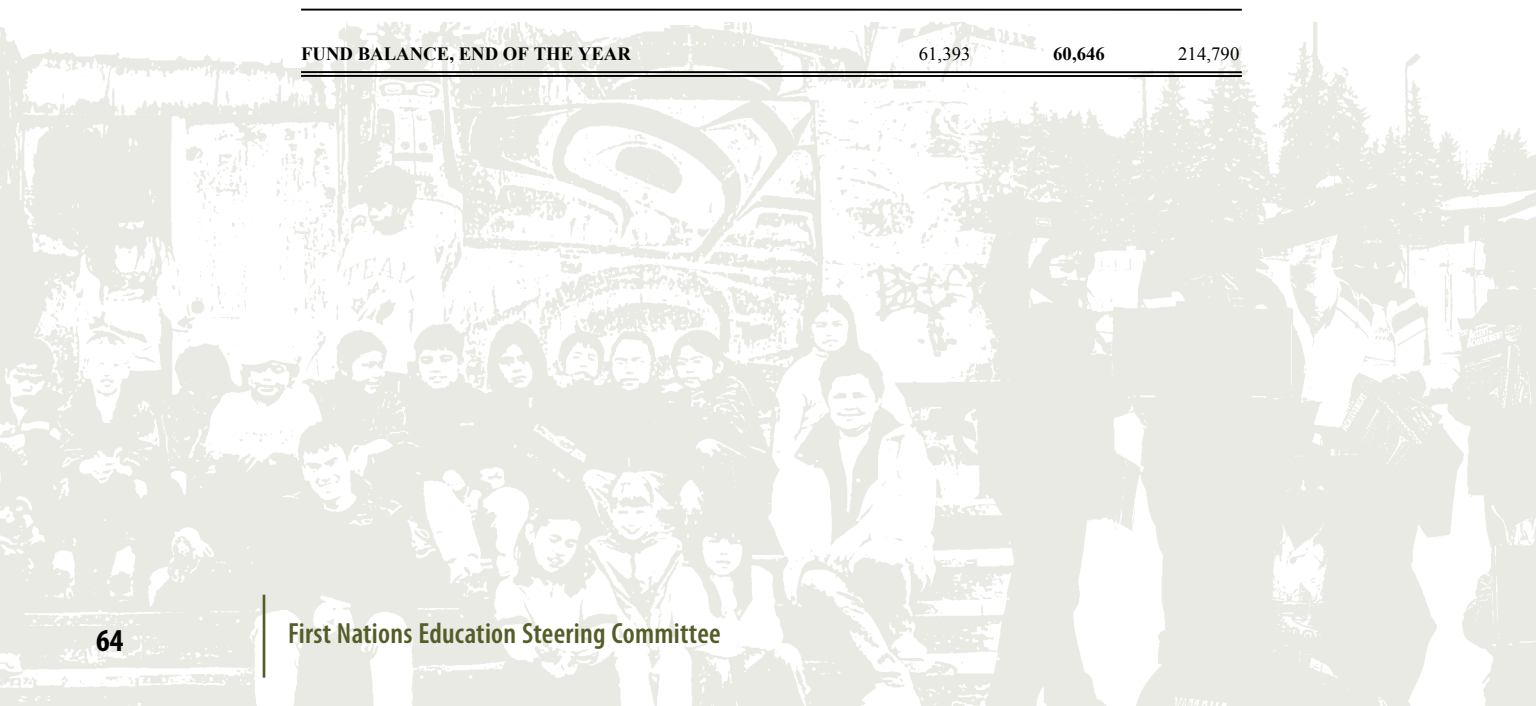


**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
PARENT CLUB  
For the year ended March 31, 2005**

Schedule 29

	2005 Budget \$	Actual \$	2004 Actual \$
<b>REVENUE</b>			
DIAND funding	677,100	677,100	270,000
Other income	-	573	200
Registration fees	-	5,024	-
Vendor fees	-	550	-
	<b>677,100</b>	<b>683,247</b>	<b>270,200</b>
<b>EXPENDITURES</b>			
Administration	62,000	62,000	163
Allocation to communities	201,411	231,338	-
Allocation to schools	221,428	222,783	-
Calendars	22,000	15,039	21,287
Grants	1,000	562	62,970
Newsletters	15,000	6,994	10,070
Parents conference	80,000	75,854	21,674
Products	30,000	44,700	-
Postage and courier	5,000	4,042	-
Publications	30,000	29,776	17,913
Workshops	35,000	16,645	80,426
	<b>702,839</b>	<b>709,733</b>	<b>214,503</b>
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>(25,739)</b>	<b>(26,486)</b>	<b>55,697</b>
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	<b>214,790</b>	<b>214,790</b>	<b>-</b>
<b>REPAYMENT OF SURPLUS</b>	<b>(55,497)</b>	<b>(55,497)</b>	<b>-</b>
<b>INTERFUND TRANSFERS</b>	<b>(72,161)</b>	<b>(72,161)</b>	<b>159,093</b>
<b>FUND BALANCE, END OF THE YEAR</b>	<b>61,393</b>	<b>60,646</b>	<b>214,790</b>







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