

information sharing

communication

liaison

research

policy discussion

administration

technical support

*a united voice*

first nations education steering committee

# Annual Report 2002/03





# **First Nations Education Steering Committee**

## **2002/2003 Annual Report**

Message from Deborah Jeffrey, President .....	2
Message from Christa Williams, Executive Director.....	4
Introduction.....	6
Information Sharing and Networking Opportunities.....	7
Working With Other First Nations Education Partners.....	9
Advancing First Nations Jurisdiction for Education .....	13
Administering the Gathering Strength Program .....	15
Implementing Other Research Projects .....	18
Assisting With Special Education Activities .....	19
Promoting Aboriginal Languages .....	20
Supporting First Nations Adult and Post-Secondary Education.....	21
Organizing the First Nations SchoolNet Program.....	22
Administering the INAC Funded Youth Programs .....	23

**Appendix 1:** FNESC Committee List

**Appendix 2:** FNESC Audited Financial Statements for the Year Ended March 31, 2003

## Message from Deborah Jeffrey, President



*Input and feedback from First Nations representatives, and particularly the direction provided to us at our annual Regional Sessions, is the foundation for all of our efforts.*

As President of the First Nations Education Steering Committee (FNESC), I am very proud to introduce the *FNESC Annual Report for 2002/2003*. FNESC remains committed to reporting fully on our work, and we are pleased to have this opportunity to highlight some of the key activities we have been undertaking to support First Nations education. Once again, FNESC enjoyed significant growth throughout 2002/2003, and we made every effort to build upon our existing programs and also take on new challenges that will result in meaningful change.

FNESC firmly believes that the success of our initiatives is a reflection of our positive relationship with First Nations throughout BC. Input and feedback from First Nations representatives, and particularly the direction provided to us at our annual Regional Sessions, is the foundation for all of our efforts. The significant progress that is now being achieved would not be possible without the tremendous commitment of First Nations leaders, education workers, parents, and students, all of whom are working so hard to advance quality education for First Nations learners. Their

support and encouragement allows FNEESC to facilitate collective actions at the provincial level – actions that we hope will result in positive systemic change. The very important jurisdiction discussions, explained in more detail later in this report, are just one example of what we can achieve through cooperation and a united voice.

On behalf of FNEESC, I would also like to recognize the contributions that have been made by our partner organizations. Our relationships with the First Nations Association and the Indian Studies Support Program Committee have continued to strengthen, and the work of the Aboriginal Education Partners Group expanded significantly in 2002/2003. A new and exciting Anti-Racism Toolkit was created for use in classrooms throughout the province, and two new staff people are now available to help with the implementation of anti-racism initiatives. The approval of a new Aboriginal Teacher Recruitment and Retention proposal will also allow for much more comprehensive support in this area. We are pleased to provide more information about those and many other positive developments in this Annual Report.

FNEESC is now preparing for the year ahead with great anticipation. In addition to continuing our existing programming, in 2003/2004 FNEESC is also planning to undertake a thorough evaluation of all of our initiatives. We are very excited about that opportunity to review our efforts and ensure that we continue to provide relevant support. As always, we will keep everyone up-to-date about our evaluation activities, and we look forward to reporting on our results in the FNEESC 2003/2004 Annual Report.

While we have worked hard to improve quality education for First Nations students, much more work remains to be done. We look forward to working with everyone who is committed to building a more positive future for First Nations learners.

*Deborah Jeffrey*  
**FNEESC President**

## Message from Christa Williams, Executive Director



*While there is considerable work yet to be done, the statistics that are collected by the BC Ministry of Education show that First Nations students are now achieving greater success in schools throughout the province.*

Once again, the FNEESC staff has thoroughly enjoyed this past year's activities, and we are proud to have been part of such an exciting time in First Nations education.

2002/2003 saw many exciting developments. While there is considerable work yet to be done, the statistics that are collected by the BC Ministry of Education show that First Nations students are now achieving greater success in schools throughout the province. I believe that success reflects a cooperative commitment to creating an education system that values First Nations traditions and cultures and maintains high expectations for First Nations learners.

In addition to that progress, in 2002/2003 the long-awaited special education funding for First Nations schools was finally released, and that was soon followed by an announcement of new resources for First Nations school libraries and an increase to the schools' core budgets. FNEESC is very pleased to have been a part of the efforts that resulted in those new resources, having

co-sponsored detailed research that demonstrates the limited funding provided to First Nations schools.

The FNEESC staff has also enjoyed our continued opportunities to meet and work with so many people who are committed to First Nations education. The leadership shown by the FNEESC Board and the Strategic Action Committee has been inspirational to everyone who works for the organization. We also appreciate the input from all of the FNEESC sub-committee members, from the Chiefs who have been advising us throughout our jurisdiction discussions, and from everyone else who has participated in our meetings and projects. The many educators, community members, parents, and students we meet at the FNEESC conferences and workshops help us to respond to new challenges with optimism and enthusiasm.

I hope that this Annual Report provides a useful overview of our activities throughout the past year. Questions and feedback about our activities are always welcome, and

we especially encourage everyone interested to participate in our upcoming review of FNEESC programs and services. We are confident that by working together we can continue to ensure that First Nations students are able to pursue their goals and contribute to the healthy development of their communities.

*Christa Williams*  
FNEESC Executive Director

## Introduction

The First Nations Education Steering Committee (FNESC) is a non-profit organization that was founded by First Nations in BC. The mandate originally provided to FNESC was to support First Nations in their efforts to promote quality education for First Nations learners. Since its establishment almost ten years ago, FNESC has pursued that goal through a variety of programs and services.

Specifically, FNESC has worked to undertake research, promote communications, disseminate information, facilitate networking, and raise awareness about pressing First Nations education issues. FNESC collects and shares up-to-date information about relevant programs, government policies and initiatives, and evolving local, provincial, and national education issues that will affect First Nations learners in BC.

FNESC's efforts are overseen by a Board of Directors that now includes over 50 members. The FNESC Board meets quarterly to review ongoing FNESC activities and provide direction for new initiatives and issues to be considered. Each First Nation is eligible to appoint one representative to the FNESC Board.

In July of 2001, the FNESC Board elected an Executive that will serve for a two-year term. That Board includes the following individuals:

<b>President</b>	<b>Deborah Jeffrey</b> Tsimshian Tribal Council
<b>Vice President</b>	<b>Jim Angus</b> Kispiox Nation
<b>Treasurer</b>	<b>Brenda Leighton</b> Metlakatla
<b>Secretary</b>	<b>Barbara Barltrop</b> Nanoose First Nation



# Information Sharing and Networking Opportunities

Promoting communications and information sharing is one of the highest priorities of FNEESC. As such, FNEESC focuses considerable attention on hosting relevant gatherings, distributing up-to-date and relevant information to all First Nations, and bringing together a variety of First Nations education stakeholders to promote meaningful dialogue and better cooperation.

## Regional Sessions

A key component of FNEESC's communication activities is its annual series of Regional Sessions. Each year, FNEESC hosts meetings in 10 - 12 communities, at which time FNEESC reports directly to First Nations, gathers feedback about ongoing initiatives, and receives direction for further work. Those Regional Sessions provide a foundation for all FNEESC activities, and a summary of the discussions is published and distributed to all First Nations in BC.

## Conferences

FNEESC also organizes a number of conferences each year for professional development and networking purposes. In the 2002/2003 fiscal year, FNEESC organized three very successful gatherings, as described below.

### Annual Provincial Aboriginal Education Conference

*November 2, 3, 4, 2002, Vancouver BC*

Each year, FNEESC works with the BC Ministry of Education to co-host an annual Provincial Aboriginal Education Conference. In 2002, the provincial conference focused on the theme of *Transitions in Counseling*. The highlights of that event included a keynote address from Dr. Eber Hampton, President of the Saskatchewan Federated Indian College, a presentation from the Caring For First Nations Children Society, a First Nations role model panel, and comments from Education Minister Christy Clark. The 600 Conference participants also attended a number of workshops on topics related to effective counseling and support for First Nations learners.

## **Integration of Services Forum**

*July, 2002, Vancouver, BC*

In 2002, an Integration of Services Forum was also organized to build upon a very successful event that was held two years before. At that time, a variety of service providers, including people who work in the areas of education, health, child protection, childcare, and economic development, came together to consider ways in which they could effectively collaborate and share resources. FNEESC is dedicated to assisting with the promotion of better cooperation amongst service providers as a way to facilitate more organized, efficient services for First Nations young people. Participants in the 2002 event shared information about the initiatives they had implemented following the first Integration of Services Forum. The people in attendance also discussed additional ways in which service integration can be more fully realized.

## **First Nations Parents Conference**

*May 24 and 25, 2002, Vancouver BC*

A First Nations Parents Conference, the first of its kind for FNEESC, was hosted in May of 2002, and that event proved to be very successful. Approximately 200 very enthusiastic First Nations parents came together to discuss ways to support their children's home and school learning activities. The parents who attended the Conference suggested that it was a very

worthwhile experience, and that they would return to their communities prepared to share what they had learned. Based upon the positive response to the first conference for First Nations parents, many people have requested that FNEESC repeat this initiative in the future.

## **Other Information Sharing Activities**

In addition to the organization of regional sessions and conferences, FNEESC also undertakes various other information sharing activities. FNEESC organizes special meetings of First Nations representatives to discuss specific issues, such as Aboriginal Languages and other topics that require a collective response. In addition, the organization regularly shares information updates with all Bands, Tribal Councils, First Nations schools, and other interested individuals, and also reports regularly to the First Nations Summit and other First Nations leaders. FNEESC also publishes a quarterly newsletter, *Quality Education – A Right*, and distributes an Aboriginal Languages Newsletter. Finally, FNEESC maintains a web site at [www.fnesc.bc.ca](http://www.fnesc.bc.ca).

# Working With Other First Nations Education Partners

FNESC is committed to working in partnership with other education organizations whenever possible in order to share resources and coordinate efforts for effective program design and delivery. FNESC firmly believes that building positive relationships will result in a broader commitment to supporting First Nations students so that they are able to achieve every success possible.



## Cooperating With the First Nations Schools Association

For the past six years, FNESC has worked closely with the First Nations Schools Association (FNSA). The FNSA is a non-profit organization that was created to serve the specific needs of First Nations schools and to promote better recognition of their excellent programming. FNESC and the FNSA implement a range of programs and services jointly, reflecting the perspective that cooperative arrangements will ensure the most effective use of available resources and will facilitate widespread input into the planning and implementation of relevant activities. For the past three years, FNESC

and the FNSA have operated through an administrative agreement, according to which the FNESC staff provides administrative support to the FNSA Board for the implementation of the FNSA workplan.

## Supporting the Indian Studies Support Program Committee

For the past four years, FNESC has also provided services through a fee-for-service arrangement with the Indian Studies Support Program (ISSP) Committee. According to that agreement, FNESC staff members provide support to the ISSP Committee, including the organization of committee meetings, minute-taking, correspondence preparation, and the facilitation of the annual proposal call and review. The ISSP provides funding for First Nations controlled post-secondary programs that are accredited and transferable. ISSP proposal information is distributed annually to all First Nations and First Nations post-secondary institutes.

## **Working With the Federal and Provincial Governments**

For the past several years, FNEESC has met regularly with representatives of Indian and Northern Affairs Canada (INAC) and the BC Ministry of Education (MoE) in a tripartite process. Those meetings have provided an opportunity for First Nations and government representatives to remain up-to-date about proposed changes, and to reach agreement about ways to make new developments as effective as possible for First Nations learners.

FNEESC also responds to government changes by submitting position papers on a range of issues. In 2002/2003, FNEESC prepared written submissions on the provincial government's proposed graduation requirement changes, to the Charter for Public Schools Panel, and to each of the Student Achievement, Rural Schools, and School Safety Task Forces. FNEESC also prepared research papers in response to possible provincial government cuts to funding for community schools, inner-city schools, and school meal programs. Finally, FNEESC facilitated the development of detailed papers for the National Minister's Working Group on Education, including research papers on First Nations Jurisdiction for Education and on First Nations Parental and Community Involvement in Education. FNEESC

also provided a written response to the Working Group's Final Report.

## **Participating With the First Nations Education Partners Group**

In addition to working with the federal and provincial governments, FNEESC is also a founding member of the Aboriginal Education Partners Group. That group includes some of the most significant stakeholders in the BC education system, including FNEESC, the FNSA, INAC, the MoE, the BC Teachers' Federation, the BC College of Teachers, the BC School Trustees Association, the BC Superintendents Association, and the BC Principals and Vice Principals Association. The cooperative efforts of the Education Partner Group have resulted in a very effective sharing of information and ideas about how to enhance the success of First Nations learners throughout British Columbia.

For the past three years, the Education Partners Group has considered a variety of ways to implement a Memorandum of Understanding (MoU) that was signed in 1999. That MoU commits the Education Partners to "work within our respective organizations to improve school success for Aboriginal learners in British Columbia." Specifically, the Education Partners have

begun their efforts with a focus on three issues: Aboriginal teacher recruitment, employment equity, and racism.

## **Aboriginal Teacher**

### **Education**

### **Consortium (ATEC)**

### **Initiative**

Recognizing the need to ensure greater

representation of Aboriginal teachers in the public education system and First Nations schools, the Education Partners Group has focused considerable attention on Aboriginal teacher recruitment activities.

In order to address that issue in a comprehensive and meaningful way, the Aboriginal Teacher Education Consortium (ATEC) was established. ATEC includes a representative of each of the Education Partners, as well as a representative of each Teacher Education Program in BC. The goal of ATEC is to increase the number of trained Aboriginal teachers working in BC schools, reflecting a commitment to the hiring of educators who can act as role models, and who fully understand First Nations students and can promote their cultures and values.

To achieve its goals, each of the ATEC members made a financial contribution for the hiring of a project coordinator, and the



ATEC initiatives were started with the production of promotional pamphlets, posters, and workbooks for students, parents, and educational personnel. Those materials were intended to increase the interest of Aboriginal secondary students in the teaching profession, and to encourage course selections that will allow them to access teacher education opportunities. In 2002/2003, an exciting new ATEC development arose. Through a successful proposal to INAC, funding has been approved for the enhancement of existing bridging programs and the development of two new programs to help interested Aboriginal candidates obtain the courses required to enter teacher education programs. Throughout the upcoming year, efforts will continue to advance that component of the ATEC strategy.

A long-term ATEC goal is the organization of satellite teacher education programs in First Nations communities to improve access to the programs. In addition, ATEC is planning to expand its focus to include teacher retention issues, which will include mentoring and support to help new teachers through the challenging early years of their profession.

## **Anti-Racism Working Group**

The Education Partners Group has also established an Anti-Racism Working Group which has focused on responding to the very sensitive issue of racism. Since its establishment, that Working Group has undertaken numerous awareness raising activities, and in 2002, very significant advances were made in this area as a result of grants from Canadian Heritage and the Vancouver Foundation. That financial support allowed FNEC to hire an Anti-Racism Coordinator, who is now available to assist First Nations by organizing awareness raising activities, implementing support workshops for First Nations school staff, parents, and/or students, or by facilitating contentious meetings and assisting with efforts to build better relationships between public education and First Nations representatives. The Anti-Racism Coordinator is also collecting best practices and sharing information about ways to create positive change.

In addition to that new position, the Anti-Racism Working Group also sponsored the



production of an Anti-Racism Toolkit, which includes resources and lesson plans that can be used in promoting classroom discussions about discrimination.

Throughout 2002/2003, the new resource was presented in a number of forums and tested through several pilot projects, and the response to the Toolkit was extremely positive. An additional staff person has now been hired to visit First Nations communities and provide in-service on the use of the Toolkit.

## **Employment Equity Working Group**

A third Education Partners Working Group is developing an Employment Equity Handbook to assist employers in designing and implementing policies to increase the number of Aboriginal people working throughout the public education system. That Working Group will continue its efforts in 2003, and a draft of the handbook is expected to be available for distribution soon.

## Advancing First Nations Jurisdiction for Education

Almost ten years ago, when First Nations representatives first established FNEESC, among the many goals for the new organization was the promotion of First Nations jurisdiction for education. Since that time, FNEESC has endeavoured to support First Nations in building their education capacity and increasing their control and involvement in education decision-making.

In 2000/2001, FNEESC coordinated a number of regional meetings to facilitate specific discussions about the progress being achieved in terms of First Nations control of First Nations education. At those meetings, participants were asked about their perspectives of jurisdiction issues, and they were asked whether FNEESC should continue undertaking efforts in this area. The participants at the jurisdiction meetings expressed unanimous support for a continued exploration of jurisdiction issues by FNEESC, in close consultation with First Nations leaders and community members. When that response was shared with the FNEESC Board of Directors and First Nations Chiefs in BC, FNEESC was provided a clear mandate to pursue its jurisdiction efforts.

Following that direction, FNEESC began participating in negotiations with federal and

provincial government officials regarding ways to advance First Nations jurisdiction, and a Chiefs Advisory Committee was formed to assist the FNEESC negotiators throughout that process. In the summer of 2002, those tripartite discussions resulted in a draft Memorandum of Agreement, which outlines a legislative framework that will allow First Nations in BC to implement their jurisdiction for education. According to the draft agreement, First Nations will have the ability to opt in or opt out of the proposed legislation, according to their unique needs and perspectives.

First Nations that choose to opt in to the framework will create Community Education Authorities. Those authorities will have the ability to undertake a range of education initiatives. Through the legislation, efforts in each of those areas will be legally recognized and protected.

The agreement under discussion is not intended to replace the treaty process, self-government discussions, or any other negotiations that are occurring between First Nations and the federal and/or provincial governments. The legislation is intended to represent an interim measure, as a way to

protect First Nations interests while other agreements are being negotiated.

Overall, the negotiations taking place are founded upon the notion of authority and jurisdiction remaining with First Nations communities. The Community Education Authorities will govern education decision-making, and the structure of those authorities will be at the discretion of each First Nation that chooses to participate. Through the legislation, communities will be able to delegate some aspects of their control to a central, provincial-level First

Nations education organization. However, the delegation of any powers to a collective organization will be entirely optional.

FNESC will continue to provide updates about this issue as the discussions progress, and First Nations leaders and educators will be provided an opportunity to provide additional input before any agreement is finalized.



## Administering the Gathering Strength Program

For several years, many FNEC and FNSA activities have been made possible through the Gathering Strength Program. First established over five years ago, the Gathering Strength Program was one component of INAC's response to the report of the Royal Commission on Aboriginal Peoples. FNEC and the FNSA are responsible for administering the Gathering Strength Program in the BC Region.

### Organizing Gathering Strength Grants for Schools and Communities

Since it was first introduced, the majority of funding provided through the Gathering Strength Program has been distributed to First Nations schools and communities for locally based activities. In 2002/2003, \$4 million was distributed to First Nations schools through a base-plus-per-capita funding formula for projects related to school capacity building, stay-in-school, special education, curriculum development, literacy, and integration of services. Over \$2 million was also provided to First Nations communities through a base-plus-per-capita formula for education initiatives.

In addition, Gathering Strength funding was used to sponsor a number of collective programs and initiatives, which are outlined in some detail below.

### Facilitating Gathering Strength Program Collective Activities

#### Annual Speakers Series Workshops

For several years, FNEC and the FNSA have used Gathering Strength funding to sponsor dozens of workshops in locations throughout BC. Those workshops have focused on a range of topics, including special education, literacy, community-based programs to support young people, board training, and conflict resolution. Parents, teachers, school board members, education workers, and community members have all participated in the Speakers Series, and evaluation forms from the workshops have consistently demonstrated the usefulness of the information sharing opportunities.



#### Special Education Toll-Free Resource Line

Another Gathering Strength initiative is the Special Education Toll-Free Resource

Line. For the past three years, that telephone support line has connected First Nations educators and parents with a special education teacher who is able to answer questions and share professional development ideas and information about relevant special education materials, organizations, and programs. A newsletter, *Special Education Connections*, is also distributed as a part of the Toll-Free Resource Line service.

increase the role of First Nations parents in school decision-making. FNECS and the FNSA support the locally-based parents clubs with a variety of support materials, including newsletters, incentive gifts, a parenting calendar, books for home reading, and other informational materials. As of 2002/2003, 75 First Nations parents' clubs had been established throughout the province.

### **Language Curriculum Development Workshops**

For the past three years, Gathering Strength Program funding has also been used to sponsor Language Curriculum Development Workshops. To date, eight level one and four level two workshops have been organized to provide information about the important task of developing curriculum for language programs. Each year, the workshops have reached full capacity, and the workshop evaluations have been very positive. Given the ongoing interest in this initiative, 2002/2003 Gathering Strength Program funding was also used to sponsor the creation of a level three workshop, which will be offered in future years.

### **School Assessment Work and School Growth Plan Implementation**

Gathering Strength Program funding has contributed significantly to the development of the First Nations Schools Assessment

### **The First Nations Parents Club**



Since 2000/2001, FNECS and the FNSA have used a portion of the Gathering Strength funding to support the First Nations Parents Club, and in 2002 Gathering Strength funding

supported the organization of the Parents Conference, which is described above. Through the First Nations Parents Club, all First Nations are encouraged to organize a community-based club for parents. Reflecting the different circumstances of each community, the local groups vary in their structure and initiatives; some of the activities undertaken include meetings for mutual support, adult education projects, workshops on safety, health and learning activities, and field trips to educational stores and learning centres. Many of the community groups are also working to

Project, which is implemented by the FNSEA. Through that project, First Nations schools are supported in undertaking a thorough assessment of their school programming. The assessments include an internal review of their operations, as well as feedback from a First Nations school colleague through an external review component. In 2002/2003, Gathering Strength funding was used to sponsor a mentoring initiative, which allowed people with First Nations school assessment experience to support new project participants. Gathering Strength funding was also used to assist with the implementation of school growth plans following the completion of the assessment projects.

### **Gathering Strength Sponsored Research Projects**

Each year, Gathering Strength funding is also used to implement a number of research projects.

One of the 2002/2003 Gathering Strength funded projects focused on First Nations Board Training. That project involved the development of a manual for members of a range of First Nations Boards, including



School Boards, Health Boards, Child Care Boards, and others. The *First Nations Board Handbook* includes issues such as board responsibilities, policy development, finances, personnel, and community relations.

In addition, the 2002/2003 Gathering Strength Program included the creation of a *Record Keeping Handbook*. That resource includes information related to thorough record keeping, effective file management, and systems to facilitate information sharing and communications between service agencies. The Handbook also includes an overview of privacy rights and freedom of information considerations. In order to ensure the validity of the information included, a lawyer reviewed the *Record Keeping Handbook* prior to its publication.

Based upon recommendations made at the 2001 FNESC regional sessions, the 2002/2003 Gathering Strength Program also included a new effort to produce materials for education coordinators, parents, school counselors, and other people who work to assist First Nations students with school and career planning. Once developed, those materials will be distributed to all First Nations communities and schools, and the research findings will also be shared in three training workshops that have been planned for May of 2003.

## Implementing Other Research Projects

In addition to projects sponsored through Gathering Strength funding, each year FNEESC undertakes a number of other research projects, as described below.

### **Researching the Funding Available For First Nations Schools**

For many years, First Nations representatives have highlighted the critical need for additional resources for First Nations schools, and have argued that First Nations schools receive considerably less funding than schools that operate in the public education system. Recognizing the importance of thorough and reliable information to support any arguments for additional funding, FNEESC sponsored two research projects to investigate in detail the level of funding provided for the operation of First Nations schools.

The findings of the first project, highlighted in the publication *The Cost of Quality Education*, demonstrated that significantly less funding is provided by INAC for First Nations schools than is provided for public schools through the BC MoE. In 2002/2003, that preliminary research was

expanded through research co-sponsored by FNEESC and INAC, which involved a much more detailed review of the federal funding formula. The second review of First Nations schools funding confirmed the findings of the first project, showing a significant discrepancy between the INAC and MoE funding calculations, particularly at the secondary grade level.

In early 2003, INAC announced that an additional \$3 million would be provided to First Nations schools in BC. Although that additional funding will not eliminate the funding gap identified through the school funding research, it is still a positive development that will undoubtedly assist First Nations schools in their provision of quality education programs. FNEESC remains committed to undertaking thorough research to demonstrate the needs of First Nations schools, and to substantiate its other efforts to promote positive change.

## Assisting With Special Education Activities

For many years, FNEC and the FNSA have devoted considerable attention to the issue of special education, and specifically to the extremely limited special education funding available to First Nations schools. The work undertaken to date has included research, widespread consultations, and participation in a national effort to prepare a comprehensive funding submission to the federal government. In December of 2001, those efforts resulted in an announcement by the federal government of \$30 million per year for two years for special education activities. Throughout 2002, FNEC worked with INAC and other First Nations organizations to finalize the accountability and reporting mechanisms required for the release of the new funding, and First Nations schools finally received the initial portion of their special education funding in January of 2003.

Throughout the past year, while anticipating the release of the new special education funding, FNEC and the FNSA continued to provide a range of support services in this area. The Special Education Toll-Free Support Line remained in place, and a Special Education Manager was available to support First Nations schools in their special

education planning. In addition, a special education teacher and a speech and language pathologist were hired to travel to First Nations schools to help identify the special needs of students and plan programs and services to support them.

In addition, several professional development activities were organized in 2002/2003, including an FAS/FAE course and a Speech and Language Pathologist Assistants Course. Those courses are now accredited, and FNEC and the FNSA are working towards the development of a First Nations Special Education Diploma.

## Promoting Aboriginal Languages

Reflecting the critical need for programs to maintain and revitalize Aboriginal languages, and reflecting the direct connection between language and culture programs and First Nations education, FNEESC includes an Aboriginal Languages Sub-Committee that focuses specifically on that critical issue. In the past several years, the Sub-Committee developed an Aboriginal Language Program Planning Handbook and an accompanying Workbook. The Sub-Committee also worked with the BC College of Teachers to outline the framework for the Developmental Standard Term Certificate (DSTC). The DSTC allows people interested in teaching their Aboriginal Language to attain post-secondary training that can be laddered into a Bachelor of Education. In addition, the Aboriginal Languages Sub-Committee hosted a very successful Aboriginal Languages Conference in February of 2002.

In 2002/2003, the Aboriginal Languages Sub-Committee expanded its ongoing activities. The Committee organized a tour of New Zealand that took place in March of 2003. That tour allowed people to learn first-hand from the experiences of the Maori people, who have made tremendous strides in language education.

In addition, throughout the past year the Aboriginal Languages Sub-Committee began planning for several new research projects. Preliminary work was undertaken for the creation of an Aboriginal Languages Inventory. In an effort to promote a sharing of ideas and information, First Nations communities were asked to provide a description of materials they have developed for language programming. Consultations about that initiative continued throughout 2002/2003 in an effort to ensure that the approach to information gathering and distribution is appropriate and respectful of First Nations ownership of their language materials.

In early 2003, FNEESC also began discussions regarding a new initiative focused on the effective use of technology in language programming. Based upon a very positive initial meeting with technology specialists and language teachers, work on that project will continue into 2003/2004. The intention of this initiative is to create a handbook and templates that can be adapted for use by different Aboriginal language groups.

## **Promoting First Nations Adult and Post-Secondary Education**

Throughout 2002/2003, there were significant developments in terms of FNESC's support for First Nations adult and post-secondary education, building upon work that began in June of 2001. At that time, the Indian Studies Support Program (ISSP) sponsored a Post-Secondary Institutes Gathering, which brought together representatives of First Nations controlled post-secondary education programs for the purpose of information sharing and networking.

At the 2001 Gathering, the participants highlighted the need for collective support from a provincial level organization, and they requested that FNESC assist with the creation of an Association dedicated to First Nations higher learning. The meeting

participants also recommended that, in doing so, adult education should be considered holistically.

Throughout 2002, FNESC organized additional meetings and assisted with the drafting of Terms of Reference and supporting documentation for a new, adult focused First Nations provincial-level organization. Those meetings also resulted in the appointment of an interim Board of Directors for the new Indigenous Adult and Higher Learning Association (IAHLA).

IAHLA will now work throughout the upcoming year to establish its membership and highlight relevant activities based upon consultation with its new members.

## Organizing the First Nations SchoolNet Program

In the fall of 2002, FNEC and the FNSA accepted a new area of responsibility – the administration of the First Nations SchoolNet Program. Following a successful application to become the Regional Management Organization (RMO) for BC, FNEC and the FNSA were selected by Industry Canada to administer the funding aimed at building the technological capacity of First Nations schools. That work involves distributing computers and software, as well as ensuring that all First Nations schools are connected to the internet.

To begin this initiative, a SchoolNet Coordinator was hired, an Advisory Committee was appointed, and a work plan for the 2003/2004 school year was created. The immediate goals for the project included purchasing computers to assist all First Nations schools in reaching a reasonable computer to student ratio, as well as identifying effective software and technological resources. Once the critical needs of First Nations schools have been addressed, broader long-term goals will be explored, including possibilities for expanding the SchoolNet initiative to include First Nations communities.



## **Administering the INAC Funded Youth Programs**

In addition to its other activities, FNEC and the FNSA continue to cooperatively manage four youth programs that are funded by INAC – the Summer Science and Technology Camp Initiative, the Summer Student Career Placement Program, the Youth Work Experience Program, and the Cooperative Education Program. Proposal information for those programs is distributed to all First Nations each spring, and final reports are required upon completion of the projects.

The youth programs are consistently said to provide excellent learning and growth opportunities to First Nations young people, and First Nations throughout the province have consistently asserted their support for the administration of the programs by a First Nations controlled organization.

## Appendix 1: FNEESC Committee List

Deborah Jeffrey .....Tsimshian Tribal Council  
 Jim Angus .....Kispiox Elementary School  
 Barbara Barltrop .....Snaw-Naw-As First Nation  
 Tim Bilou .....Kitimaat Village Council  
 Alexandra Charlie .....Cowichan Tribes  
 Gwen Clarke .....Comox Indian Band  
 Terrie Davidson .....Boothroyd Indian Band  
 Theresa Dennis .....Lower Similkameen  
 Kathi Dickie .....Fort Nelson First Nation  
 Charlotte Elliott .....Chemainus First Nation  
 Joan Glendale .....Da'naxda'xw/Awaetlala Nation  
 Cecelia Harris .....Penelakut Tribe  
 Marion Hunt .....Kwakwilt Indian Band  
 Sherry Hunter .....Tsay Keh Dene  
 Fran Hunt-Jinnouchi .....Saanich Indian School Board  
 Ellen Huse .....Yekooche First Nation  
 Vonnie Hutchinson .....Masset Village Council  
 Debora Jacobs .....Squamish Nation  
 Nancy James .....Lake Babine Nation  
 David Jim .....Tseycum Indian Band  
 Donna Jules .....Adams Lake Indian Band  
 Doug Kerr .....Dease River Band Council  
 Chief Norm Leech .....St'at'imc Education Authority  
 Brenda Leighton .....Metlakatla Treaty Office  
 Denice Louie .....Lower Kootenay Indian Band  
 Greg Louie .....Ahousaht First Nation  
 Sharon Wilson .....Nuxalk Education Authority  
 Don Maki .....Ktunaxa Independent School System  
 Brenda McDonald .....Pavilion Indian Band  
 Jacob McKay .....Nisga'a Tribal Council  
 Heather McKenzie .....Soda Creek First Nation  
 Tyrone McNeil .....Seabird Island Band  
 Charlene Miller .....Quatsino Band Council  
 Faye Mitchell .....Musqueam Indian Band  
 Lorraine Naziel .....Morisetown Band

Dolores O'Donaghey .....Boston Bar First Nation  
 Gwen Point .....Sto:lo Nation  
 Robert Pollard .....Campbell River Indian Band  
 Curtis Rattray .....Tahltan Band Council  
 Bo Reid .....Heiltsuk Tribal Council  
 Andreas Rohrbach .....Kwadacha Band  
 Gail Russ .....Skidegate Band  
 Denise Sellars .....Williams Lake Indian Band  
 Sandra Sewid .....Mamalilikulla-Qwe'Qwa'Sot'Em Band  
 Grace Smith .....Gwa'sala-'Nakwaxda'xw Council  
 Chief Leonard Thomas .....Carrier Sekani Tribal Council  
 Blair Thompson .....Nuu-chah-nulth Tribal Council  
 Sandra Victor .....Cheam Indian Band  
 Tom Wallace .....Tlatlasikwala First Nation  
 Barbara White .....Snu Ney Muxw Education Council  
 Keith Wilson .....Cape Mudge Band Council

### Strategic Action Committee

Chief Ron Ignace .....Skeetchestn Indian Band  
 Margery McRae .....Gitksan Wet'suwet'en Education Society  
 Chief Nathan Matthew .....North Thompson Indian Band

## **Aboriginal Languages Sub-Committee**

Barbara Baltrop .....Snaw-Naw-As First Nation  
Tim Bilou .....Kitamaat Village Council  
Deanna Daniels .....First Peoples Cultural Foundation  
Theresa Dennis .....Lower Similkameen  
Ethel Gardner .....Simon Fraser University  
Joan Gentles .....School District 27 - Cariboo Chilcotin  
Victor Guerin .....Musqueam First Nation  
Sadie Harris .....Coast Mountain School District - 82  
Deborah Jacob .....Squamish Nation  
Georgina Nelson .....Xit'olacw Community School  
Gwen Point .....Sto:lo Nation  
Simon Robertson .....First Peoples Cultural Foundation  
Jessie Stephens .....Nuu-chah-nulth Tribal Council  
Lisa Wilson Wells .....Kwakiutl District Council  
Thelma Wenman .....Sto:lo Nation  
Christa Williams .....First Nations Ed. Steering Committee  
Lorna Williams .....Ministry of Education  
Robert Williams .....?a'qamnik Primary School  
Betty Wilson .....Comox First Nation

## **Indigenous Adult and Higher Learning Board of Directors**

Amanda Zettergreen .....Gitwangak Education Society  
Verna Billy .....Nicola Valley Institute of Technology  
Fran Hunt-Jinnouchi .....Saanich Indian School Board  
Jacob McKay .....Wilp Wilxo'oskwahl Nisga'a  
Louise Lacerte .....Ted Williams Memorial Learning Centre  
Bill Cohen .....En'owkin Centre

## **SchoolNet Advisory Committee**

Andy Karassowitsch .....Chalo School  
Greg Broadway .....Gitanyow Independent School  
Kevin Nездoly .....Acwsalcta School and Kii Kii Tii Nursery  
Laura Boyd .....Klusklus Survival School  
Leroy Joe .....Mt. Currie Band  
Richard Pesik .....Maaqtusiis Community School  
Robert Johnson .....Bella Bella Community School  
Robert Williams .....St. Mary's Band  
Roy Sakata .....Gitsegukla School  
Syd Pauls .....Haahuupayak  
Tim Bilou .....Haisla School  
Tom Aird .....Muskoti Learning Centre





**AUDITED  
FINANCIAL STATEMENTS  
For the Year Ended March 31, 2003**

**INDEX TO THE FINANCIAL STATEMENTS**

---

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

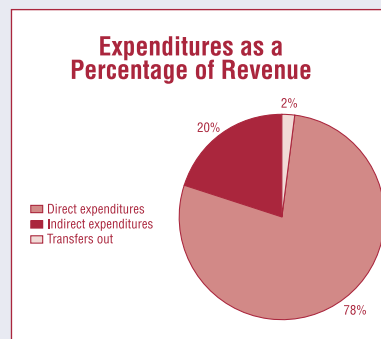
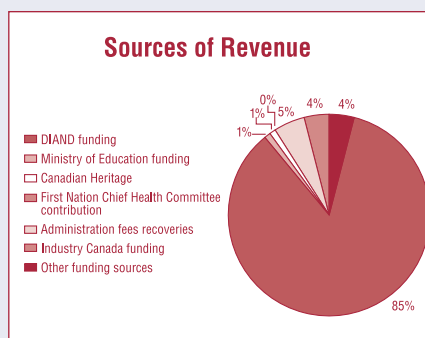
SCHEDULE OF PROGRAM OPERATIONS . . . . . Schedules 1 - 29

# Description of the First Nations Education Steering Committee 2002-2003 Audited Statements

The First Nations Education Steering Committee (FNESC) is pleased to include as part of its Annual Report a copy of the 2002/2003 Audited Financial Statements. The Board of Directors is pleased to report that FNESC continues to operate in a cost effective manner.

The following graphs demonstrate the Sources of Revenue, with the majority of FNESC's funding coming from Indian and Northern Affairs Canada (INAC). The following statements also show the Expenditures as a Percentage of Revenue. This year the Board has asked that the audit provide an overview of expenditures that shows the direct allocations and/or services to First Nations and the indirect costs associated with provision of service, including administration, research, materials for the Parent's Club and Seventh Generation Club, etc. There are also two lists attached that highlight what the direct and indirect expenditures include, and the other sources of funding for FNESC.

The Board would also like to provide explanation for the surpluses identified under the program areas and to describe the process for reallocating these surpluses to First Nations. The FNESC Finance Committee reviews the audit after the July Board meeting and confirms where surpluses exist. The Committee then makes recommendations to the FNESC Board for reallocations to communities/schools if the surplus has occurred in a budget set out for community or school allocations. If the surplus is achieved as a result of administrative efficiencies the Finance Committee recommends additional projects for consideration. The additional projects are recommended



based on priorities identified by First Nations through regional sessions, conferences, and board meetings.

Schedule 13, entitled Special Projects, is a report on the interest FNEESC has received, as well as publications and Speaker's Series revenue. Over the last five years the only expenditure that has come out of this budget has been to cover the cost of the 2003/2004 Organizational Evaluation. The final report from that evaluation is available through the FNEESC office. Money has been set aside from this budget to do a feasibility study regarding less expensive options for office space. For both of those initiatives, the Board believed it was appropriate to use funding that did not come from government and was not earmarked for communities.

If anyone has further questions regarding the FNEESC audit they are welcome to contact the FNEESC office at 604.925.6087 (Toll Free 1.877.422.3672) and speak to Christa Williams.

<b>Direct expenses include:</b>	<b>Indirect expenses include:</b>
Allocation to communities ..... 8,544,120	Salaries and benefits .....938,481
Allocation to schools.....1,791,381	Conference expenses .....644,588
IT hardware and software .....514,730	Management and administration.....613,410
Workshops.....302,876	Meetings .....164,580
Projects.....173,174	Office and miscellaenous .....144,949
Magazine subscriptions ..... 84,742	Rent .....102,618
Parent club.....81,462	Production and products .....88,187
Mauri language tour .....42,949	Professional fees .....49,125
Speaker series.....41,707	Postage/mailing/photocopying/printing ..47,786
Anti racism initiative .....11,464	Research .....47,048
Science/sports day.....7,565	Equipment and furniture purchases .....32,332
	Telephone and fax .....29,946
	Contracted services.....13,761
	Communication .....13,194
	Insurance .....12,416
	Annual report .....9,526
	Website .....4,027
<hr/> <b>11,671,837</b> <hr/>	<hr/> <b>2,955,974</b> <hr/>

**MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING**  
For The Year Ended March 31, 2003

---

---

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.

---

Executive Director

---

Treasurer, Board of Directors



## AUDITORS' REPORT

To: The Members of the First Nations Education Steering Committee Society

---

We have audited the statement of financial position of the First Nations Education Steering Committee Society as at March 31, 2003 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, 2003 and the results of its operations for the year then ended in accordance with Canadian generally accepted accounting principles.

As required by the Societies Act of British Columbia, 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 13, 2003  
Richmond, BC

**SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES***Statement 1*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	13,095,563	12,714,038	10,559,465
Ministry of Education funding	214,000	218,000	190,000
Canadian Heritage	83,695	83,695	4,206
First Nation Chief Health Committee contribution	20,000	20,000	20,000
Administration fees recoveries	896,152	719,701	671,953
Industry Canada funding	637,000	637,000	-
Other funding sources	229,769	536,454	429,821
	15,176,179	14,928,888	11,875,445
<b>EXPENDITURES</b>			
Direct expenditures	12,991,984	11,671,837	9,462,304
Indirect expenditures	3,528,671	2,955,974	2,367,217
Transfers out	76,974	245,103	232,341
	16,597,629	14,872,914	12,061,862
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(1,421,450)	55,974	(186,417)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	3,541,588	3,541,588	3,728,005
<b>FUND BALANCE, END OF THE YEAR</b>	2,120,138	3,597,562	3,541,588

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

*Statement 2*

For the year ended March 31, 2003

	Schedule #	DIAND Funding \$	MOE Funding \$	2003 Other Revenue \$	Total Revenue \$	Total Expenditures \$	Excess (Deficiency) For the Year \$	Opening Equity \$	Transfers For the Year \$	Ending Equity (Deficit) \$
Core	1	279,554	144,000	719,701	1,143,255	1,340,033	(196,778)	360,172	(31,969)	131,425
Summer Science Camp	2	237,139	-	-	237,139	427,282	(190,143)	41,582	250,094	101,533
Summer Student Career	3	939,364	-	-	939,364	862,058	77,306	99,460	(99,460)	77,306
Co-op Education	4	449,030	-	-	449,030	532,537	(83,507)	71,853	58,213	46,559
Youth Work Experience	5	774,931	-	-	774,931	753,060	21,871	119,784	(119,785)	21,870
Capacity Building	6	1,500,000	-	-	1,500,000	1,881,497	(381,497)	76,974	364,196	59,673
Special Education	7	3,957,516	-	-	3,957,516	3,575,104	382,412	535,116	(61,684)	855,844
Stay In School	8	500,000	-	-	500,000	488,968	11,032	85,200	(74,062)	22,170
Provincial Education Conf.	9	-	30,000	131,285	161,285	124,854	36,431	21,798	-	58,229
Seventh Generation	10	75,000	-	58,050	133,050	129,232	3,818	23,098	-	26,916
Indian Student Supprt Pgm	11	109,375	-	17,919	127,294	68,406	58,888	91,137	(52,294)	97,731
Aboriginal Language	12	-	-	94,496	94,496	80,776	13,720	54,128	60,000	127,848
Special projects	13	-	-	201,354	201,354	-	201,354	528,305	-	729,659
LEA Mediation	14	-	-	-	-	-	-	(31,969)	31,969	-
GS Research and Support	15	959,129	-	-	959,129	640,864	318,265	651,105	(222,053)	747,317
GS Community Stream	16	2,000,000	-	-	2,000,000	1,802,064	197,936	343,866	(227,027)	314,775
School Assessment	17	300,000	-	-	300,000	175,621	124,379	197,720	(100,000)	222,099
Integrated Services Forum	18	-	-	-	-	92,927	(92,927)	112,177	-	19,250
Youth Forum	19	-	-	-	-	-	-	17,403	-	17,403
Jurisdiction Project	20	36,000	24,000	29,700	89,700	65,864	23,836	5,492	-	29,328
Teacher Recruitment	21	60,000	20,000	-	80,000	86,110	(6,110)	29,878	-	23,768
Literacy	22	-	-	-	-	18,146	(18,146)	23,533	16,993	22,380
Curriculum Development	23	-	-	-	-	9,982	(9,982)	1,563	19,575	11,156
Intergrating Services	24	500,000	-	-	500,000	498,829	1,171	24,457	-	25,628
Education Partner Initiative	25	12,000	-	-	12,000	46,100	(34,100)	53,550	-	19,450
Anti-Racism Initiative	26	-	-	107,045	107,045	73,745	33,300	4,206	-	37,506
Adult Higher Learning Ass.	27	-	-	300	300	15,967	(15,667)	-	102,294	86,627
School Net	28	25,000	-	637,000	662,000	658,470	3,530	-	(15,000)	(11,470)
Learning Resources	29	-	-	-	-	424,418	(424,418)	-	100,000	(324,418)
		12,714,038	218,000	1,996,850	14,928,888	14,872,914	55,974	3,541,588	-	3,597,562

**STATEMENT OF CHANGES IN FUND BALANCES - CAPITAL FUND**  
For the year ended March 31, 2003

*Statement 3*

	2003 \$	2002
Balance, beginning of the year	88,198	77,442
Current additions	26,957	38,840
Current amortization	(31,049)	(28,084)
Balance, end of the year	84,106	88,198

**STATEMENT OF FINANCIAL POSITION**

As At March 31, 2003

*Statement 4*

---

---

	2003	2002
	\$	
<b>ASSETS</b>		
<b>CURRENT</b>		
Cash	4,606,114	4,768,773
Accounts receivable	628,487	205,750
Prepaid expenses	15,948	16,181
	<b>5,250,549</b>	<b>4,990,704</b>
<b>CAPITAL (Notes 2b &amp; 3)</b>		
	<b>84,105</b>	<b>88,198</b>
	<b>5,334,654</b>	<b>5,078,902</b>
<b>LIABILITIES</b>		
<b>CURRENT</b>		
Accounts payable and accruals	1,546,767	1,358,568
Wages and benefits payable	13,616	13,536
Due to First Nations Schools Association	92,603	77,012
	<b>1,652,986</b>	<b>1,449,116</b>
<b>NET ASSETS</b>		
Capital Fund (Notes 2b & 3)	84,106	88,198
Operating Fund		
- restricted	2,867,903	3,013,283
- unrestricted	729,659	528,305
	<b>3,681,668</b>	<b>3,629,786</b>
	<b>5,334,654</b>	<b>5,078,902</b>

---

---

*Approved On Behalf of the First Nations Education Steering Committee Society*

**STATEMENT OF CASH FLOWS**

For the year ended March 31, 2003

*Statement 5*

---

---

	2003	2002
	\$	\$
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Excess (deficiency) of revenue over expenditures	55,974	(186,417)
Equipment and furniture purchases	26,956	24,436
	82,930	(161,981)
<b>NET CHANGES IN NON-CASH OPERATING NET ASSETS</b>		
Accounts receivable	(422,737)	(151,948)
Prepaid expenses	233	22,013
Accounts payable	188,200	662,110
Wages and benefits payable	80	6,709
	(151,294)	376,903
<b>CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES</b>		
Purchase of capital assets	(26,956)	(24,436)
Due to First Nations Schools Association	15,591	(29,810)
	(11,365)	(54,246)
<b>NET (DECREASE) INCREASE IN CASH</b>	<b>(162,659)</b>	<b>322,657</b>
<b>CASH - BEGINNING OF THE YEAR</b>	<b>4,768,773</b>	<b>4,446,116</b>
<b>CASH - END OF THE YEAR</b>	<b>4,606,114</b>	<b>4,768,773</b>

---

---

## NOTES TO THE FINANCIAL STATEMENTS

### For The Year Ended March 31, 2003

#### 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**

Capital assets, when acquired, are recorded as expenditure in the related fund and are also reported on the balance sheet as capital assets and equity in the capital assets at cost. Amortization is charged to equity in capital assets at cost. Amortization 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:

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 Amortization \$	2003 Net \$	2002 Net \$
Computer equipment	61,967	34,660	27,307	24,139
Computer software	6,603	3,301	3,302	-
Furniture and equipment	84,094	39,240	44,854	52,537
Leasehold improvements	14,403	5,761	8,642	11,522
	167,067	82,962	84,105	88,198

**SCHEDULE OF PROGRAM OPERATIONS  
CORE**

*Schedule 1*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	279,554	279,554	439,309
Ministry of Education funding	144,000	144,000	160,000
Ministry of Education funding - Education Treaty	-	-	-
Administration fees recoveries	896,152	719,701	671,953
Miscellaneous income	-	-	600
	1,319,706	1,143,255	1,271,862
<b>EXPENDITURES</b>			
Administration	-	-	4,967
Bookkeeping	15,000	22,460	12,366
Board meetings	89,000	99,622	98,251
Communications	20,000	12,372	26,525
Computer support	6,000	10,537	11,961
Equipment and furniture purchases	10,000	10,218	30,664
Insurance	10,000	12,416	8,846
Miscellaneous	2,000	4,344	11,241
Office rental	97,048	100,118	108,217
Office expense	15,000	22,084	7,717
Photocopying	10,000	10,378	2,163
Postage	20,000	20,345	4,350
Professional fees	13,000	13,551	10,137
Salaries and benefits	824,917	669,770	665,589
Sub committee meetings	50,000	19,629	23,352
Staff and professional development	5,200	6,319	-
Storage	3,800	1,975	-
Telephone & fax	25,000	29,946	20,333
Website	3,000	2,557	1,962
<b>SUBTOTAL FORWARDED</b>	1,218,965	1,068,641	1,048,641

*Continued on next page...*



**SCHEDULE OF PROGRAM OPERATIONS**  
**CORE (Continued)**

*Schedule 1*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>EXPENDITURES (Continued)</b>			
(Subtotal brought forward)	1,218,965	1,068,641	1,048,641
<b>Other</b>			
Adult education project	-	-	18,839
Annual report	6,000	7,803	6,907
Network service	5,500	-	7,500
Regional workshops	48,000	46,086	42,294
Research	45,000	30,291	56,778
Transportation operations	20,000	20,944	16,362
Transfer to First Nation Schools Association	-	159,129	159,755
Youth program travel	10,000	7,139	-
	134,500	271,392	308,435
	1,353,465	1,340,033	1,357,076
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	(33,759)	(196,778)	(85,214)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	360,172	360,172	407,386
Inter-fund transfer	-	(31,969)	38,000
<b>FUND BALANCE, END OF THE YEAR</b>	326,413	131,425	360,172

**SCHEDULE OF PROGRAM OPERATIONS  
SUMMER SCIENCE CAMP**

*Schedule 2*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	212,139	237,139	232,893
<b>EXPENDITURES</b>			
Administration	10,607	10,713	9,316
Allocations to communities	225,000	223,075	373,400
Mailing and supplies	-	38	410
Science fairs	251,646	193,456	-
Telephone and fax	-	-	80
	487,253	427,282	383,206
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	(275,114)	(190,143)	(150,313)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	41,582	41,582	29,364
Inter-fund transfer	250,094	250,094	162,531
<b>FUND BALANCE, END OF THE YEAR</b>	16,562	101,533	41,582

\$19,029 in committed funds have been accrued at the year end date

**SCHEDULE OF PROGRAM OPERATIONS**  
**SUMMER STUDENT CAREER**

*Schedule 3*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	939,364	939,364	949,499
<b>EXPENDITURES</b>			
Administration	46,968	46,968	47,475
Allocations to communities	892,396	815,052	802,069
Mailing and supplies	-	38	333
Telephone and fax	-	-	162
	939,364	862,058	850,039
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	-	<b>77,306</b>	99,460
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	99,460	<b>99,460</b>	122,467
Inter-fund transfer	(99,460)	(99,460)	(122,467)
<b>FUND BALANCE, END OF THE YEAR</b>	-	<b>77,306</b>	99,460

**SCHEDULE OF PROGRAM OPERATIONS**  
**CO-OP EDUCATION**

*Schedule 4*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	449,030	449,030	440,798
<b>EXPENDITURES</b>			
Administration	19,202	19,642	16,432
Allocations to communities	529,894	443,045	459,804
Co-op career fairs	65,000	65,000	-
Mailing and supplies	-	20	839
Telephone and fax	-	-	539
Workshops	-	4,830	4,917
	614,096	532,537	482,531
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	(165,066)	(83,507)	(41,733)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	71,853	71,853	133,618
Inter-fund transfer	58,213	58,213	(20,032)
<b>FUND BALANCE, END OF THE YEAR</b>	(35,000)	46,559	71,853

\$119,360 in committed funds have been accrued at the year end date

**SCHEDULE OF PROGRAM OPERATIONS  
YOUTH WORK EXPERIENCE**

*Schedule 5*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	749,931	<b>774,931</b>	771,712
<b>EXPENDITURES</b>			
Administration	37,497	<b>37,497</b>	38,586
Allocations to communities	712,434	<b>708,799</b>	794,050
Mailing and supplies	-	<b>20</b>	790
Telephone and fax	-	-	460
Workshops	-	<b>6,744</b>	10,940
	749,931	<b>753,060</b>	844,826
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	<b>21,871</b>	(73,114)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	119,784	<b>119,784</b>	212,930
Inter-fund transfer	(119,785)	<b>(119,785)</b>	(20,032)
<b>FUND BALANCE, END OF THE YEAR</b>	(1)	<b>21,870</b>	119,784

\$115,703 in committed funds have been accrued at the year end date

**SCHEDULE OF PROGRAM OPERATIONS  
CAPACITY BUILDING**

*Schedule 6*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	1,500,000	1,500,000	1,150,000
<b>EXPENDITURES</b>			
Administration	-	346	-
Allocations to communities	1,819,505	1,804,177	1,171,717
Postage and photocopying	-	-	954
Telephone and fax	-	-	643
Transfer to First Nations Schools Association	76,974	76,974	72,586
	1,896,479	1,881,497	1,245,900
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	(396,479)	(381,497)	(95,900)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	32,283	76,974	172,874
Inter-fund transfer	364,196	364,196	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	59,673	76,974

\$225,365 in committed funds have been accrued at the year end date

**SCHEDULE OF PROGRAM OPERATIONS  
SPECIAL EDUCATION**

*Schedule 7*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	3,947,721	3,957,516	1,011,709
Miscellaneous revenue	-	-	1,800
	3,947,721	3,957,516	1,013,509
<b>EXPENDITURES</b>			
Administration	96,350	96,350	871
Allocations to communities	1,857,500	1,274,676	1,144,048
Allocations to schools	1,830,191	1,791,381	-
Conference expenses	-	-	4,253
Coordinated assessments	105,000	70,000	-
Equipment and furniture purchases	15,000	22,113	-
Facilities	-	-	42,335
Meeting travel	77,000	34,684	12,217
Postage/photocopying/supplies	-	578	2,137
Professional development	3,000	1,381	-
Program presenters	-	-	10,757
Research	-	1,948	8,579
Salaries and benefits	245,000	135,562	81,000
Special needs - sessions/committee meetings	72,000	31,140	4,769
Workshops	149,180	115,291	1,578
	4,450,221	3,575,104	1,312,544
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(502,500)	382,412	(299,035)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	496,848	535,116	834,151
Inter-fund transfers	(61,684)	(61,684)	-
<b>FUND BALANCE, END OF THE YEAR</b>	(67,336)	855,844	535,116

\$342,206 in committed funds have been accrued at the year end date

**SCHEDULE OF PROGRAM OPERATIONS  
STAY IN SCHOOL**

*Schedule 8*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	500,000	500,000	300,000
<b>EXPENDITURES</b>			
Administration	-	564	-
Allocations to communities	500,000	488,404	319,433
Postage and photocopying	-	-	81
	500,000	488,968	319,514
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	11,032	(19,514)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	74,062	85,200	104,714
Inter-fund transfers	(74,062)	(74,062)	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	22,170	85,200

\$73,060 in committed funds have been accrued at the year end date



**SCHEDULE OF PROGRAM OPERATIONS  
PROVINCIAL EDUCATION CONFERENCE**

For the year ended March 31, 2003

*Schedule 9*

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
Registration	147,500	124,635	66,051
Miscellaneous revenue	4,000	1,875	-
Ministry of Education funding	30,000	30,000	30,000
Displays and sponsors	-	4,775	3,850
	181,500	161,285	99,901
<b>EXPENDITURES</b>			
Administration	18,000	2,334	7,590
Audio visual equipment	4,500	4,233	4,769
Catering	90,000	64,190	64,151
Committee expenses	3,000	3,855	1,777
Conference summary	5,038	1,616	-
Facilities	3,000	4,459	-
Postage	500	54	13
Program development/printing	6,500	9,703	6,188
Program presenters	40,000	26,683	27,133
Promotion and advertising	10,000	-	2,622
Registration materials	4,000	7,727	6,933
	184,538	124,854	121,176
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(3,038)	36,431	(21,275)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	21,798	21,798	43,073
<b>FUND BALANCE, END OF THE YEAR</b>	18,760	58,229	21,798

**SCHEDULE OF PROGRAM OPERATIONS  
SEVENTH GENERATION**

*Schedule 10*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	75,000	75,000	75,000
BC Hydro contribution	37,000	37,000	39,350
First Nation Chief Health Committee contribution	20,000	20,000	20,000
First Nations Schools Association contribution	-	-	20,000
Miscellaneous revenue	-	1,050	28
	132,000	133,050	154,378
<b>EXPENDITURES</b>			
Administration	15,000	15,213	3,881
Daytimer expense	42,000	41,515	-
Management fees	-	-	21,542
Miscellaneous	750	1,143	4,528
Postage	11,500	12,511	1,640
Production	54,350	46,673	150,298
Science day	12,000	3,403	642
Scholarship	2,000	-	2,000
Sports day	7,000	4,161	6,518
Teacher's manual	1,500	-	-
Travel	4,000	143	-
Transfer to Seventh Generation Gala	-	3,000	-
Website	5,000	1,470	-
	155,100	129,232	191,049
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(23,100)	3,818	(36,671)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	23,100	23,098	59,769
<b>FUND BALANCE, END OF THE YEAR</b>	-	26,916	23,098

**SCHEDULE OF PROGRAM OPERATIONS  
INDIAN STUDENT SUPPORT PROGRAM**

For the year ended March 31, 2003

*Schedule 11*

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	75,000	75,000	72,500
DIAND post secondary gathering	34,375	34,375	63,545
Other funding income	17,919	17,919	-
	127,294	127,294	136,045
<b>EXPENDITURES</b>			
Administration	3,500	3,386	21,888
Annual report	1,000	1,723	1,343
Bookkeeping	2,500	2,500	-
Mail and courier	500	500	290
Guideline printing/distribution	2,000	1,264	1,268
Meeting expenses	43,200	30,411	7,657
Office rental	2,500	2,500	27
Photocopy/mail/fax	2,000	2,000	2,597
Personnel and staff incentives	16,800	17,000	-
Post secondary gathering costs	91,137	1,122	60,149
Telephone	1,000	-	1,410
Transfer to Seventh Generation Gala	-	6,000	-
	166,137	68,406	96,629
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(38,843)	58,888	39,416
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	91,137	91,137	51,721
Inter-fund transfers	(52,294)	(52,294)	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	97,731	91,137

**SCHEDULE OF PROGRAM OPERATIONS  
ABORIGINAL LANGUAGE**

*Schedule 12*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
Mauri trip deposits	-	89,696	9,000
Other revenue	-	4,000	780
Registration	-	800	55,965
	-	<b>94,496</b>	65,745
<b>EXPENDITURES</b>			
Audio visual equipment	-	-	3,361
Catering	-	-	32,500
Conference committee	-	-	357
Entertainment	-	-	2,861
Facilities	-	-	9,729
Language newsletter	-	823	1,652
Language workshop	60,000	3,292	-
Mauri language tour	-	75,667	-
Miscellaneous	-	387	17,775
Program development	-	-	1,239
Registration materials	-	-	1,089
Technology	30,000	607	-
	90,000	<b>80,776</b>	70,563
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(90,000)	<b>13,720</b>	(4,818)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	54,128	<b>54,128</b>	58,946
Inter-fund transfer	60,000	<b>60,000</b>	-
<b>FUND BALANCE, END OF THE YEAR</b>	24,128	<b>127,848</b>	54,128

**SCHEDULE OF PROGRAM OPERATIONS  
SPECIAL PROJECTS**

*Schedule 13*

For the year ended March 31, 2003

---

---

	Budget	2003	2002
	\$	Actual	Actual
		\$	\$
<b>REVENUE</b>			
Publication revenue	-	3,432	7,084
Interest income	-	180,090	196,393
Speaker series revenue	-	10,950	10,720
Special educations projects	-	6,882	-
	-	201,354	214,197
<b>EXPENDITURES</b>			
Feasibility	15,000	-	-
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(15,000)	201,354	214,197
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	528,305	528,305	314,108
<b>FUND BALANCE, END OF THE YEAR</b>	513,305	729,659	528,305

---

---

**SCHEDULE OF PROGRAM OPERATIONS**  
**LEA MEDIATION**

*Schedule 14*

For the year ended March 31, 2003

---

---

	Budget	2003	2002
	\$	Actual	Actual
		\$	\$
REVENUE	-	-	-
EXPENDITURES			
Negotiations	-	-	40,969
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES	-	-	(40,969)
FUND BALANCE, BEGINNING OF THE YEAR	(31,969)	(31,969)	47,000
Inter-fund transfer	-	31,969	(38,000)
FUND BALANCE, END OF THE YEAR	(31,969)	-	(31,969)

---

---

**SCHEDULE OF PROGRAM OPERATIONS**  
**GATHERING STRENGTH RESEARCH AND SUPPORT**

*Schedule 15*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	959,129	959,129	1,130,000
Miscellaneous revenue	-	-	200
	959,129	959,129	1,130,200
<b>EXPENDITURES</b>			
Administration	330,000	330,000	290,000
Adults with special needs	-	-	231
Language project	19,906	-	94
Intergration school board training	27,288	10,000	12,712
Parent club	200,967	81,462	57,872
Parent conference	100,000	60,412	-
Record keeping research	40,000	10,614	-
Regional policy development	-	-	356
Research	-	11,452	1,154
School assessment training	40,000	449	402
School growth plan	85,000	-	75,000
Speakers series	173,165	41,707	36,835
Toll free line	150,000	94,768	85,723
Transition programs	-	-	1,334
	1,166,326	640,864	561,713
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(207,197)	318,265	568,487
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	651,105	651,105	82,618
Inter-fund transfers	(222,053)	(222,053)	-
<b>FUND BALANCE, END OF THE YEAR</b>	221,855	747,317	651,105

**SCHEDULE OF PROGRAM OPERATIONS  
GATHERING STRENGTH COMMUNITY STREAM**

*Schedule 16*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	2,000,000	2,000,000	2,008,450
<b>EXPENDITURES</b>			
Administration	-	188	439
Allocations to communities	1,707,531	1,801,835	2,264,219
Mailing and supplies	-	41	258
	1,707,531	1,802,064	2,264,916
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	292,469	197,936	(256,466)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	251,388	343,866	600,332
Inter-fund transfer	(227,027)	(227,027)	-
<b>FUND BALANCE, END OF THE YEAR</b>	316,830	314,775	343,866

\$253,101 in committed funds have been accrued at the year end date



**SCHEDULE OF PROGRAM OPERATIONS  
SCHOOL ASSESSMENT**

*Schedule 17*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	300,000	<b>300,000</b>	320,000
<b>EXPENDITURES</b>			
Allocations to communities	187,500	<b>129,625</b>	184,624
Administration	15,000	<b>15,000</b>	15,000
Committee meeting	15,000	<b>984</b>	2,560
Printing/distributions	5,000	<b>104</b>	-
Research	7,000	<b>2,777</b>	100
Workshops	35,000	<b>27,131</b>	42,377
	364,500	<b>175,621</b>	244,661
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(64,500)	<b>124,379</b>	75,339
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	197,720	<b>197,720</b>	122,381
Inter-fund transfer	-	<b>(100,000)</b>	-
<b>FUND BALANCE, END OF THE YEAR</b>	133,220	<b>222,099</b>	197,720

\$60,000 in committed funds have been accrued at the year end date

**SCHEDULE OF PROGRAM OPERATIONS  
INTEGRATED SERVICES FORUM**

*Schedule 18*

For the year ended March 31, 2003

---

---

	Budget	2003	Actual	2002
	\$		\$	Actual
				\$
REVENUE	-		-	-
EXPENDITURES				
Program presenters	-		92,927	-
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES	-		(92,927)	-
FUND BALANCE, BEGINNING OF THE YEAR	112,177		112,177	112,177
FUND BALANCE, END OF THE YEAR	112,177		19,250	112,177

---

---

\$73,060 in committed funds have been accrued at the year end date

**SCHEDULE OF PROGRAM OPERATIONS  
YOUTH FORUM**

*Schedule 19*

For the year ended March 31, 2003

---

---

	Budget	2003	2002
	\$	Actual	Actual
		\$	\$
<b>REVENUE</b>	-	-	-
<b>EXPENDITURES</b>			
Administration	-	-	10,884
Audio visual equipment	-	-	1,400
Catering	-	-	11,334
Conference facilities	-	-	4,548
Conference participant travel	-	-	31,864
Conference planning committee	-	-	3,561
Program development/printing	-	-	4,451
Program presenters	-	-	16,288
Registration materials	-	-	614
	-	-	84,944
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	-	-	(84,944)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	17,403	17,403	102,347
<b>FUND BALANCE, END OF THE YEAR</b>	17,403	17,403	17,403

---

---

**SCHEDULE OF PROGRAM OPERATIONS  
JURISDICTION PROJECT**

*Schedule 20*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	36,000	36,000	-
Ministry of Education funding	20,000	24,000	-
Assembly of First Nations funding	-	7,800	-
Miscellaneous revenue	-	21,900	8,500
	56,000	89,700	8,500
<b>EXPENDITURES</b>			
Administration	1,500	-	-
Jurisdiction legal	15,000	16,541	9,023
Jurisdiction project	-	4,312	3,973
Jurisdiction travel	18,000	36,734	-
Jurisdiction researcher	-	514	6,041
Technical workshops	10,000	4,805	-
Meetings	15,500	2,958	-
	60,000	65,864	19,037
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(4,000)	23,836	(10,537)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	5,492	5,492	17,634
Inter-fund transfer	-	-	(1,605)
<b>FUND BALANCE, END OF THE YEAR</b>	1,492	29,328	5,492

**SCHEDULE OF PROGRAM OPERATIONS  
TEACHER RECRUITMENT**

*Schedule 21*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	60,000	60,000	-
Ministry of Education funding	20,000	20,000	-
	80,000	80,000	-
<b>EXPENDITURES</b>			
Administration	3,000	168	279
Committee meeting	-	5	201
Printing distributions	5,750	14,771	89
Productions	5,000	1,500	-
Research	-	66	24
Salaries and benefits	40,250	65,380	69,000
Workshops	5,000	4,220	500
Telephone	1,000	-	29
	60,000	86,110	70,122
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	20,000	(6,110)	(70,122)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	29,878	29,878	100,000
<b>FUND BALANCE, END OF THE YEAR</b>	49,878	23,768	29,878

**SCHEDULE OF PROGRAM OPERATIONS  
LITERACY**

*Schedule 22*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	-	-	450,000
<b>EXPENDITURES</b>			
Administration	-	218	-
Allocation to communities	-	12,199	426,467
Bulk book	23,533	5,729	-
	23,533	18,146	426,467
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(23,533)	(18,146)	23,533
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	6,540	23,533	-
Inter-fund transfer	16,993	16,993	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	22,380	23,533

**SCHEDULE OF PROGRAM OPERATIONS  
CURRICULUM DEVELOPMENT**

*Schedule 23*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	-	-	600,000
<b>EXPENDITURES</b>			
Administration	-	218	-
Allocation to communities	-	9,764	571,537
Workshops	-	-	26,900
	-	9,982	598,437
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	-	<b>(9,982)</b>	1,563
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	(19,575)	1,563	-
Inter-fund transfers	19,575	19,575	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	<b>11,156</b>	1,563

**SCHEDULE OF PROGRAM OPERATIONS  
INTEGRATING SERVICES**

*Schedule 24*

For the year ended March 31, 2003

---

---

	Budget	2003	2002
	\$	Actual	Actual
		\$	\$
<b>REVENUE</b>			
DIAND funding	500,000	500,000	500,000
<b>EXPENDITURES</b>			
Administration	-	564	-
Allocation to communities	500,000	493,798	475,543
Integration of services forum	-	3,000	-
Workshops	-	1,467	-
	500,000	498,829	475,543
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	-	1,171	24,457
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	6,463	24,457	-
<b>FUND BALANCE, END OF THE YEAR</b>	6,463	25,628	24,457

---

---



**SCHEDULE OF PROGRAM OPERATIONS**  
**EDUCATION PARTNER INITIATIVE**  
For the year ended March 31, 2003

*Schedule 25*

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	12,000	12,000	44,050
Partner contributions	-	-	9,500
	12,000	12,000	53,550
<b>EXPENDITURES</b>			
Administration	2,250	2,250	-
BCSSA project	44,050	43,850	-
Employment equity contract	12,000	-	-
Publicity	3,250	-	-
	61,550	46,100	-
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(49,550)	(34,100)	53,550
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	53,550	53,550	-
<b>FUND BALANCE, END OF THE YEAR</b>	4,000	19,450	53,550

**SCHEDULE OF PROGRAM OPERATIONS**  
**ANTI-RACISM INITIATIVE**

*Schedule 26*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
Canadian Heritage funding	83,695	83,695	4,206
Vancouver Foundation funding	23,350	23,350	-
	107,045	107,045	4,206
<b>EXPENDITURES</b>			
Anti-racism initiative products	1,250	11,464	-
Honoraria	2,500	-	-
Facilities	1,750	-	-
Salaries and benefits	57,500	43,070	-
Travel	12,000	19,211	-
	75,000	73,745	-
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	32,045	33,300	4,206
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	4,206	4,206	-
<b>FUND BALANCE, END OF THE YEAR</b>	36,251	37,506	4,206

**SCHEDULE OF PROGRAM OPERATIONS**  
**ADULT HIGHER LEARNING ASSOCIATION**  
For the year ended March 31, 2003

*Schedule 27*

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
Membership fees	-	300	-
<b>EXPENDITURES</b>			
Adult education organization	50,000	15,967	-
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	(50,000)	(15,667)	-
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>			
Inter-fund transfer	102,294	102,294	-
<b>FUND BALANCE, END OF THE YEAR</b>	52,294	86,627	-

**SCHEDULE OF PROGRAM OPERATIONS  
SCHOOL NET**

*Schedule 28*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
Industry Canada funding	637,000	637,000	-
INAC funding	25,000	25,000	-
	662,000	662,000	-
<b>EXPENDITURES</b>			
Administration and promotion	4,742	698	-
Advisors meeting	12,000	6,473	-
Community forum	25,000	23,727	-
Cisco training	32,500	32,500	-
IT hardware	445,000	478,756	-
IT software	35,485	35,974	-
Office supplies	3,819	3,760	-
Other RMO administration	31,049	31,090	-
Professional services	15,500	13,645	-
Project management and delivery	23,375	23,604	-
Travel	29,315	8,243	-
	657,785	658,470	-
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	4,215	3,530	-
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	-	-	-
Inter-fund transfers	(15,000)	(15,000)	-
<b>FUND BALANCE, END OF THE YEAR</b>	(10,785)	(11,470)	-

**SCHEDULE OF PROGRAM OPERATIONS  
LEARNING RESOURCES**

*Schedule 29*

For the year ended March 31, 2003

	Budget \$	2003 Actual \$	2002 Actual \$
<b>REVENUE</b>			
DIAND funding	500,000	-	-
<b>EXPENDITURES</b>			
Administration	25,000	-	-
Allocation to communities	390,000	339,676	-
Library resources	7,000	-	-
Magazine subscriptions	78,000	84,742	-
	500,000	424,418	-
<b>ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	-	(424,418)	-
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	-	-	-
Inter-fund transfer	-	100,000	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	(324,418)	-

\$400,000 in funding related to this fund has been received in the 2003/04 fiscal year.







**First Nations Education Steering Committee**

#113 - 100 Park Royal South  
West Vancouver, BC V7T 1A2

T. 604.925.6087 Toll Free 1.877.422.3672

[www.fnesc.ca](http://www.fnesc.ca)

