

First Nations Education Steering Committee



ANNUAL REPORT 2003/04



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Message from the President

On behalf of the First Nations Education Steering Committee (FNESC), I am very pleased to introduce our Annual Report for 2003/2004. FNESC is always happy to take every opportunity to report on our activities and services, and this year we once again have a great deal of information to share.

In fact, this year's Annual Report includes a particularly exciting item – a summary of the findings of our first-ever external evaluation. Last year, the FNESC Board of Directors agreed that it would be useful to ensure that our efforts are meeting the needs of First Nations in BC, and that First Nations believe that FNESC is legitimately and effectively representing their perspectives. Accordingly, we sponsored a thorough evaluation of our operations, including an independent review of our records as well as interviews with a range of stakeholders.

I am pleased to report that the results of the evaluation were very positive. The evaluation demonstrated that FNESC's work is seen as very valuable, and First Nations schools and communities support our continued efforts to provide a united voice on First Nations education issues. FNESC would like to thank everyone who participated in the evaluation; the feedback we received is invaluable, and will no doubt help our organization tremendously as we strive for continued improvement.

At this time, FNESC would also like to acknowledge all of the other contributions that have been made to its efforts. As highlighted in this Annual Report, we have seen great progress in the area of First Nations education in the past several years, which is a reflection of the outstanding commitment shown by people throughout the province. I believe that the leadership shown by First Nations in BC, combined with the cooperation and support from our many education partners, is making a real difference for First Nations learners.

Of course, far more improvement is still needed, and FNESC invites everyone who is interested to join in our organization's efforts. Working together can only make us more effective, and help us to reach our goal of success for all students.

Deborah Jeffrey
FNESC President

Message from the Executive Director

As always, 2003/2004 was an exciting time for FNEESC. There are still numerous challenges in the area of First Nations education, but through the dedication shown by First Nations representatives throughout BC, we have continued to meet those challenges with more and more success.

FNEESC is very proud of the part that we have played in creating positive change in First Nations education in BC. FNEESC has continued to strive to provide worthwhile programs and services to support the important work being done in First Nations communities, and the range of activities that are being undertaken throughout the province is remarkable. Together, we are building strong programs to support and encourage Aboriginal teachers in BC, and to support all students, including those with special needs. FNEESC is also committed to enhancing the technological capacity of schools and communities, to revitalizing Aboriginal languages, and to addressing the serious problem of racism and the devastating effects it can have on students. I believe that the comprehensive approach we are taking will result in even more improvements in First Nations education in the years to come.

On behalf of the FNEESC staff, I would like to express our appreciation to everyone who has made our work such a pleasure. The members of the FNEESC Board, the FNEESC Sub-Committees, and the Strategic Action Committee continue to be an inspiration. Their years of dedication to First Nations education issues have provided the foundation for everything we do. Meeting with First Nations representatives and other education partners on an ongoing basis is also a pleasure, and the encouragement we receive from education workers throughout the province is invaluable.

As always, FNEESC hopes that this Annual Report provides a useful overview of our activities throughout the past year. The FNEESC Board of Directors and staff always welcome questions and feedback, particularly as we plan for another exciting year ahead, so please feel free to contact us at any time.

Christa Williams
FNEESC Executive Director

About FNEESC

The First Nations Education Steering Committee (FNEESC) is a collective organization that works on behalf of First Nations throughout British Columbia (BC). The goal of the organization is to assist First Nations in their efforts to ensure quality educational opportunities for their learners. Specifically, FNEESC has a mandate to undertake research, promote communications, disseminate information, facilitate networking, and bring much needed attention to First Nations education issues. FNEESC also collects and shares up-to-date information about relevant programs, government policies and initiatives, and evolving local, provincial, and national education issues that affect First Nations learners in BC.

In an effort to be as representative as possible, FNEESC is structured so that each First Nation is eligible to appoint one member to the FNEESC Board of Directors, and there are now approximately 60 members of the FNEESC Board. A FNEESC Executive is elected each year, and in 2003/2004 it included the following individuals: 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. In addition, FNEESC is supported in its work by a Strategic Action Committee, which includes First Nations leaders from throughout the province.



FNEESC Board Meeting April 2003

Working in Partnership to Promote Change

In undertaking all of its activities, FNESC strives to work in partnership 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 seven years, FNESC has worked closely with the First Nations Schools Association (FNESA). The FNESA 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 FNESA have formalized their relationship through an administrative agreement, according to which the FNESC staff provides administrative support to the FNESA Board of Directors. As reflected

in this Annual Report, each year FNESC and the FNESA jointly implement a range of programs and services to support First Nations schools.

Indian Studies Support Program

For the past five years, FNESC has also signed a fee-for-service agreement with the Indian Studies Support Program (ISSP) Committee. That Committee allocates funding for accredited and transferable First Nations controlled post-secondary programs. According to the fee-for-service agreement, the FNESC staff provides administrative support to the ISSP Committee, including the organization of committee meetings, minute-taking, correspondence, and facilitation of the annual proposal call and review.

Indigenous Adult and Higher Learning Association (IAHLA)

The Indigenous Adult and Higher Learning Association (IAHLA) is a new, non-profit organization that was created at the request of Indigenous controlled post-secondary institutes and adult learning centres in BC. IAHLA is a service organization that is intended to conduct research, collect and disseminate information, and promote networking to benefit Indigenous adult and higher learning agencies throughout BC. IAHLA has signed an agreement with FNESC for the provision of administrative support, and the two organizations are committed to working together in a coordinated and supportive manner.

The Federal and Provincial Governments and Other Education Organizations

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.

In addition, in 1998 FNEESC was 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 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 cooperative efforts of the Education Partners Group have resulted in an effective sharing of information and the implementation of several important projects aimed at enhancing the success of First Nation learners in the public education system. That work is described further in this Annual Report.

Efforts to Share Information and Gather Input Into FNEESC Activities

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

Regional Sessions

Central to all FNEESC activities are the annual Regional Sessions – a series of information sharing workshops held in communities throughout the province. The Regional Sessions provide a foundation for all FNEESC activities, allowing the organization to report directly to First Nations and to gather suggestions related to ongoing and new FNEESC initiatives. In the fall of 2003, eleven Regional Sessions were organized in communities throughout BC, involving approximately 130 people. Each year, a summary of the Regional Sessions is published and shared with all First Nations, and copies of that report are available to anyone interested.

Provincial Aboriginal Education Conference



FNEESC also organizes a number of conferences to promote professional development and to provide networking and information sharing opportunities. Critical among the conferences is the Annual Provincial Education Conference, which is co-hosted by FNEESC and the BC Ministry of Education (MoE). In 2003, the 9th Provincial Education Conference took place on November 1 – 3. A theme of “Best Practices in Aboriginal Education” was chosen for that event, reflecting the great progress that is being achieved in British Columbia. The Conference highlights included keynote addresses from Judge Stephen Point of Skowkale First Nation, Dr. Rosalyn Kunin, Regional Economist, and Marie Baptiste of the Secwepemc and Okanagan Nations. The event also included a Best Practices Panel, a video and panel pres-

entation on student success in the Moricetown area, and the 600 Conference participants also attended a number of workshops on relevant topics. A summary of the 2003 event is available from the FNESC office.



Other Information Sharing Activities

In addition to those information sharing activities, FNESC also regularly shares information and updates as they arise, organizes quarterly Board meetings, publishes a variety of newsletters, maintains a web site at www.fnesc.ca, and provides access to the FNESC resource centre at www.fnesc.org.

Key Accomplishments for 2003/2004

FNESC Evaluation Results

In 2003, FNESC sponsored an exciting new initiative – a comprehensive evaluation of the organization and its programs. FNESC organized that external evaluation in order to ensure that its programs and services are seen to be effective, and to determine the extent to which the organization is meeting the educational needs of First Nations in BC. The evaluation was undertaken by an independent contractor, and it involved a review of relevant documentation as well as interviews with a variety of stakeholders, including 34 First Nations representatives, 19 First Nations school representatives, 4 School District representatives, 3 Education Partners Group representatives, 3 First Nations political organization representatives, 8 federal and provincial government representatives, 10 FNESC Board members, 4 members of affiliated First Nations Boards, and 10 FNESC staff members. The interview participants were chosen randomly, with an effort to reflect all regions of the province.

Overall the evaluation results were very positive, with a majority of the people interviewed indicating that FNESC is responsive to the direction of First Nations, and that the organization provides an important forum for a united First Nations voice on education matters. The evaluation report states that FNESC, through its Board of Directors, management structures, and staff, fulfills the mandate it was originally provided; FNESC is seen to communicate effectively, seek and respond to community direction, and employ skilled and motivated staff. In addition, the evaluators agreed that FNESC maintains effective financial management, including efficient budget management and low overhead costs for program implementation. Other specific FNESC evaluation results are outlined on the following pages.



A workshop at the 2003 FNSA Conference

Contribution to Quality Education

When asked whether the quality of education for First Nations learners has improved as a result of FNESC support, almost all of the respondents either agreed or agreed strongly. Only 10% of FNESC Board members, 5% of First Nations representatives, 25% of school district representatives, and 33% of the education partner group representatives did not support that statement. In addition, all of the respondents, with the exception of approximately 2% of the First Nations representatives, agreed that FNESC is an important organization for First Nations and First Nations schools.

FNESC Representation

There was also strong agreement that FNESC fairly and legitimately speaks on behalf of and as directed by BC First Nations. All FNESC Board members, First Nations school representatives, and affiliated board members agreed that FNESC provides a united voice on education issues. 94% of First Nations, 75% of School District, 87% of federal and provincial government, and 67% of First Nations political organization representatives also shared that perspective.



FNESC 2003 Open House

Information Distribution

There was almost unanimous agreement that the stakeholder groups are receiving substantial information from FNEC. 90% of FNEC Board members, 91% of First Nations, 100% of First Nations schools, 100% of affiliated boards, 67% of First Nations political organizations, and 100% of federal and provincial government representatives indicated that they receive information from FNEC often. 100% of the school district and 67% of the Education Partner Groups indicated that they receive information often or occasionally. Only 1% of First Nations and 33% of the partner group representatives indicated that they seldom receive information from FNEC. Overall, the evaluators concluded that FNEC maintains transparency in terms of its programs, funding, and results, and it also liaises effectively with other organizations as well as the federal and provincial governments.

Research and Program Implementation

When asked if FNEC is fulfilling its research mandate, almost all of the respondents indicated that it does so successfully or very successfully. Only 1% of First Nations representatives, 25% of school district representatives, 13% of government representatives, and 1 of the 3 political organizations interviewed expressed less satisfaction in this regard.

In addition, in terms of FNEC's management of the Youth Employment Strategies, 39% of the respondents indicated that they were very satisfied, 56% were satisfied, and only 6% were not satisfied. Similarly, 74% of the respondents were very satisfied with the Special Education Program administration, 25% were satisfied, and only 1% were dissatisfied. For the Gathering Strength program administration, those numbers included 77% very satisfied, 22% satisfied, and 1% dissatisfied. Finally, for the SchoolNet Program, 45% of the respondents were very satisfied, 48% were satisfied, 6% were dissatisfied, and 2% were very dissatisfied. All of those programs are described further in this Annual Report.

Contribution to Student Success

With the exception of some Education Partner group representatives, all of the other respondents indicated that FNEC's programs and services are somewhat or very useful. All respondents, with the exception of 1% of First Nations and 25% of school district representatives, also agreed that the success of First Nations learners has increased as a result of FNEC support to First Nations schools.

Next Steps

While the evaluation results were extremely positive, the report also included a number of suggestions to improve FNEC operations. In response, the FNEC Board of Directors formed an Evaluation Implementation Committee, consisting of the FNEC executive, two volunteer Committee members, and the FNEC Executive Director. The Implementation Committee identified some key issues for immediate response, including recommendations related to communications, technical support, and serving remote and small First Nations. FNEC will report on the efforts undertaken in those areas throughout the upcoming year.

Key Successes in 2002/2003

One of the recommendations of the 2003 FNESC Evaluation was greater promotion of the positive developments that are occurring in the area of First Nations education. FNESC is therefore pleased to highlight the following funding and policy successes that were achieved in 2003.

Funding

- For over five years, FNESC has worked with the FNSA to research, consult, and raise awareness of the critical need for special education funding for First Nations schools. In 2003, those efforts finally resulted in the federal government's release of \$1,926,541.00 in new special education funding for First Nations schools in BC. That funding will be increased to \$4,397,400.00 in 2003/2004, and \$4,892,600 in 2004/2005.
- In 2001 and 2002, FNESC also sponsored research to demonstrate the limits in the overall funding available for First Nations schools in BC, and used those research findings to promote the critical need for more resources to ensure the success of First Nations learners in those settings. In response, in 2003 INAC BC Region provided an additional \$3 million for First Nations schools, which was distributed through a 10% increase in the base nominal roll amount and a \$250 per pupil increase for secondary students in grades 8-12. INAC also distributed through FNESC and the FNSA \$500,000.00 for First Nations school libraries for 2003/2004.
- In December, 2002 Industry Canada chose FNESC and the FNSA to manage the First Nations SchoolNet program in BC, and \$1.25 million was initially provided for the first two-year period of the program. FNESC and the FNSA then presented a proposal and successfully secured an additional \$1.45 million over two years to support the SchoolNet program.
- Through significant lobbying, FNESC and the FNSA were able to maintain \$1.2 million for the 2003/2004 BC Region New Paths for Education Program, despite threats of cuts to BC region's funding. Maintaining that funding level will allow FNESC to continue many of the successful initiatives described in this Annual Report.

Policy Development

- In developing the guidelines for the new Special Education funding for First Nations schools, the national policy was built in large part upon the FNESC/FNSA special education work plan, ensuring that the needs of BC could be fully accommodated within the funding guidelines.
- In 2003, the MoE implemented a second nominal roll count to more effectively explore the retention of Aboriginal students in the public education system. That policy change reflected years of significant lobbying by FNESC and First Nations in BC.

- A Memorandum of Understanding on First Nations' Authority and Jurisdiction over Education was signed on July 24, 2003 – a momentous occasion for First Nations in BC. That significant achievement is described in more detail below.

Jurisdiction Project

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 framework for First Nations to negotiate their own agreements regarding their exercise of jurisdiction and authority over the education of status, on-reserve students attending on-reserve schools, as well as greater influence on decision-making and accountability processes within the public education system. The MOU is not legally binding. Instead, it is intended to provide a detailed agenda for negotiations by First Nations that choose to take advantage of the new opportunity.

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 will be determined by the participating First Nations.

For the creation of Community Education Authorities, interested First Nations will formally indicate their interest in negotiating an agreement to have their jurisdiction over education acknowledged. This formal "opting in" may require a Band Council Resolution (BCR). The First Nation and the federal government will then confirm their commitment to the framework for jurisdiction (the MoU), and negotiations will begin. The negotiations will include consideration of the cost of providing a quality education under First Nations jurisdiction, as well as the creation of an appropriate implementation plan and accompanying



Nee Tahi Buyn Secondary School Career Placement Program

resources. Upon conclusion of the negotiations, a formal agreement will be signed by the First Nation and the federal government.

For the creation of a Central Authority, FNESC will engage in additional community consultations to ensure that the potential areas of responsibility accurately reflect the direction of First Nations. Based upon the feedback received, FNESC will then negotiate with the federal and provincial governments to determine an implementation plan and necessary resources for this aspect of the jurisdiction structure.

Since the signing of the MoU, FNESC has organized a number of opportunities for interested First Nations to receive more information regarding jurisdiction negotiations, including a two-day information and planning session in October 2003. When invited to do so, FNESC negotiators have also visited communities to facilitate detailed discussions about the MoU and its relevance for each unique First Nation.

2003/2004 FNESC Programs and Services

Initiatives Undertaken With the Aboriginal Education Partners Group

As described above, FNESC is one of the founding members of the Aboriginal Education Partners Group – a collective committee including representatives of 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 BC.
- To increase the number of Aboriginal educators in the provincial education system.

In order to effectively pursue its goals, the Aboriginal Education Partners have agreed to initially focus on three critical issues: Aboriginal teacher recruitment and retention (the ATEC project), employment equity, and anti-racism.



Aboriginal Teacher Education Consortium (ATEC)

In order to pursue its goal of increasing the representation of Aboriginal teachers in the school system, an Aboriginal Teacher Education Consortium (ATEC) was established. ATEC includes representatives of each Partner Group, as well as each of the Teacher Education Programs in BC. Since its establishment, ATEC has worked to establish strong relationships between First Nations organizations and education institutes, and to promote teaching as a career through informational materials and presentations.

Building upon those efforts, in 2003 the work of ATEC advanced considerably through the receipt of \$420,000.00 in funding from INAC for the implementation of bridging programs in BC. Using that funding, ATEC was able to sponsor three, one-year programs to assist individuals who are interested in entering teacher education programs to achieve the pre-requisites required for entrance to post-secondary education.

Through a proposal process, three institutes were selected to implement pilot bridging programs during the 2003/2004 academic school year: the University College of the Cariboo, Malaspina University College, and a partnership between the Sto:lo Nation and Simon Fraser University. All of the pilot programs were designed to offer students academic courses within a supportive setting emphasizing preparedness for further post-secondary education. Eighty-two students enrolled in the three programs in their first year of operation.



Employment Equity

Aboriginal employment equity in the public education system is a second focus area identified by the Aboriginal Education Partners. That topic was chosen to reflect the fact that Aboriginal people are under-represented in public education system employment, both in comparison to the population of Aboriginal people in BC and to the population of Aboriginal students enrolled in BC schools. That under-representation extends to almost all employment sectors, including teachers, school administrators, bus drivers, librarians, and specialists. As a result, there are too few role models for Aboriginal students, as well as limited opportunities for all students to learn about Aboriginal cultures and histories.

In response to that situation, the Aboriginal Education Partners Group agreed to prepare a handbook to outline a very detailed, step-by-step process for the development and implementation of school or school district employment equity policies. The document, titled the Aboriginal Employment Equity Toolkit, is expected to be available shortly.

Anti-Racism

The third area of focus selected by the Aboriginal Education Partners Group is Anti-Racism, and in 2003/2004 FNESC and the Education Partners Group completed a two-year Anti-Racism project that was funded by the Department of Canadian Heritage. That project included the hiring of an Anti-Racism Officer and an Anti-Racism Consultant, who facilitated over 100 anti-racism workshops and presentations in specific settings throughout the province, such as individual schools, regional teacher and Aboriginal support worker conferences, specific First Nations communities, summer institutes, and conferences. Those workshops were very well attended and the recipients generally responded positively to the opportunities provided. The Anti-Racism Officer and Consultant also worked with Universities to provide relevant information directly to students and practicing teachers.



The Anti-Racism Officer and Consultant also oversaw the development of an Anti-Racism Tool Kit, which includes a number of materials, videos, and lesson plans intended to stimulate discussion about discrimination and its effects. The Toolkit was shared in numerous workshops designed to assist school representatives in effectively using the materials in classrooms throughout BC, and 200 copies of the resource were distributed over the two-year project period.

In 2003, FNESC also established an Anti-Racism Sub-Committee to oversee all FNESC programs and services, and to plan for continued efforts in this area. FNESC is also investigating possibilities for long-term funding to address racism at all levels of the education system.

The New Paths for Education Program

For the past five years, many FNESC and FNSA activities were sponsored using funding provided through the Gathering Strength Program. That program was one component of INAC's response to the report of the Royal Commission on Aboriginal Peoples, which recommended that the federal government more actively support improvements in the quality of education available to First Nations students.

On March 31 2003, the federal government's commitment to the Gathering Strength Program came to an end, but the funding that had been distributed through the program was added to the base budget of INAC and re-allocated to a replacement program titled New Paths for Education. For 2003/2004, the federal government once again agreed to the administration of the BC New Paths for Education program by FNESC and the FNSA, and the funding was used to continue many of the successful activities that had been initiated using Gathering Strength funding.

New Paths Community and School Grants

Throughout its five-year existence, the majority of funding provided through the Gathering Strength program was distributed directly to First Nations schools and communities for locally-based activities, and that practice was continued through the New Paths for Education initiative. In 2003/2004, \$2.5 million was distributed to First Nations schools through a base-plus-per-capita funding formula. Schools used those grants for projects related to school capacity building, stay-in-school efforts, special education, literacy programming, and service integration. Approximately \$2.4 million was also provided to First Nations communities through a base-plus-per-capita formula for education initiatives.



Seventh Generation Club Attendance Achievement Program

2003/2004 New Paths Collective Activities

In addition to the grants provided to schools and communities, the 2003/2004 New Paths for Education funding was also used to sponsor a number of collective programs and initiatives.

To begin, a portion of the New Paths funding was used to facilitate further development of a series of Language Curriculum Development Workshops offered by FNESC throughout the past several years. Previously, FNESC had sponsored several level-one, introductory workshops that were intended to assist people in understanding the skills and resources required for effective language curriculum development. In addition, a number of level-two workshops were also offered, to provide more advanced information. In 2003/2004, FNESC sponsored work toward more detailed, accredited training for people who had taken the previously offered workshops.

Since its establishment, Gathering Strength funding was also used to sponsor a Speakers Series, which included the organization of dozens of workshops in locations throughout BC. The Speakers Series workshops have provided training on a range of issues, 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 annual Speakers Series. In 2003/2004, New Paths for Education funding was used to continue this initiative, with workshops on behaviour management, literacy, record keeping, board training, and conflict resolution.

In addition, the 2003/2004 New Paths program included funding for a professional development day for principals of First Nations schools. Held in December, 2003, approximately 60 First Nations school principals attended that training session, which focused on how to be an effective instructional leader. The New Paths program also provided training related to the FNSA sponsored School Assessment Project. Through that initiative, the FNSA supports thorough assessments of First Nations schools' that include an internal review of school programming, feedback from parents and students, as well as a process for external response and suggestions. Specifically, New Paths funding was used to sponsor an assessment project mentoring initiative, through which people with First Nations school assessment experience assisted new project participants. The New Paths Program also provided grants for the implementation of school growth plans, to allow schools to identify some of the priorities identified through their assessment projects.

Finally, New Paths program funding was used to support the development of IAHLA, to sponsor consultations related to the implementation of First Nations jurisdiction for education, and to support a continuation of the First Nations Parents Club. All of those activities are described in more detail in other sections of this Annual Report.

Special Education Activities Update

As described above, since 1995 FNESC and the FNSA have actively promoted the critical need for special education funding for First Nations schools – work which finally resulted in the January 2003 release of new special education funding for First Nations students living on-reserve. In the 2003/2004 fiscal year, the special education funding available in BC totaled \$5,867,400.00, representing the new Special Education Program (SEP) funding plus the portion of the Gathering Strength funding dedicated for special education. Of that amount, \$4,817,650 (82%) was allocated directly to schools, and \$1,049,750 (18%) was used for collective, regional-level initiatives.

Allocations to First Nations Schools

Following previous direction from First Nations schools, the majority of the special education funding available in BC was allocated for school-level programming, and that funding was distributed equitably to all schools using a base-plus-per-capita formula. That approach was approved by INAC on a pilot project basis until 2005; FNESC and the FNSA are required to demonstrate the effectiveness and benefits of the base-plus-per-capita allocation method prior to the expiration of the pilot project. At the 2003 FNSA Annual General Meeting, First Nations schools also agreed to enhance the base-plus-per-capita formula with a small hold-back amount. That portion of funding was used to assist schools that were not able to meet the needs of all of their students with High Cost special needs using their base-plus-per-capita allocation. Five percent (\$240,882) of the funding identified for school allocations was withheld for that purpose, and it was made available for specific student services through an application process.

In managing the special education funding available in the BC region, FNESC and the FNSA are committed to ensuring that all First Nations schools take advantage of the opportunities available. Accordingly, in the past year FNESC staff spent considerable time raising awareness about the funding program and assisting schools in completing the workplans required to access the special education grants. As a result of those efforts, 95% of eligible schools submitted an approved workplan to access their special education funding allocation in 2003/2004.



2003/2004 Collective Special Education Activities

In addition to school grants, a portion of the new special education funding was used to implement a number of collective, provincial-level activities. For example, FNESC facilitated 70 psycho-educational assessments for students throughout the province, and the funding was used to continue a toll-free telephone service for school staff, parents, and community members who have questions regarding special education issues. A Special Education Consultant and Speech Language Pathologist also were once again available to assist First Nations schools throughout the province through in-school training and service delivery.

The special education activities also included efforts to organize professional development for First Nations school staff in a cost-effective manner. Simon Fraser University (SFU), in conjunction with FNEESC and the FNSA, developed a 2-year graduate diploma/credit certificate called “Supporting Diverse Learners.” As well, credit courses in the Language and Learning Certificate program through Shoreline Community College were offered regionally. In response to needs expressed by schools, 5 regional workshops on interpreting psycho-educational assessments were organized around the province.

The special education efforts also continued in the area of bulk purchasing of resources for First Nations schools. First Nations schools were afforded the opportunity of participating in the SET-BC site license of Kurzweil 3000 and Co: writer 4000, two computer programs to assist students with special needs.

Special Education Program Evaluation

Reflecting FNEESC’s commitment to accountability and effective program implementation, the 2003/2004 special education activities included a thorough external evaluation of the BC initiatives. Conducted between January and March 2004, the evaluation involved an analysis of written documents and records, as well as a total of 45 interviews with a sample of First Nations school representatives, parents, FNSA Board members, Special Education Resource Committee members, INAC staff, and FNEESC special education staff. The findings of the 2004 SEP Evaluation included the following key points.

- Generally, the amount of funding available for the BC Region is inadequate. Almost all interview respondents indicated that there are still unmet needs in First Nations schools, and stakeholders continue to believe that additional special education funding should be provided by INAC. With existing funding levels, there is a reported need for more specialist services, additional staffing, more direct services to students, enhanced early intervention and prevention programs, and additional psychological, emotional, and cultural services for students. In spite of the funding limitations, however, the new funding has allowed for the implementation of critical programs that were not possible previously, and many students who formerly could not be accommodated in a First Nations school because of their high cost special needs are now able to enroll in the school of their choice. Overall, the new financial resources are seen to be extremely valuable, even if limited.
- Over 90% of the interview respondents expressed satisfaction with the process used to allocate the special education funding, and there is strong support for continuing the base-plus-per-capita formula process.
- The interview respondents overwhelmingly expressed satisfaction with FNEESC’s administration of the program. The feedback provided in the interviews consistently maintained that FNEESC’s programs and activities are effective, the collectively organized professional development programs are relevant, the specialist services are being provided to schools in an effective and fair manner, and the special education publications are generally well promoted and useful.

- The evaluators noted that there is strong support for, and evidence of, an effective accountability process in the BC region. A high proportion of schools submit final reports accounting for their funding use, and schools are building their capacity in terms of identifying outcomes, indicators, and performance measures.

In addition to those overall findings, the evaluation resulted in several specific recommendations for the FNESC special education program, including additional communications efforts, specific support mechanisms for remote schools, and ongoing monitoring of collective activities to ensure that they continue to reflect school needs and priorities. Copies of the evaluation report are available to anyone interested, and the FNESC and FNSA Boards of Directors are now working with FNESC staff to review all of the evaluation recommendations and plan for continued improvements to the special education program 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 schools through: a) providing connectivity and computers; b) building ITf competencies and capacity; and c) developing IT content. In December 2002, FNESC and the FNSA began administering the First Nations SchoolNet program in the BC region, and in 2003/2004 the funding for the program included a base budget of \$812,000.00, with an additional \$1,245,000.00 acquired through a second proposal to Industry Canada.

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, FNESC and the FNSA have attempted to identify and remove barriers to Internet access through the distribution of satellite dishes and Internet service provider subsidies. FNESC and the FNSA are also using the SchoolNet program to work towards an adequate number of computers per school, increased software, help desk services, in-school assistance, and support for First Nations schools in developing Aboriginal



web-based content. Specific SchoolNet program achievements in the 2003/2004 school year include:

- sponsoring the installment of 290 personal computers and 65 Apple Macintosh computers in First Nations schools;
- replacing DirecPC one-way satellite service with two-way VSAT satellite service in 43 schools, including dish hardware, LAN distribution within the school, and bandwidth subscription;
- providing Internet Service Provider (ISP) subsidies for 60 schools;
- arranging website and e-mail hosting service with a First Nations ISP for 10 schools;
- maintaining a 7AM – 7PM, 5-days/week help desk and technical support service, accessible by toll-free calling and available online;
- implementing an education-discounted software purchase program for all First Nations schools;
- procuring and installing local-area network (LAN) servers
- sponsoring five youth science and technology camps, as well as an Aboriginal Youth Conference involving over 140 youth during Spring Break 2004;
- sponsoring a traveling in-service training program, with workshops conducted in over 25 schools;
- launching a First Nations SchoolNet website at bc.firstnationschools.ca;
- providing over 160 bundles of educational software to First Nation schools; and
- NVIT scholarships for 7 students and 3 youth at the First Nations Tech Resource Centre.

Finally, a portion of the 2003/2004 SchoolNet program funding was also used to support Aboriginal language activities, as described below.

Aboriginal Languages Sub-Committee Update

FNESC has consistently maintained a strong commitment to supporting First Nations in the critical area of Aboriginal language revitalization, as FNESC recognizes a direct connection between language and culture programs and First Nations education. Accordingly an Aboriginal Languages Sub-Committee was created to focus specifically on that critical issue, and in the past several years, the Aboriginal Languages Sub-Committee has produced numerous publications and has sponsored a variety of networking opportunities for people who are working to promote language learning. In 2003/2004, the Sub-Committee's efforts were further extended through the following activities.

Trip to New Zealand

In March 2003, 25 First Nations representatives participated in a FNESC organized trip to New Zealand to learn from the experiences of the Maori people, who have made significant progress in regard to Indigenous language education. While in New Zealand, the BC representatives visited Marae (Maori communities), Ko Hanga Reo (language nests), Kura Kaupapa Maori (elementary and secondary Maori immersion schools), and Maori University programs. The people who traveled to New Zealand in 2003 shared their tremendous excitement about the opportunity, and recommended that FNESC organize similar trips in future years.

Development of a Language and Technology Handbook

In partnership with the BC First Nations SchoolNet program, in 2003 the Aboriginal Languages Subcommittee developed the first of what is intended to be a series of handbooks to assist language teachers and curriculum developers in effectively using technology to prepare language resources. The first handbook, *Recording Your Language*, includes suggestions for recording and preserving the words of Elders. Over 400 copies of that handbook have been distributed since its publication.



New Zealand Trip Participants

Aboriginal Languages Conference

In addition, an Aboriginal Languages Conference, *Where Tradition and Technology Meet*, was held in Merritt on August 26 and 27, 2003. 176 people attended that event to discuss ways in which technology can be used to enhance Aboriginal language preservation and teaching programs.

To complement the Language Conference, the BC First Nations SchoolNet program also sponsored a two-day workshop prior to the conference, which provided 16 First Nations youth with training on video making, editing, and computer animation - Flash MX. The youth then assisted Aboriginal language teachers at the conference as they learned how to use the technologies. Overall, the conference was seen as an excellent learning opportunity, and First Nations representatives subsequently requested that FNESC organize an Aboriginal Languages Conference annually.

Achievements Related to the Developmental Standard Term Certificate (DSTC)

In an effort to address the needs expressed by Aboriginal Language teachers, for several years the Aboriginal Languages Sub-Committee worked with the BC College of Teachers to create a framework for a Developmental Standard Term Certificate (DSTC). The DSTC framework allows First Nations and post-secondary institutes to develop language teacher education programs that reflect the unique needs and skills of language speakers, so that they are able to attain post-secondary training that can be laddered into a Bachelor of Education. In 2003, significant advances were achieved in terms of the DSTC: the BC College of Teachers approved two new DSTC programs – those of the Gitksan and the Campbell River Nation. Also, the Sto:lo Nation – which has been running a DSTC program for several years – celebrated its first graduates in December.

FIRST NATIONS



PARENTS CLUB

The First Nations Parents Club

As noted above, since 2000/2001 FNESC and the FNSA have sponsored the First Nations Parents Club – an initiative that supports First Nations in their efforts to organize community-based parent groups. The First Nations Parents Club is based upon overwhelming evidence that parental support for school and home learning is a key factor in student success.

In 2003, 90 First Nations parents clubs had been established throughout the province. Those local parent groups vary in their structure and initiatives, reflecting the unique needs of each community. Some of the activities they have 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. FNESC 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.

In 2003/2004, the ability of FNESC and the FNSA to promote parental involvement increased significantly as a result of an INAC grant of \$280,000.00. That funding allowed for a continuation of the Parents Club initiatives described above, including the distribution of materials and incentives to clubs throughout the province aimed at building parenting skills.

The funding was also used to update the FNESC and FNSA *First Nations Parents Club Handbook*. Originally prepared in 2000, that resource was distributed very widely during the initial launch of the Parents Club, and since its release the Handbook has continued to be very well received and over 2000 copies have been requested. However, since the printing of the first Handbook, several important changes have taken place, particularly in terms of the public education system. In response, FNESC and the FNSA published an updated version of the *Parents Club Handbook* in 2004. That revised resource includes information about new opportunities for parental involvement in the public education system and more up-to-date information about First Nations school assessment projects.

The new parent involvement funding also allowed FNESC and the FNSA to sponsor a number of networking opportunities for First Nations parents. A second Parents Club Conference took place in May, 2004, and almost 200 parents attended that event, reflecting their enthusiasm and commitment to their children's success. FNESC and the FNSA also sponsored the attendance of 20 First Nations parents at the BC Confederation of Parent Advisory Council (BCCPAC) Conference. That initiative was intended to increase the voice of First Nations parents at the conference and to raise the profile of First Nations parents' perspectives and needs. Attendance at the Conference also provided an important learning opportunity for the parents themselves.

In addition, the new parental involvement funding was used to sponsor workshops for parents focused on Career and Education Planning. The parent workshops built upon a previous FNESC and FNSA publication – *Finding Your Path: A Guide to Career and Education Planning* with First Nations Students. That publication provides information about how to support students in planning courses, assessing their skills and interests, and preparing for life beyond grade 12. Parents who attended the training workshops were provided a copy of *Finding Your Path* and learned a great deal about how to support their children in career and education planning.

In the past year, FNESC and the FNSA also provided grants to local parents clubs to allow them to organize training sessions within their communities. With those grants, parents clubs were able to invite guest speakers to share information about a range of parenting issues, and many clubs encouraged high levels of parent participation by organizing a dinner or providing free childcare. In addition, grants were also provided to a number of communities that had not yet established a local club, to assist them in organizing start-up activities to encourage parent interest.

Youth Program Administration

In the past year, FNEESC and the FNSA continued to administer four youth programs that are funded annually by INAC, reflecting First Nations' continued support for that program management structure.

In 2003/2004, \$860,031.20 was available for the Student Summer Employment Opportunities Program (formerly the Summer Student Career Placement Program), which is intended to support opportunities for career-related work experience and training for in-school First Nations students. 196 First Nations were eligible to receive a portion of the Student Summer Employment funding, which was allocated through a base-plus-per-capita allocation formula. 149 letters of intent were received in 2003.

\$206,842.55 was also provided for the Science and Technology Program (formerly the Summer Science and Technology Camp Program). That 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 2003/2004, 87 proposals were submitted for the Science and Technology Program funding, of which 41 could be supported with the funding available.

In addition, FNEESC and the FNSA received \$1,053,265.95 for the Youth Work Experience Program, which provides supervised work experience opportunities for out-of-school, unemployed, or underemployed youth. FNEESC and the FNSA were able to fund 20 of the 51 proposals received for that program in 2003/2004.

Finally, the Career Promotion and Awareness Program supports First Nations on-reserve youth through the establishment or continuation of Cooperative Education Program projects in on-reserve First Nations schools. With the \$375,000.00 available for the program in 2003/2004, 12 of the 31 submitted proposals could be funded through FNEESC and the FNSA.

Other FNEESC Research Projects

FNEESC's mandate includes research into relevant First Nations education issues, and FNEESC 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 2003 FNEESC sponsored the Aboriginal Languages, Post-Secondary Education, and Parent Involvement research projects described above.

FNEESC also supported a research project to complement the *First Nations Board Handbook* published in 2003. That resource was prepared to assist people who are serving on a variety of First Nations Boards, including those focused on education, health, and social services issues. The Board Handbook addresses issues such as vision setting, managing administrative and governance issues, and conducting effective meetings. When first published, the Board Handbook was sent to First Nations, Tribal Councils, First Nations schools, and First Nations community boards throughout the province, and the response to the work was extremely positive. Given that success, a follow-up resource — a *Strategic Planning*

Handbook for First Nations Boards – was created in 2003/2004 to provide practical suggestions for implementing the concepts described in the *First Nations Board Handbook*.

Each year, FNESC also undertakes research in response to arising issues, in order to keep the FNESC Board and First Nations informed about proposed changes in the education system. For example, in 2003 the FNESC Board requested research about movements to four-day schools weeks, school nutrition programs, and community schools. FNESC welcomes research requests from First Nations representatives at any time.

Audited Financial Statements

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For The Year Ended March 31, 2004*

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Description of the First Nations Education Steering Committee 2003-2004 Audited Statements

The First Nations Education Steering Committee (FNESC) is pleased to include as part of its Annual Report a copy of the 2003/2004 Audited Financial Statements. The Board of Directors is pleased to report that FNESC continues to operate in a cost effective manner.

The Board would 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 FNESC 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 FNESC 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 FNESC audit they are welcome to contact the FNESC office and speak to Christa Williams.

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

For The Year Ended March 31, 2004

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, 2002 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, 2002 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 B.C., 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, 2004
RICHMOND, B.C.

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES**

Statement 1

For the year ended March 31, 2004

	2004		2003
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	16,114,436	16,004,139	12,714,038
Ministry of Education funding	233,800	223,800	218,000
Canadian Heritage	68,599	31,602	83,695
First Nation Chief Health Committee contribution			20,000
Administration fees recoveries	932,022	878,151	719,701
Industry Canada funding	2,057,500	2,029,060	637,000
Other funding sources	248,500	512,348	536,454
	19,654,857	19,679,100	14,928,888
EXPENDITURES			
Direct expenditures	17,106,850	15,906,012	11,671,837
Indirect expenditures	4,558,945	3,810,545	2,955,974
Transfers to First Nations Schools Association	128,674	289,303	245,103
	21,794,469	20,005,860	14,872,914
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(2,139,612)	(326,760)	55,974
FUND BALANCE, BEGINNING OF THE YEAR	3,597,560	3,597,562	3,541,588
FUND BALANCE, END OF THE YEAR	1,457,948	3,270,802	3,597,562

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES OPERATING FUND

For the year ended March 31, 2004

Statement 2

Schedule #	2004	2004				Total Expenditures For the Year	Excess (Deficiency) For the Year	Opening Equity	Transfers For the Year	Ending Equity (Deficit)
		DIAND Funding	MOE Funding	Other Revenue	Total Revenue					
1	475,883	150,000	878,151	1,504,034	1,274,757	229,277	131,425	6,348	367,050	
2	261,315			261,315	370,095	(108,780)	101,533		(7,247)	
3	896,458			896,458	870,282	26,176	77,306	(28,839)	74,643	
4	566,891			566,891	604,387	(37,496)	46,559	53,441	62,504	
5	1,097,877			1,097,877	1,123,197	(25,320)	21,870	(21,870)	(25,320)	
6	1,350,000			1,350,000	1,426,740	(76,740)	59,674	95,173	78,107	
7	6,017,400		5,000	6,022,400	6,644,721	(622,321)	855,844	34,205	267,728	
8	600,000			600,000	540,521	59,479	22,170	(40,851)	40,798	
9		30,000	143,723	173,723	174,776	(1,053)	58,229		57,176	
10	93,300		15,501	108,801	117,179	(8,378)	26,916	41,000	59,538	
11	75,050			75,050	82,761	(7,711)	97,731	(17,553)	72,467	
12	29,000		40,300	69,300	54,184	15,116	127,848		142,964	
13			299,251	299,251	78,267	220,984	729,659		950,643	
14										
15	464,265			464,265	393,291	70,974	747,316	(535,191)	283,099	
16	2,193,100			2,193,100	2,526,884	(333,784)	314,775	165,089	146,080	
17	20,000			20,000	253,228	(233,228)	222,099	39,551	28,422	
18							19,250		19,250	
19							17,403		17,403	
20	75,700	43,800	2,500	122,000	71,488	50,512	29,328		79,840	
21	435,000			435,000	328,602	106,398	23,768	(24,000)	106,166	
22					21,907	(21,907)	22,380		473	
23							11,156			
24	630,000			630,000	586,069	43,931	25,628	(45,898)	23,661	
25	22,900			22,900		22,900	19,450		42,350	
26			31,602	31,602	141,168	(109,566)	37,506	131,458	59,398	
27	30,000		2,920	32,920	17,501	15,419	86,627		102,046	
28			2,032,013	2,032,013	2,013,745	18,268	(11,470)		6,798	
29	400,000			400,000	75,607	324,393	(324,418)		(25)	
30	270,000		200	270,200	214,503	55,697		159,093	214,790	
	16,004,139	223,800	3,451,161	19,679,100	20,005,860	(326,760)	3,597,562		3,270,802	

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**STATEMENT OF CHANGES IN FUND BALANCES CAPITAL FUND**
For the year ended March 31, 2004

Statement 3

	2004	2003
	\$	\$
Balance, beginning of the year	84,105	88,198
Current additions	80,970	26,956
Current depreciation	(56,597)	(31,049)
Balance, end of the year	108,478	84,105

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**STATEMENT OF FINANCIAL POSITION**
As At March 31, 2004

Statement 4

	2004	2003
	\$	\$
ASSETS		
CURRENT		
Cash	5,481,166	4,606,114
Accounts receivable	316,411	628,487
GST receivable	7,820	
Prepaid expenses	24,897	15,948
	5,830,294	5,250,549
PROPERTY, PLANT AND EQUIPMENT (Notes 2b & 3)	108,478	84,105
	5,938,772	5,334,654
LIABILITIES		
CURRENT		
Accounts payable and accruals	2,406,144	1,546,768
Deferred revenue	30,000	
Wages and benefits payable	36,184	13,616
Due to First Nations Schools Association	87,164	92,603
	2,559,492	1,652,987
NET ASSETS		
Capital Fund (Notes 2b & 3)	108,478	84,105
Operating Fund		
restricted	2,320,159	2,867,903
unrestricted	950,643	729,659
	3,379,280	3,681,667
	5,938,772	5,334,654

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**STATEMENT OF CASH FLOWS**
For the year ended March 31, 2004

Statement 5

	2004 \$	2003 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Deficiency of revenue over expenditures	(326,760)	55,974
Equipment and furniture purchases	80,970	26,956
	(245,790)	82,930
NET CHANGES IN NON CASH OPERATING NET ASSETS		
Accounts receivable	312,076	(422,737)
Prepaid expenses	(8,949)	233
Accounts payable	859,375	188,200
Deferred revenue	30,000	
GST receivable	(7,820)	
Wages and benefits payable	22,568	80
	961,460	(151,294)
CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES		
Purchase of property, plant and equipment	(80,969)	(26,956)
Due to First Nations Schools Association	(5,439)	15,591
	(86,408)	(11,365)
NET INCREASE (DECREASE) IN CASH	875,052	(162,659)
CASH BEGINNING OF THE YEAR	4,606,114	4,768,773
CASH END OF THE YEAR	5,481,166	4,606,114

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**NOTES TO THE FINANCIAL STATEMENTS**
For The Year Ended March 31, 2004**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) Property, plant and equipment

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: PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment consist of the following:

	<u>COST</u>	<u>ACCUMULATED DEPRECIATION</u>	<u>2004 NET</u>	<u>2003 NET</u>
	\$	\$	\$	\$
Automobile	40,215	4,022	36,193	
Computer equipment	67,727	57,234	10,493	27,307
Computer software	6,603	6,603		3,301
Furniture and equipment	119,089	63,058	56,031	44,855
Leasehold improvements	14,403	8,642	5,761	8,642
	<u>248,037</u>	<u>139,559</u>	<u>108,478</u>	<u>84,105</u>

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS

Schedule 1

CORE

For the year ended March 31, 2004

	2004	2003	
	Budget	Actual	
	\$	\$	
REVENUE			
DIAND funding	490,183	475,883	279,554
Ministry of Education funding	160,000	150,000	144,000
Administration fees recoveries	932,022	878,151	719,701
	1,582,205	1,504,034	1,143,255
EXPENDITURES			
Bookkeeping	20,000	20,535	22,460
Board meetings	111,500	130,676	99,622
Communications	14,500	16,345	12,372
Computer support/network service	8,000	9,457	10,537
Equipment and furniture purchases	45,000	38,405	10,218
Insurance	6,500	9,176	12,416
Miscellaneous	2,500	2,544	4,344
Office rental	97,048	100,364	100,118
Office expense	20,000	22,627	22,084
Photocopying	10,000	586	10,378
Postage	5,000	10,646	20,345
Professional fees	20,000	25,766	13,551
Salaries and benefits	928,964	568,513	669,770
Sub committee meetings	50,000	27,922	19,629
Staff and professional development	7,000	6,248	6,319
Storage	8,000	11,509	1,975
Telephone & fax	22,000	24,778	29,946
Website	2,000	2,306	2,557
Other			
Annual report	7,000	7,364	7,803
Network service	3,000	300	
Regional workshops	45,000	56,804	46,086
Research	30,000	(3,105)	30,291
Transportation operations	22,000	23,660	20,944
Transfer to First Nation Schools Association	160,629	160,629	159,129
Youth program travel		702	7,139
	267,629	246,354	271,392
	1,645,641	1,274,757	1,340,033
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(63,436)	229,277	(196,778)
FUND BALANCE, BEGINNING OF THE YEAR	131,425	131,425	360,172
Inter fund transfer		6,348	(31,969)
FUND BALANCE, END OF THE YEAR	67,989	367,050	131,425

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS
SCIENCE AND TECHNOLOGY
For the year ended March 31, 2004

Schedule 2

	2004 Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
DIAND funding	264,729	261,315	237,139
EXPENDITURES			
Administration	10,889	12,704	10,713
Allocations to communities	187,811	189,748	223,075
Mailing and supplies			38
Science fairs	167,562	167,643	193,456
	366,262	370,095	427,282
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES	(101,533)	(108,780)	(190,143)
FUND BALANCE, BEGINNING OF THE YEAR	101,533	101,533	41,582
Inter fund transfer			250,094
FUND BALANCE, END OF THE YEAR		(7,247)	101,533

SCHEDULE OF PROGRAM OPERATIONS
STUDENT SUMMER EMPLOYMENT OPPORTUNITY
For the year ended March 31, 2004

Schedule 3

	2004 Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
DIAND funding	905,296	896,458	939,364
EXPENDITURES			
Administration	45,265	46,308	46,968
Allocations to communities	908,498	823,974	815,052
Mailing and supplies			38
	953,763	870,282	862,058
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(48,467)	26,176	77,306
FUND BALANCE, BEGINNING OF THE YEAR	77,306	77,306	99,460
Inter fund transfer	(28,839)	(28,839)	(99,460)
FUND BALANCE, END OF THE YEAR		74,643	77,306

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS
CAREER PROMOTION AND AWARENESS
For the year ended March 31, 2004**

Schedule 4

	2004 Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
DIAND funding	566,891	566,891	449,030
EXPENDITURES			
Administration	24,244	24,244	19,642
Allocations to communities	375,000	375,000	443,045
Co op career fairs	190,999	190,978	65,000
Mailing and supplies			20
Workshops	16,185	14,165	4,830
	606,428	604,387	532,537
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES	(39,537)	(37,496)	(83,507)
FUND BALANCE, BEGINNING OF THE YEAR	46,559	46,559	71,853
Inter fund transfer	53,441	53,441	58,213
FUND BALANCE, END OF THE YEAR	60,463	62,504	46,559

**SCHEDULE OF PROGRAM OPERATIONS
YOUTH WORK EXPERIENCE
For the year ended March 31, 2004**

Schedule 5

	2004 Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
DIAND funding	1,108,701	1,097,877	774,931
EXPENDITURES			
Administration	55,435	57,026	37,497
Allocations to communities	1,053,266	1,052,260	708,799
Mailing and supplies			20
Workshops	13,911	13,911	6,744
	1,122,612	1,123,197	753,060
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(13,911)	(25,320)	21,871
FUND BALANCE, BEGINNING OF THE YEAR	21,870	21,870	119,784
Inter fund transfer	(21,870)	(21,870)	(119,785)
FUND BALANCE, END OF THE YEAR	(13,911)	(25,320)	21,870

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS**

Schedule 6

CAPACITY BUILDING

For the year ended March 31, 2004

	2004		2003
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	1,350,000	1,350,000	1,500,000
EXPENDITURES			
Administration		50	346
Allocations to communities	1,445,173	1,367,016	1,804,177
Transfer to First Nations Schools Association	59,674	59,674	76,974
	1,504,847	1,426,740	1,881,497
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES	(154,847)	(76,740)	(381,497)
FUND BALANCE, BEGINNING OF THE YEAR	59,674	59,674	76,975
Inter fund transfer	95,173	95,173	364,196
FUND BALANCE, END OF THE YEAR		78,107	59,674

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS

Schedule 7

SPECIAL EDUCATION

For the year ended March 31, 2004

	2004 Budget	Actual \$	2003 Actual \$
REVENUE			
DIAND funding	5,867,400	6,017,400	3,957,516
Miscellaneous revenue		5,000	
	5,867,400	6,022,400	3,957,516
EXPENDITURES			
Administration	294,670	301,600	96,350
Allocations to schools	5,634,822	5,598,365	3,066,057
Community support	15,000	2,849	
Coordinated assessments	135,000	110,000	70,000
Diploma	125,000	124,908	
Equipment and furniture purchases	22,000	21,545	22,113
Meeting travel	80,000	76,943	34,684
Postage/photocopying/supplies	58	160	578
Professional development	10,000	3,749	1,381
Program evaluation	25,000	20,167	
Research			1,948
Salaries and benefits	275,000	275,211	135,562
Special needs sessions/committee meetings	9,641	8,781	31,140
Toll free line	100,000	90,219	
Workshops	9,940	10,224	115,291
	6,736,131	6,644,721	3,575,104
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(868,731)	(622,321)	382,412
FUND BALANCE, BEGINNING OF THE YEAR	834,151	855,844	535,116
Inter fund transfers		34,205	(61,684)
FUND BALANCE, END OF THE YEAR	(34,580)	267,728	855,844

SCHEDULE OF PROGRAM OPERATIONS
STAY IN SCHOOL
For the year ended March 31, 2004

Schedule 8

	2004		
	Budget	Actual	2003
	\$	\$	Actual
			\$
REVENUE			
DIAND funding	600,000	600,000	500,000
EXPENDITURES			
Administration		50	564
Allocations to communities	600,000	540,471	488,404
	600,000	540,521	488,968
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES			
		59,479	11,032
FUND BALANCE, BEGINNING OF THE YEAR			
	22,170	22,170	85,200
Inter fund transfers	(22,170)	(40,851)	(74,062)
FUND BALANCE, END OF THE YEAR			
		40,798	22,170

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS
PROVINCIAL EDUCATION CONFERENCE
For the year ended March 31, 2004

Schedule 9

	2004		2003
	Budget	Actual	
	\$	\$	\$
REVENUE			
Registration	158,750	136,713	124,635
Miscellaneous revenue	1,200	3,410	1,875
Ministry of Education funding	30,000	30,000	30,000
Displays and sponsors	6,750	3,600	4,775
	196,700	173,723	161,285
EXPENDITURES			
Administration	500	590	2,334
Audio visual equipment	12,000	12,444	4,233
Catering	99,600	99,463	64,190
Committee expenses	5,000	6,954	3,855
Conference summary	3,500	3,621	1,616
Facilities	2,400	7,582	4,459
Postage	500	13	54
Program development/printing	7,000	6,088	9,703
Program presenters	54,850	28,235	26,683
Promotion and advertising	3,600	3,793	
Registration materials	7,000	5,993	7,727
	195,950	174,776	124,854
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	750	(1,053)	36,431
FUND BALANCE, BEGINNING OF THE YEAR	58,229	58,229	21,798
FUND BALANCE, END OF THE YEAR	58,979	57,176	58,229

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS**

Schedule 10

SEVENTH GENERATION

For the year ended March 31, 2004

	2004 Budget \$	Actual \$	2003 Actual \$
REVENUE			
DIAND funding	75,000	93,300	75,000
Historica contribution	13,000	13,000	
BC Hydro contribution	35,000	(2,000)	37,000
First Nation Chief Health Committee contribution			20,000
Miscellaneous revenue		4,501	1,050
	123,000	108,801	133,050
EXPENDITURES			
Administration	15,000	18,638	15,213
Daytimer expense	42,000	44,569	41,515
Historica	40,000	11,951	
Miscellaneous	750	1,640	1,143
Postage	11,500	4,647	12,511
Production	54,350	29,036	46,673
Science day	12,000	3,528	3,403
Scholarship	2,000		
Sports day	7,000	2,629	4,161
Teacher's manual	1,500	541	
Travel	4,000		143
Transfer to Seventh Generation Gala			3,000
Website	5,000		1,470
	195,100	117,179	129,232
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(72,100)	(8,378)	3,818
FUND BALANCE, BEGINNING OF THE YEAR	26,916	26,916	23,098
Inter fund transfer	40,000	41,000	
FUND BALANCE, END OF THE YEAR	(5,184)	59,538	26,916

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
INDIAN STUDENT SUPPORT PROGRAM
For the year ended March 31, 2004**

Schedule 11

	2004 Budget \$	Actual \$	2003 Actual \$
REVENUE			
DIAND funding	75,000	75,050	75,000
DIAND post secondary gathering			34,375
Other funding income			17,919
	75,000	75,050	127,294
EXPENDITURES			
Administration	3,500	3,500	3,386
Annual report	1,792	1,792	1,723
Bookkeeping	2,500	2,500	2,500
Mail, courier and miscellaneous	988	1,621	500
Guideline printing/distribution	3,000	1,421	1,264
Meeting expenses	48,200	39,974	30,411
Office rental	2,500	2,500	2,500
Photocopy/mail/fax/supplies	13,500	4,947	2,000
Personnel and staff incentives	17,000	17,000	17,000
Post secondary gathering costs			1,122
Telephone	1,000	2,684	
Transfer to Seventh Generation Gala			6,000
Workshops	30,000	4,822	
	123,980	82,761	68,406
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(48,980)	(7,711)	58,888
FUND BALANCE, BEGINNING OF THE YEAR	97,731	97,731	91,137
Inter fund transfers		(17,553)	(52,294)
FUND BALANCE, END OF THE YEAR	48,751	72,467	97,731

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS**

Schedule 12

ABORIGINAL LANGUAGE

For the year ended March 31, 2004

	2004 Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
DIAND funding	29,000	29,000	
Mauri trip deposits			89,696
Other revenue			4,000
Registration		40,300	800
	29,000	69,300	94,496
EXPENDITURES			
Audio visual equipment		523	
Catering		20,958	
Conference committee		7,374	
Facilities		3,442	
Language newsletter		538	823
Language workshop	29,000	95	3,292
Mauri language tour		3,648	75,667
Miscellaneous		12,443	387
Registration materials		5,163	
Technology			607
	29,000	54,184	80,776
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES		15,116	13,720
FUND BALANCE, BEGINNING OF THE YEAR	127,848	127,848	54,128
Inter fund transfer			60,000
FUND BALANCE, END OF THE YEAR	127,848	142,964	127,848

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS**

Schedule 13

SPECIAL PROJECTS

For the year ended March 31, 2004

	2004 Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
Publication revenue		4,122	3,432
Interest income		279,004	180,090
Speaker series revenue		9,355	10,950
Special educations projects		6,770	6,882
		299,251	201,354
EXPENDITURES			
Evaluation projects	38,266	38,267	
Feasibility	15,000		
Transportation	40,000	40,000	
	93,266	78,267	
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(93,266)	220,984	201,354
FUND BALANCE, BEGINNING OF THE YEAR	729,659	729,659	528,305
FUND BALANCE, END OF THE YEAR	636,393	950,643	729,659

SCHEDULE OF PROGRAM OPERATIONS

Schedule 14

LEA MEDIATION

For the year ended March 31, 2004

	2004 Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
EXPENDITURES			
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES			
FUND BALANCE, BEGINNING OF THE YEAR			(31,969)
Inter fund transfer			31,969
FUND BALANCE, END OF THE YEAR			

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS
GATHERING STRENGTH RESEARCH AND SUPPORT
For the year ended March 31, 2004**

Schedule 15

	2004		2003
	Budget	Actual	Actual
		\$	\$
REVENUE			
DIAND funding	464,265	464,265	959,129
EXPENDITURES			
Administration	283,265	283,265	330,000
Intergration school board training	17,288		10,000
Parent club			81,462
Parent conference			60,412
Record keeping research			10,614
Research	11,452	14,088	11,452
School assessment training			449
School growth plan	85,000		
Speakers series	131,458	26,938	41,707
Toll free line			94,768
Transfer to First Nations Schools Association	69,000	69,000	
	597,463	393,291	640,864
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(133,198)	70,974	318,265
FUND BALANCE, BEGINNING OF THE YEAR	747,316	747,316	651,105
Interfund transfers	(535,191)	(535,191)	(222,053)
FUND BALANCE, END OF THE YEAR	78,927	283,099	747,317

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS
GATHERING STRENGTH COMMUNITY STREAM
For the year ended March 31, 2004**

Schedule 16

	2004		2003
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	2,320,000	2,193,100	2,000,000
EXPENDITURES			
Administration		154	188
Allocations to communities	2,799,864	2,526,730	1,801,835
Mailing and supplies			41
	2,799,864	2,526,884	1,802,064
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(479,864)	(333,784)	197,936
FUND BALANCE, BEGINNING OF THE YEAR	314,775	314,775	343,866
Inter fund transfer	165,089	165,089	(227,027)
FUND BALANCE, END OF THE YEAR		146,080	314,775

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
SCHOOL ASSESSMENT
For the year ended March 31, 2004**

Schedule 17

	Budget	2004 Actual	2003 Actual
	\$	\$	\$
REVENUE			
DIAND funding	320,000 *	20,000	300,000
EXPENDITURES			
Allocations to communities	235,000	160,000	129,625
Administration	100	14	15,000
Committee meeting			984
Printing/distributions	400	1,311	104
Research	34,500	24,622	2,777
Principal resource person	222,099	53,938	
Workshops	79,551	13,343	27,131
	571,650	253,228	175,621
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(251,650)	(233,228)	124,379
FUND BALANCE, BEGINNING OF THE YEAR	222,099	222,099	197,720
Inter fund transfer	39,551	39,551	(100,000)
FUND BALANCE, END OF THE YEAR	10,000	28,422	222,099

* The balance of the funding is committed to be received in the next fiscal year.

**SCHEDULE OF PROGRAM OPERATIONS
INTEGRATED SERVICES FORUM
For the year ended March 31, 2004**

Schedule 18

	Budget	2004 Actual	2003 Actual
		\$	\$
REVENUE			
EXPENDITURES			
Program presenters			92,927
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES			(92,927)
FUND BALANCE, BEGINNING OF THE YEAR	19,250	19,250	112,177
FUND BALANCE, END OF THE YEAR	19,250	19,250	19,250

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS

Schedule 19

YOUTH FORUM

For the year ended March 31, 2004

	Budget	2004 Actual \$	2003 Actual \$
REVENUE			
EXPENDITURES			
Program presenters			16,288
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES			
			(16,288)
FUND BALANCE, BEGINNING OF THE YEAR	17,403	17,403	102,347
FUND BALANCE, END OF THE YEAR	17,403	17,403	86,059

SCHEDULE OF PROGRAM OPERATIONS

Schedule 20

JURISDICTION PROJECT

For the year ended March 31, 2004

	Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
DIAND funding	65,700	75,700	36,000
Ministry of Education funding	43,800	43,800	24,000
Assembly of First Nations funding		2,500	7,800
Miscellaneous revenue			21,900
	109,500	122,000	89,700
EXPENDITURES			
Administration			16,541
Jurisdiction legal		9,937	4,312
Jurisdiction project		18,849	36,734
Jurisdiction travel	15,000	15,596	514
Jurisdiction researcher			4,805
Technical workshops		27,106	2,958
Meetings			65,864
	15,000	71,488	
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES			
	94,500	50,512	23,836
FUND BALANCE, BEGINNING OF THE YEAR	29,328	29,328	5,492

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS**

Schedule 21

TEACHER RECRUITMENT

For the year ended March 31, 2004

	2004 Budget \$	Actual \$	2003 Actual \$
REVENUE			
DIAND funding	435,000	435,000	60,000
Ministry of Education funding			20,000
	435,000	435,000	80,000
EXPENDITURES			
Administration	30,000		168
Committee meeting	5,000	672	5
Pilot programs	336,000	265,586	
Printing distributions		36	14,771
Productions	5,000	33	1,500
Research	15,000	15,000	66
Salaries and benefits	43,768	47,275	65,380
Workshops			4,220
	434,768	328,602	86,110
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	232	106,398	(6,110)
FUND BALANCE, BEGINNING OF THE YEAR	23,768	23,768	29,878
Inter fund transfer	(24,000)	(24,000)	
FUND BALANCE, END OF THE YEAR		106,166	23,768

SCHEDULE OF PROGRAM OPERATIONS

Schedule 22

LITERACY

For the year ended March 31, 2004

	2004 Budget \$	Actual \$	2003 Actual \$
REVENUE			
EXPENDITURES			
Administration		50	218
Allocation to communities			12,199
Bulk book	22,380	21,857	5,729
	22,380	21,907	18,146
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES	(22,380)	(21,907)	(18,146)
FUND BALANCE, BEGINNING OF THE YEAR	22,380	22,380	23,533
Inter fund transfer			16,993

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
CURRICULUM DEVELOPMENT
For the year ended March 31, 2004**

Schedule 23

	Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
<hr/>			
EXPENDITURES			
Administration			218
Allocation to communities			9,764
			<hr/> 9,982
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES			
			(9,982)
FUND BALANCE, BEGINNING OF THE YEAR	11,156	11,156	1,563
Interfund transfers	(11,156)	(11,156)	19,575
			<hr/>
FUND BALANCE, END OF THE YEAR			<hr/> 11,156 <hr/>

**SCHEDULE OF PROGRAM OPERATIONS
INTEGRATING SERVICES
For the year ended March 31, 2004**

Schedule 24

	Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
DIAND funding	650,000	630,000	500,000
<hr/>			
EXPENDITURES			
Administration			564
Allocation to communities	650,000	586,069	493,798
Integration of services forum			3,000
Workshops			1,467
	<hr/> 650,000	<hr/> 586,069	<hr/> 498,829
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES			
		43,931	1,171
FUND BALANCE, BEGINNING OF THE YEAR	25,628	25,628	24,457
Interfund transfer	(25,628)	(45,898)	
			<hr/>
FUND BALANCE, END OF THE YEAR		23,661	<hr/> 25,628 <hr/>

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS
EDUCATION PARTNER INITIATIVE
For the year ended March 31, 2004**

Schedule 25

	2004 Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
DIAND funding	22,900	22,900	12,000
EXPENDITURES			
Administration			2,250
BCSSA project			43,850
Employment equity contract	19,450		
	19,450		46,100
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	3,450	22,900	(34,100)
FUND BALANCE, BEGINNING OF THE YEAR	19,450	19,450	53,550
FUND BALANCE, END OF THE YEAR	22,900	42,350	19,450

**SCHEDULE OF PROGRAM OPERATIONS
ANTI RACISM INITIATIVE
For the year ended March 31, 2004**

Schedule 26

	2004 Budget \$	2004 Actual \$	2003 Actual \$
REVENUE			
Canadian Heritage funding	68,599	31,602	83,695
Vancouver Foundation funding			23,350
	68,599	31,602	107,045
EXPENDITURES			
Anti racism initiative products	5,000	12,282	11,464
Anti racism speaker series	85,000	48,076	
Honoraria	9,764		
Facilities	3,500		
Materials and supplies	16,458		
Multi media challenge	6,500	5,132	
Publicity	9,170		
Salaries and benefits	47,171	52,904	43,070
Travel	55,000	22,774	19,211
	237,563	141,168	73,745
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(168,964)	(109,566)	33,300
FUND BALANCE, BEGINNING OF THE YEAR	37,506	37,506	4,206
Inter fund transfer	131,458	131,458	

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS
ADULT HIGHER LEARNING ASSOCIATION
For the year ended March 31, 2004**

Schedule 27

	2004 Budget \$	Actual \$	2003 Actual \$
REVENUE			
DIAND funding	30,000	30,000	
Membership fees		2,920	300
	30,000	32,920	300
EXPENDITURES			
Adult education organization	30,000	2,752	15,967
Annual general meeting		11,864	
Committee meeting		2,885	
	30,000	17,501	15,967
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES		15,419	(15,667)
FUND BALANCE, BEGINNING OF THE YEAR	86,627	86,627	
Inter fund transfer			102,294
FUND BALANCE, END OF THE YEAR	86,627	102,046	86,627

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS**

Schedule 28

SCHOOL NET

For the year ended March 31, 2004

	2004		2003
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
Industry Canada funding	2,057,500	2,029,060	637,000
INAC funding			25,000
Other funding income	33,800	2,953	
	2,091,300	2,032,013	662,000
EXPENDITURES			
Administration and promotion	4,000	5,925	698
Advisors meeting	10,800	10,567	6,473
Collateral	19,500	12,389	
Community forum	21,140	21,048	23,727
Connectivity services	133,000	130,607	
Cisco training			32,500
Grassroots	33,800		
IT hardware	1,077,000	1,070,556	478,756
IT software	13,260	13,258	35,974
Office supplies			3,760
Other RMO administration	67,000	65,788	31,090
Other overhead	8,000	15,922	
Professional services	78,087	102,542	13,645
Project management and delivery	95,713	66,000	23,604
Publicity and communications	2,000	19	
Satellite systems	267,000	246,137	
Technical services	93,500	103,493	
Travel	50,000	51,174	8,243
Training and helpdesk	117,500	98,320	
	2,091,300	2,013,745	658,470
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES			
		18,268	3,530
FUND BALANCE, BEGINNING OF THE YEAR			
	(11,470)	(11,470)	
Inter fund transfers			(15,000)
FUND BALANCE, END OF THE YEAR			
	(11,470)	6,798	(11,470)

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS**

Schedule 29

LEARNING RESOURCES

For the year ended March 31, 2004

	2004 Budget \$	Actual \$	2003 Actual \$
REVENUE			
DIAND funding	400,000	400,000	
EXPENDITURES			
Allocation to communities			339,676
Library resources		6,048	
Magazine subscriptions	75,582	69,559	84,742
	75,582	75,607	424,418
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	324,418	324,393	(424,418)
FUND BALANCE, BEGINNING OF THE YEAR	(324,418)	(324,418)	
Inter fund transfer			100,000
FUND BALANCE, END OF THE YEAR		(25)	(324,418)

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**SCHEDULE OF PROGRAM OPERATIONS**

Schedule 30

PARENT CLUB

For the year ended March 31, 2004

	2004 Budget \$	Actual \$	2003 Actual \$
REVENUE			
DIAND funding	270,000	270,000	
Other funding income		200	
	270,000	270,200	
EXPENDITURES			
Administration			163
BCCPAC conference	39,588	21,674	
Calendars	9,000	21,287	
Grants	75,000	62,970	
Newsletters	7,500	10,070	
Publications	4,005	17,913	
Workshops	78,000	80,426	
	213,093	214,503	
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	56,907	55,697	
FUND BALANCE, BEGINNING OF THE YEAR			
Inter fund transfer	159,093	159,093	
FUND BALANCE, END OF THE YEAR	216,000	214,790	

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF DIAND FUNDING AND EXPENDITURES
For the year ended March 31, 2004

Schedule 31

	(21)	(30)	(10, 15 (25 & 20))	New Paths School Board	New Paths Proposal Driven	Band Operated Special Education	(7)	(29)	(1)	(4)	(2)	(3)	(5)	(11)	(1)	
	Enhanced Teacher Salaries	Parental Engagement Strategy						Instructional Services	Administration	Career Promotion & Awareness	Science & Technology	Student Summer Employment	Youth Work Experience	PSE Special Program	Consultation	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
(Schedule #)					(6, 8, 12, 16 (17, 21, 24 & 27))											
REVENUE																
DIAND funding	15,000	270,000	581,165	5,272,100	6,017,400	400,000	15,000	566,891	261,315	896,458	1,097,877	75,050	535,883	16,004,139		
EXPENDITURES																
Administration		163	283,265	323	301,760											
Allocations		21,674	4,550,472	4,745,370						24,244	12,704	46,308	57,026	20,965	148,775	
BCCPAC conference		21,287								375,000	189,748	823,974	1,052,260			
Calendars																
Coordinated assessments					110,000											
Co op career fairs										90,978					9,807	
Communications																
Diploma																
Equipment purchase		62,970														
Grants																
Historica			11,951													
Jurisdiction expenses			44,382													
Library resources								6,048								
Magazine subscriptions								69,559								
Mailing and supplies																
Meeting expenses																
Newsletters		10,070												39,974	95,159	
Personnel														17,000	344,857	
Pilot programs																
Program evaluation																
Publications		17,913														
Research	15,000		14,088								66,110					
Science fairs			26,938													
Speakers series																
Toll free line																
Transfer to FNFA		80,426	27,106	2,752	10,224					14,165			13,911	4,822	160,629	24,504
Workshops	15,000	214,503	407,730	4,930,829	5,788,969	75,607				504,387	268,562	870,282	1,123,197	82,761	783,731	
		55,497	173,435	341,271	228,431	324,393	15,000	62,504	(7,247)	26,176	(25,320)	(7,711)	(247,848)			

Appendix One:

First Nations Education Steering Committee

Members as of March 29, 2004

Deborah Jeffrey,
FNESC President
District Resource Office
Prince Rupert, BC

Gwen Point
FNESC Vice President
Sto:lo Nation
Chilliwack, BC

Theresa Abou
Iskut First Nation
Iskut, BC

Jim Angus
FNESC Secretary
Kispiox Elementary School
Hazelton, BC

Barbara Baltrop
Snaw-Naw-As First Nation
Lantzville, BC

Glenn Bennett
Kitselas Band Council
Terrace, BC

Tim Bilou
Kitamaat Village Council
Kitamaat Village, BC

Shelley Bobb
Spuzzum First Nation
Yale, BC

Alexandra (Lexi) Charlie
Cowichan Tribes
Duncan, BC

Terrie Davidson
Boothroyd Indian Band
Boston Bar, BC

Theresa Denni
Lower Similkameen Indian
Band
Keremeos, BC

Kathi Dickie
Fort Nelson First Nation
Fort Nelson, BC

Charlotte Elliott
Chemainus First Nation
Ladysmith, BC

Joan Glendale
Da'nada'xw/Awaetlala
Nation
Alert Bay, BC

Cecelia Harris
Penekalut Tribe
Chemainus, BC

Marion Hunt
Kwakwiltl Indian Band
Port Hardy, BC

Appendix One:

First Nations Education Steering Committee

Members as of March 29, 2004

Sherry Hunter Tsay Keh Dene Prince George, BC	Chief Eddy Jules Skeetchestn Indian Band Savona, BC
Fran Hunt-Jinnouchie Saanich Indian School Board Brentwood Bay, BC	Doug Kerr Dease River Band Council Good Hope Lake, BC
Ellen Huse Yekooche First Nation Smithers, BC	Chief Norm Leech St'at'imc Education Authority Lillooet, BC
Vonnie Hutchinson Masset Village Council/ Skidegate Band Council Skidegate, BC	Brenda Leighton Metlakatla Treaty Office Prince Rupert, BC
Sandra Jack Taku River Tlingit First Nation Atlin, BC	Denice Louie Lower Kootenay Indian Band Creston, BC
Vern Jacks Jr. Tseycum First Nation North Saanich, BC	Greg Louie Ahousat First Nation Ahousat, BC
Deborah Jacobs Squamish Nation North Vancouver, BC	Chief Nathan Matthew North Thompson Indian Band Barriere, BC
Donna Jules Adams Lake Indian Band Chase, BC	Dineen Manuel Lillooet Tribal Council Lillooet, BC

Delores McDonald Ts'kw'aylaxw First Nation Cache Creek, BC	Lorraine Naziel Moricietown Band Moricietown, BC	Andreas Rohrbach Kwadacha Band Fort Ware, BC
Jacob McKay Nisga'a Tribal Council Greenville, BC	Dolores O'Donaghey Boston Bar First Nation Boston Bar, BC	Gail Russ Skidegate Band Skidegate, BC
Heather McKenzie Williams Lake Indian Band Williams Lake, BC	Monty Palmantier Lake Babine Nation Burns Lake, BC	Roy Sakata Gitsegukla Band Council South Hazelton, BC
Tyrone McNeil Seabird Island Band Agassiz, BC	Syd Pauls Tseshah First Nation Port Alberni, BC	Sandra Sewid Mamalilikulla- Qwe'Qwa'Sot'Em Band Campbell River, BC
Margery McRae Gitskan Wet'suwet'en Education Society Hazelton, BC	Angela Price Komox Nation Courtenay, BC	Grace Smith Gwa'sala-'Nakawaxda'xw Council
Faye Mitchell Musqueam Indian Band Vancouver, BC	Robert Pollard Campbell River Indian Band Campbell River, BC	Susan Spalding Kitsumkalum Band Council Terrace, BC
Joanne Moeise Soda Creek Indian Band Williams Lake, BC	Curtis Rattray Tahltan Band Council Dease Lake, BC	Chief Leonard Thomas Carrier Sekani Tribal Council Prince George, BC
Larry Naidoo Quatsino Band Council Coal Harbour, BC	Bo Reid Heiltsuk Tribal Council Waglisla, BC	Blair Thompson Nuu-Chah-Nulth Tribal Council Port Alberni, BC

Appendix One:

First Nations Education Steering Committee

Members as of March 29, 2004

Sandra Victor
Cheam Indian Band
Rosedale, BC

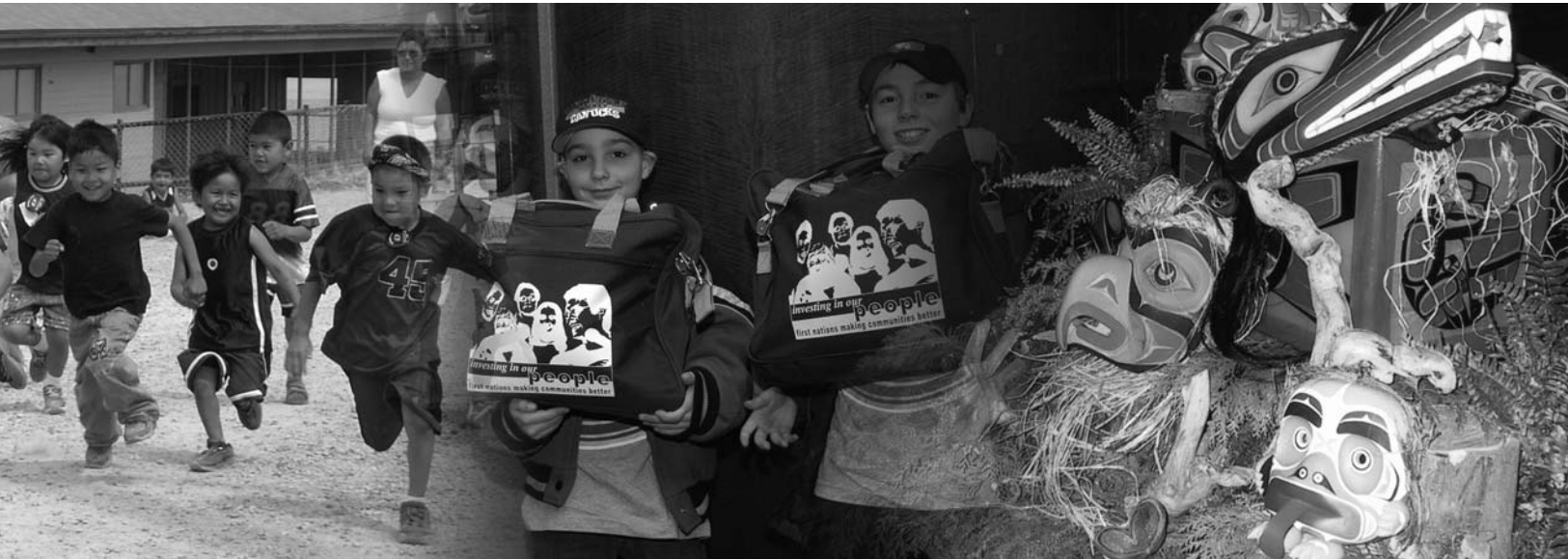
Tom Wallace
Tlatlasikwala First Nation
Port Hardy, BC

Barbara White
Snu Ney Muxw Education
Council
Nanaimo, BC

Keith Wilson
Cape Mudge Band Council
Quathiaski Cove, BC

Sharon Wilson
Nuxalk Education
Authority
Bella Coola, BC

Amanda Zettergreen
Gitwangak Education
Society
Kitwanga, BC



First Nations Education
Steering Committee

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