

annual report 2000/01

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opening notes

Message from the FNEC President

As President of the First Nations Education Steering Committee Society (FNEC), I am pleased to present this Annual Report for 2000/2001. Throughout the past year, FNEC has continued its efforts to support First Nations in ensuring that their learners are provided with educational opportunities of the highest quality. FNEC has worked to undertake research, share information, and facilitate training in a number of key areas, such as Aboriginal language teaching, special education, literacy, parental support, Aboriginal teacher recruitment, curriculum development, racism awareness, and programs for youth.

In undertaking its initiatives, FNEC has continued to work closely with First Nations, other First Nations organizations, as well as provincial education partners. Those relationships have resulted in expanded commitments to First Nations education, and to practical, cooperative steps toward increasing the success of First Nations learners. By facilitating shared efforts, I believe that FNEC is enhancing all First Nations education programs and services,

and ensuring that limited time and resources are being used as effectively as possible.

At this time, I would like to thank everyone who has supported the work of FNEC. We truly appreciate the generous feedback, suggestions, and inspiration we receive from First Nations representatives throughout the province. Their active participation in and support of our regional sessions, conferences, workshops, research projects, and education programs makes all of our efforts possible and worthwhile. The tremendous dedication of the Strategic Action Committee, FNEC Board and subcommittee members is invaluable. I would also like to recognize the commitment shown by our education partners. I am confident that the stronger relationships that now exist will result in meaningful, long-term improvements in the education of First Nations learners in British Columbia.

Deborah Jeffrey, FNEC President





Message from the Executive Director

This past year has represented another period of exciting growth for FNEESC. We completed our first full year as a non-profit Society, we moved into new office space, and we expanded our staff to include eight employees. Although there have been minor challenges along the way, we have enjoyed the opportunity to adapt FNEESC to ensure that the organization continues to best serve the needs of First Nations throughout BC.

Some of the other exciting new developments in the past year have related to the progress achieved in terms of building partnerships and expanded commitments to First Nations education. Throughout 2000/2001, FNEESC has been involved with national education committees, tripartite working groups with the federal and provincial governments, and committees involving education partners working in various aspects of the BC public education system. FNEESC has also worked closely with other First Nations education organizations, and we have built stronger ties to other provincial-level First Nations agencies in an

effort to promote better integrated services and broader, more cooperative efforts to support First Nations young people. I strongly believe that our efforts to work in partnership will strengthen all of our work.

As in past years, 2000/2001 has also provided innumerable opportunities for FNEESC to come together with committed, knowledgeable individuals in productive and enjoyable ways. Meeting with First Nations representatives through the FNEESC meetings, regional sessions, conferences and workshops provides us with tremendous inspiration, and we truly appreciate the generous support we consistently receive through such gatherings. On behalf of the FNEESC staff, I am pleased to have this opportunity to thank all of the wonderful people with whom we work. We look forward to seeing everyone at future FNEESC events, and we continue to welcome your feedback and suggestions so that we can continue to meet your needs and contribute to increasing the success of First Nations learners.

Christa Williams, Executive Director



Introduction

The goal of the First Nations Education Steering Committee (FNESC) is to support First Nations' efforts in the area of education and to assist in improving the quality of education provided to First Nations students throughout British Columbia. In order to attain that goal, FNESC undertakes activities related to communications, research, data collection and dissemination, professional development, and service delivery.

FNESC has been formally operating under the direction of a provincially representative First Nations Committee since 1992. The organization registered as a non-profit society in 1999. The FNESC Board now includes over 35 individuals representing First Nations located throughout the province. All First Nations in BC are welcome to appoint a member to the Board. The FNESC Executive includes Deborah Jeffrey, Tsimishian Tribal Council (President), Jim Angus, Kispiox Nation (Vice President), Derek Payne, Sto:lo Nation (Treasurer), and Barbara Barltrop, Nanoose First Nation (Secretary). Numerous other people with an interest in First Nations education are involved with FNESC on an ongoing basis through sub-committees focused on Aboriginal languages, special education, adult secondary education, and post-secondary education. Those sub-committees generally are comprised of several individuals who are knowledgeable about the area for which they have responsibility. At the end of 2000/2001, FNESC had eight full-time employees.

All First Nations are welcome to join FNESC, to participate in all of its activities and programs, and to access the research and information it provides. A list of all FNESC and sub-committee members is included in Appendix One.



Information Sharing

Regional Sessions

Providing a foundation for all of the work undertaken by FNEESC, each year a series of regional sessions are held in First Nations communities throughout the province. In 2000, regional sessions were held in Campbell River, Cranbrook, Kamloops, Port Alberni, Prince George, Prince Rupert, Saanich, Terrace, Vancouver, Westbank, and Williams Lake, involving over 150 people. Each of those sessions provided an opportunity to share an update on FNEESC activities, and to gather feedback from the meeting participants. The sessions also allowed for the identification of issues and concerns that exist in various parts of the province, ensuring that planned activities are relevant to the needs of First Nations in BC.

Annual Provincial Aboriginal Education Conference

For the past seven years, FNEESC has organized an annual provincial Aboriginal education conference, which has been co-hosted with the BC Ministry of Education (MoE) since 1998. The 2000 Annual Aboriginal Education Conference focused on Literacy. That event proved to be a tremendous opportunity for networking and information, with over 600 people from throughout the province in attendance. The participants enjoyed a keynote address by Kim Marcum, an educator from Washington State who reviewed the latest research-based literacy directions. The Conference also included a panel discussion on the effects of racism in the education system, readings by First Nations authors, and a panel presentation by a group of students from Earl Marriott School, which highlighted the importance of their First Nations Students' Club for raising self-esteem and academic success. In addition, the Conference included a range of workshops dealing with issues related to reading programs and literacy development. FNEESC looks forward to continuing its annual provincial Conference, and the 2001 event will focus on Math and Science. That Conference theme was chosen to reflect the need to increase the numeracy skills of First Nations students.



National Meeting on First Nations Education

FNESC partnered with the Department of Indian Affairs (DIA) to host a National Meeting on First Nations Education on May 29 and 30, 2000 in Vancouver. That event brought together First Nations and DIA representatives from across the country, who shared their perspectives on First Nations education, and discussed ways to work together to further the goal of quality education for First Nations learners. The forum resulted in a commitment to continue exploring ways to move ahead with the implementation of First Nations jurisdiction for education, and to jointly consider ways to resolve issues regarding accountability and capacity building. The meeting participants also discussed the need to establish increasingly productive relationships between First Nations and DIA to pursue the principles outlined in *Indian Control of Indian Education*, the landmark paper prepared by the National Indian Brotherhood in 1973.

First Nations Youth Conference

FNESC hosted its first conference for First Nations youth in August, 2000 in Kamloops, BC. The Fountain Youth Group co-hosted that event, and took the lead in organizing the conference agenda. The Secwepemc Cultural Education Society and the Kamloops Indian Band also provided invaluable support. The two hundred young people from throughout BC who attended the conference participated in sports clinics, workshops focused on self-esteem building, and a Much Music Video Dance Party. The response to the event was overwhelming, with conference capacity reached in less than two days of registration, and the youth who attended indicated that it was a great deal of fun and very informative. Given the success of the 2000 event, FNESC is committed to holding a second youth conference in the upcoming year.

The Integration of Services Forum

Another conference organized by FNESC in 2000 was the Integration of Services Forum, held in Kamloops, BC in July. That forum included representatives of various service agencies working at both the provincial level and within First Nations communities. The aim of the event was to explore some of the challenges and benefits of working more cooperatively to support First Nations learners. Feedback received since the forum indicates that several communities have continued to explore ideas raised at the Conference by implementing their own integration of services working groups and community meetings.



Partnerships to Address First Nations Education

Working with the First Nations Schools Association (FNSEA)

Throughout the past five years, FNEC has continuously supported the development and ongoing efforts of the First Nations Schools Association (FNSEA). The FNSEA, established as a non-profit society in 1996, works on behalf of First Nations schools by providing information and services to support their operations. As described throughout this annual report, many FNEC activities are undertaken in partnership with the FNSEA, and a formal agreement between the two organizations reflects their mutual commitment to cooperation and a sharing of resources.

Supporting the Indian Studies Support Program (ISSP)

2000/2001 represents the fourth year that FNEC has offered administrative support to the Indian Studies Support Program (ISSP) Committee through a fee-for-service arrangement. The ISSP Committee makes recommendations to DIA regarding funding for accredited, First Nations controlled post-secondary education programs. FNEC is pleased to contribute its efforts to the institutes and communities working to design and implement important learning opportunities for First Nations post-secondary students

ESTABLISHING BROADER PARTNERSHIPS TO PROMOTE CHANGE

Working with the Federal and Provincial Governments

In addition to working with other First Nations education organizations, FNEC is also involved in discussions with government representatives and provincial associations that have a significant impact on the education of First Nations students. In order to promote First Nations education interests and ensure that First Nations are apprised of changing policies and programs, FNEC meets regularly with both the federal and provincial governments in a tripartite process. In September, 2000, FNEC also met with Minister of Indian Affairs, Robert Nault, and then BC Minister of Education, Penny Priddy. Four issues were particularly highlighted during that meeting, including the importance of special education funding for First Nations schools, the need to review the general funding formula for band operated schools, accountability, both of First Nations schools and public schools, and jurisdiction issues, with the First Nations representatives asserting that First Nations must be supported in articulating and implementing their jurisdiction for education. That meeting was extremely useful, resulting in a commitment from all participants to several joint initiatives to improve First Nations students' success.





3.3.2 Education Partners Activities

2000/2001 also saw exciting advances in terms of the Memorandum of Understanding on Aboriginal Education that was signed in 1999. That Memorandum states the mutual intention of several Education Partners to “improve the school success of First Nations learners in British Columbia.” Signatories to the agreement include FNEESC, the FNSEA, DIA, the Ministry of Education (MoE), the BC College of Teachers, the BC Principals’ and Vice Principals’ Association, the BC School Trustees’ Association, and the BC Teachers’ Federation. Through ongoing discussions, the education partners agreed to explore three issues in detail in 2000: employment equity, Aboriginal teacher recruitment, and racism.

The focus on employment equity reflects the need to ensure that public schools employ First Nations people at a rate that is at least proportionally representative with the number of First Nations students attending the schools. To begin addressing that issue, the partners agreed to develop a tool kit to assist with the design and implementation of employment equity policies.

Related to the issue of employment equity is that of teacher recruitment, and the need to increase the number of First Nations teachers in the public education system. Discussions about that important issue raised the need to improve academic counseling to ensure that First Nations students are encouraged to consider and prepare for teaching as a career choice. In addition, the teacher recruitment efforts will involve a consideration of upgrading programs, to assist interested individuals in meeting the requirements of teacher education programs.

The third issue reviewed by the education partners in 2000 was racism – an extremely important concern in terms of increasing the education success of First Nations students. The Education Partners began their efforts to address racism by participating on a racism panel at the Annual Aboriginal Education Conference, to convey the message that racism will not be tolerated in the public education system.



gathering strength

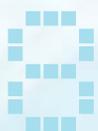
Since 1998, a significant number of the activities undertaken by FNEESC in partnership with the FNSA have fallen within the Gathering Strength Initiative. For the past four years, the Department of Indian Affairs has funded that initiative as one component of its response to the recommendations of the Royal Commission on Aboriginal Peoples. For FNEESC and the FNSA, 2000/2001 saw the continuation of many successful projects that had begun in previous years, as well as the introduction of several new programs intended to advance First Nations education.

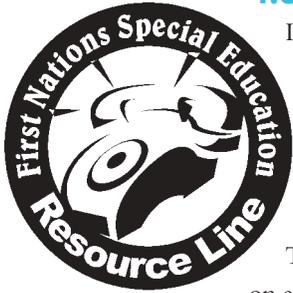
4.1 Funding for Local Gathering Strength Activities

For the past three years, the majority of the Gathering Strength funding was distributed to First Nations schools and communities for the implementation of locally-based projects. Funding was provided to all First Nations schools for activities related to three primary areas: school capacity building, stay-in-school activities, and special education programs and services. Funding was also available to a number of First Nations communities for Education Reform programs. The success of those efforts are highlighted each year in final reports which are shared with First Nations communities, schools, and funding agencies.

4.2 Speakers Series Workshops

First established in 1999/2000 and continued throughout the past year, the FNEESC/FNSA Speakers Series has been a tremendously effective professional development initiative. The Speakers Series involves a variety of presenters visiting communities throughout the province to share their expertise on issues related to special education, community program development to support children, and school board effectiveness. Teachers, parents, school board members, and many other First Nations representatives have taken advantage of these information sharing opportunities, and the participants have consistently found them to be very informative and useful.





4.3 Special Education Toll-Free Telephone Support Line

In 1999/2000, an exciting new service was first introduced – a toll-free special education telephone support line. That service was intended to provide greater access to information and support for people who work with First Nations students who have special needs. Based upon the very positive feedback received following its first year of implementation, 2000/2001 Gathering Strength funding was designated to fund an expansion of the special education toll-free telephone support line. Throughout the last school year, a special education teacher coordinated the initiative on a full-time basis, answering questions and providing assistance to teachers, parents, education coordinators, and anyone else working to support First Nations learners with special needs. A toll-free support line newsletter, Connections, was distributed monthly, promoting the line, providing information about special education topics, and highlighting the types of resources available through the initiative. The toll-free support line will open again in the Fall of 2000.



4.4 Parents Club

The Parent's Club, a new initiative for 2000/2001, has already grown into one of the most important programs of FNEESC and the FNSA. Based upon the success of the Seventh Generation Club, and recognizing the important role of parents in ensuring success for First Nations students, the Parent's Club was organized to provide recognition and incentives for First Nations parents who become involved in the education of their children. The Club began with an invitation to First Nations, encouraging them to organize locally-based Clubs within their communities. Once established, local Clubs register with FNEESC and the FNSA, and then receive Parent's Club canvas bags containing books and materials for members, as well as regular newsletters throughout the year. In its first year, over 60 Clubs registered with FNEESC and the FNSA, involving almost 1500 parents. This very exciting initiative will undoubtedly continue to expand in future years.

4.5 Language Curriculum Development Workshops

Through the Gathering Strength 2000/2001 initiative, two workshops were organized to present introductory information related to language curriculum development. The workshops outlined a number of key issues, such as the steps involved, the range of resources required, and ways to become organized for curriculum development. This project was extremely well received by First Nations representatives throughout BC, with the workshop capacity reached within two weeks of registration forms being distributed. Given that positive response, additional language curriculum development workshops will be organized in future years.



4.6 Gathering Strength Research

One of the key projects completed in 2000 was a thorough review of the costs associated with providing quality education services to First Nations learners. That research included a comparison of the funding currently provided to Band Operated schools by the DIA and funding provided to public schools through the MoE. That comparison indicated that First Nations schools are funded at a significantly lower level than public schools of similar size – an important consideration in negotiations regarding existing and future First Nations education programs. The research report, *The Cost of Quality First Nations Education*, will be very useful in a review of the Band operated school funding formula, which FNEESC and the DIA are committed to undertaking in the upcoming year.

A second research project for 2000/2001 involved an exploration of “transitions,” examining ways to assist students through key, challenging times in their educational experiences. For example, data suggests that students experience important changes when moving from home to pre-school, pre-school to kindergarten, elementary to secondary, grade 8 to grade 9, from First Nations schools to public schools, and from secondary to post-secondary. The transitions project involved a literature review and interviews with a selection of First Nations representatives.

Gathering Strength funding was also used to sponsor an examination of issues related to special education and First Nations adult learners. That project also involved a literature review, a survey for First Nations adult education program coordinators, and selected interviews, resulting in a discussion paper that highlights a range of relevant challenges, and suggests areas that may assist adult learners with special needs.

Throughout 2000/2001, significant effort was devoted to the issue of First Nations schools assessments. Building upon work that has been ongoing for several years, additional pilot projects and research in the past school year facilitated a detailed consideration of how First Nations schools might implement an assessment process that reflects their unique needs and goals. The knowledge gained through those efforts will be used as a foundation to further this issue in 2001/2002.

Finally, in 2000/2001, Gathering Strength funding was allocated to the preparation, printing and distribution of two new information pamphlets on special education – *Individual Education Plans Handbook for Parents* and *Individual Education Plans Handbook for Teachers*. Those documents have now been distributed widely to First Nations and schools throughout the province.

5. Additional Support for Special Education Initiatives

As reported throughout the past several years, FNEESC and the FNSA have committed significant time and effort to support First Nations schools in the area of special education. FNEESC has particularly worked to promote the need for special education funding for First Nations schools.

Comprehensive research was sponsored in 1998/1999 and 1999/2000 to determine the number of students with special needs in First Nations schools, as well as the types of special needs those students experience – information that has been used to strengthen arguments for special education funding for First Nations schools. FNEESC also participated in a national effort to address the issue of special education funding through the Chiefs Committee on Education and the National Indian Education Council. First Nations representatives at that level worked to develop a national special needs policy, with associated funding for First Nations schools throughout the country. In addition, FNEESC has signed a protocol agreement with the First Nations Education Council of Quebec which outlines a commitment to work cooperatively and share information on this important issue.

In anticipation of a successful result from all of those efforts – new funding for special education for First Nations schools – FNEESC and the FNSA began planning for future initiatives. FNEESC prepared and shared several documents for consultation with First Nations, including policies to guide FNEESC and the FNSA in their administration of new special education funding, and a framework for the development of community special education policies. FNEESC and the FNSA also continued to work closely with First Nations schools to develop a comprehensive five-year plan that will guide ongoing efforts associated with special education.



6. Working for Aboriginal Languages

Working through its Aboriginal Languages Sub-Committee, FNEESC has sponsored numerous initiatives to support the maintenance and revitalization of Aboriginal languages. In 1998 and 1999, FNEESC published the *Aboriginal Language Program Planning Handbook* and an accompanying workbook. In addition, for several years the Languages Sub-Committee has explored the issue of Aboriginal Language Teacher Training Programs. In 1999, FNEESC and the BC College of Teachers (BCCT) reached agreement regarding a teacher training program framework that would lead to a Developmental Standard Term Certificate (DSTC) in First Nations Language and Culture. That framework provides for flexible arrangements designed in partnership by First Nations communities and post-secondary institutes that deliver teacher education programs. Throughout 2000/2001, FNEESC organized several workshops, to share information about the DSTC and to support First Nations pursuing the DSTC as one way to enhance language teaching. Now, several communities are nearing the successful approval of their DSTC programs, which will mark an exciting milestone for Aboriginal language teaching and overall efforts to revitalize Aboriginal languages.

7. Considering First Nations Jurisdiction for Education

2000/2001 included a variety of FNEESC activities in regard to First Nations jurisdiction for education. FNEESC began meeting with representatives of DIA and the MoE to explore possibilities for facilitating First Nations' efforts to move ahead in the area of jurisdiction. In order to widely share information about those meetings and solicit direct input from First Nations representatives, FNEESC also initiated a consultation process in 2000/2001. Meetings were organized in various parts of the province, to gather ideas about First Nations' jurisdiction goals, potential challenges in meeting those goals, and plans to further their aspirations for greater control of First Nations education programs and services. The results of that research will be shared with First Nations representatives through the FNEESC 2001 regional sessions, at which time FNEESC will seek direction for further efforts in this area.

8.0 Other Projects Undertaken by FNEC

8.1 Supporting the Development of Local Education Agreements

In 1989, the *British Columbia School Act* was amended to provide for the negotiation of local education agreements (LEAs) between First Nations and School Districts. Those agreements are intended to outline cooperative efforts to address the needs of First Nations students, and establish arrangements for a transfer of funding between First Nations and School Districts.

In 1997 and 1999, FNEC attempted to support the development of LEAs by publishing handbooks outlining best practices in education agreements. In 2000, in response to continuing frustration associated with LEA discussions, the MoE, DIA and FNEC jointly organized a mediation process. Implemented by the Justice Institute, the mediation process was intended to assist First Nations and school districts in moving ahead with LEA negotiations. The process is available at no cost to interested parties, provided that both the First Nation and school district mutually agree to participate.

8.2 A Post-Secondary Education Policies Handbook

In 2000/2001, the FNEC Post-Secondary Education Sub-Committee sponsored a project to collect and share examples of post-secondary education policies. By producing the *Post-Secondary Education Policies Handbook*, FNEC intended to assist communities that have not yet developed their own policies as well as communities wanting to revise their current policies to make them even more effective.



9. Youth Program Administration

Since 1998/1999, FNEESC and the FNSA have been responsible for the administration of four programs for First Nations youth -- the Summer Student Career Placement Program, the Summer Science and Technology Camp Initiative, the Cooperative Education Program, and the Youth Work Experience Program. Each year, FNEESC and the FNSA strive to respond to any concerns raised about the administration of those programs, as the overwhelming number of proposals received in comparison to the funding available for distribution is a continual challenge. In 2000, an evaluation of the youth programs was organized by FNEESC, which included a review of all youth program records and reports, as well as interviews with a random selection of applicants and program administrators. Generally, the response to the programs was extremely positive. The youth programs were said to provide important learning opportunities for First Nations learners, although additional funding for the programs was recommended. Support was also generally expressed for the administration of the programs by FNEESC and the FNSA. Specific suggestions will be reviewed and incorporated into future program administration processes, and the youth program evaluation final report was distributed to all First Nations in BC.



Appendix One: FNEsc members

First Nations Education Steering Committee

DEBORAH JEFFREY (President)Tsimshian Tribal Council
JIM ANGUS (Vice-President).....Kispiox Elementary School
BARBARA BARLTROP (Secretary).....Snaw-Naw-As First Nation
TIM BILOUKitamaat Village Council
TERRIE DAVIDSON.....Boothroyd Indian Band
NORMAN DAY.....Tahltan Band Council
THERESA DENNIS.....Lower Similkameen Indian Band
KATHI DICKIEFort Nelson First Nation
CHARLOTTE ELLIOTChemainus First Nation
CECELIA HARRIS.....Penelakut Tribe
MARION HUNTKwakiutl Indian Band
SHERRY HUNTER.....Tsay Keh Dene Band
DEBORAH JACOBS.....Squamish Nation
FRAN HUNT-JINNOUCHI.....Saanich Indian School Board
DONNA JULES.....Adams Lake Indian Band
CHIEF NORM LEECH.....S't'at'imc Education Authority
BRENDA LEIGHTONN (Treasurer).....Metlakatla Treaty Office
DENISE LOUIE.....Lower Kootenay Indian Band
GREG LOUIE.....Maaqtusiis Community School
WILMA MACK.....Nuxalk Education Authority
DON MAKI.....Ktunaxa Independent School System
BRENDA McDONALDPavilion Indian Band
JACOB MCKAYNisga'a Tribal Council
HEATHER MCKENZIE.....Soda Creek First Nation
RON A. MITCHELL.....Kyah Wiget Education Society
WARNER ADAMLake Babine Nation
GWEN POINT Sto: Lo Nation
GAIL RUSS.....Skidigate Band
SANDRA SEWID.....Mamalilikulla-Qwe'Qwa'Sot'Em Band
CHIEF LEONARD THOMAS.....Carrier Sekani Tribal Council
BLAIR THOMPSONNuu-chah-nulth Tribal Council
SANDRA VICTOR.....Cheam Indian Band
BARBARA WHITE.....Snu Ney Muxw First Nation
LOUISA WILLIEHeiltsuk Tribal Council

Aboriginal Language Sub-Committee

BARBARA BARLTROPSnaw-Naw-As First Nation
TIM BILOUKitamaat Village Council
DIANE BROWNSkidegate Band Council
GWEN POINTSto: Lo Nation
MONA JULES.....Kamloops Indian Band
BEVERLY FRANKSchool District #74
MARILYN NAPOLEON.....Lillooet Tribal Council
JOAN GENTLES.....School District 27 - Cariboo-Chilcotin
SHIRLEY LEONCoqualeetza Cultural Centre
LISA WELLSKwakiutl District Council Sub Office
SADIE HARRISCoast Mountain School District #82
IRENE SEGUINE.....Wilp Wilxo'oskwhl Nisga'a
DEBBIE LEIGHTON - STEPHENS (Chair).....First Nations Education Services
DEBORAH JACOBS.....Squamish Nation
THERESA DENNIS.....Lower Similkameen Indian Band
KEVIN PAUL.....Saanich Indian School Board
LENA ROSSNuu-chah-nulth Tribal Council

Adult Education Sub-Committee

KATHLEEN CLAYTON Wilp Wilxo'oskwhl Nisga'a Society
FRAN HUNT-JINNOUCHI (A/Chair)Saanich Indian School
BILL MUSSELLSal'i'shan Institute Society
PATRICK PALMERAatse Davie School
PAULINE WATERFALL.....Heiltsuk College

Post-Secondary Education Sub-Committee

DEANNA NYCE.....Wilp Wilxo'oskwhl Nisga'a
CATHY SPETH.....Spuzzum First Nation
BARBARA WHITE (Chair).....Snu Ney Muxw First Nation

Special Needs Project Committee

CHIEF NATHAN MATTHEWNorth Thompson Indian Band
CHIEF MARJORIE MC RAEGitanaax Band Council
BARBARA WHITE.....Snu Ney Muxw First Nation

Strategic Action Sub-Committee

CHIEF NATHAN MATTHEWNorth Thompson Indian Band
CHIEF MAJORIE MC RAEGitanaax Band Council
CHIEF RON IGNACE.....Skeetchestn Indian Band



Audited Financial Statements

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Schedule of Program Operations Schedules 1 - 23

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING For The Year Ended March 31, 2001

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 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.

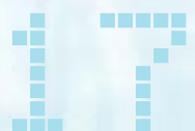
The Board is responsible for ensuring that management fulfills its responsibility for financial reporting and is ultimately responsible for reviewing and approving the financial statements.

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 generally accepted auditing standards on behalf of the members. Reid Hurst Nagy, CGAs have full access to the First Nations Education Steering Committee Society.

Christa Williams
Executive Director

Derek Payne
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, 2001 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 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, 2001 and the results of its operations for the year then ended in accordance with generally accepted accounting principles.

Reid Hurst Nagy

REID HURST NAGY
CERTIFIED GENERAL ACCOUNTANTS

MAY 17, 2001
RICHMOND, B.C

SUMMARY STATEMENT OF REVENUE & EXPENDITURES
For the year ended March 31, 2001

Statement 1

	2001		2000
	Budget \$	Actual \$	Actual \$
REVENUE			
First Nations Summit equity transfer	-	-	1,180,053
DIAND funding	9,120,365	9,384,082	5,114,403
Ministry of Education funding	215,000	175,000	280,000
Assembly of First Nations fundin	-	-	23,000
Health Canada funding	55,000	65,000	65,000
BC Hydro contribution	35,000	35,000	35,000
First Nation Chief Health Committee contribution	-	(300)	26,700
Administration fees recoveries	452,500	452,500	259,785
Displays and sponsors	5,000	5,000	5,400
Interest income	-	210,196	79,893
Miscellaneous revenue	-	5,423	16,738
Publication revenue	-	9,244	4,633
Registration - Provincial Education Conference	115,000	118,149	86,148
Speaker series	-	10,420	-
First Nations Schools Association contribution	-	20,000	15,000
	9,997,865	10,489,714	7,191,753
EXPENDITURES			
Allocations to communities	7,660,207	5,988,499	3,859,311
Annual report	6,000	6,899	4,853
Communications	88,933	25,964	11,176
Conference expenses	572,100	414,672	133,192
Contracted services	50,000	-	86,337
Education Treaty expenses	22,300	24,545	27,700
Equipment and furniture purchases	7,000	32,782	65,410
Insurance	5,000	4,360	355
Management and administration	427,500	466,607	281,669
Meeting expenses	175,623	171,437	158,297
Negotiations	-	3,000	-
Office and miscellaneous	175,234	88,843	35,881
Parent club	41,840	70,762	-
Postage/mailing/photocopying/printing	22,500	27,481	26,508
Production and products	165,500	167,784	141,753
Professional fees	29,885	21,661	23,367
Projects	31,743	15,784	110,242
Rent	68,300	63,618	25,473
Research	142,000	72,471	226,962
Salaries and benefits	400,287	385,903	278,609
Science day/sports day	34,000	33,274	-
Society reception	-	-	13,952
Speaker series	70,000	42,500	-
Special needs	30,000	23,608	-
Telephone & fax	26,500	17,660	22,406
Training	40,000	13,736	-
Website	15,000	17,602	15,976
Workshops	192,950	93,813	108,769
	10,470,402	8,295,265	5,658,198
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(472,537)	2,194,449	1,533,555

The accompanying notes are an integral part of these financial statements.



SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES

- OPERATING FUND

For the year ended March 31, 2001

Statement 2

Schedule #	2001 Opening Equity \$	DIAND Funding \$	MOE Funding \$	Other Revenue \$	Total Revenue \$	Total Expenditures \$	Excess (Deficiency) For the Year \$	Transfers For the Year \$	Ending Equity (Deficit) \$	
Core	1	682,535	376,554	120,000	228,039	951,052	802,604	148,448	(423,600)	407,383
Summer Science Camp	2	14,628	259,762	-	-	259,762	245,026	14,736	-	29,364
Summer Student Career	3	117,701	1,005,802	-	-	1,005,802	1,001,036	4,766	-	122,467
Co-op Education	4	-	417,483	-	-	417,483	283,865	133,618	-	133,618
Youth Work Experience	5	-	837,192	-	-	837,192	624,261	212,931	-	212,931
Capacity Building	6	43,160	700,000	-	-	700,000	570,287	129,713	-	172,873
Special Education	7	369,156	2,080,000	-	500	2,080,500	1,615,505	464,995	-	834,151
Stay In School	8	21,744	300,000	-	-	300,000	217,030	82,970	-	104,714
Prov. Education Conf.	9	26,775	-	55,000	123,612	178,612	162,313	16,299	-	43,074
Seventh Generation	10	87,293	78,000	-	120,940	198,940	251,464	(52,524)	25,000	59,769
Student Support Program	11	23,346	99,604	-	-	99,604	71,228	28,376	-	51,722
Aboriginal Language	12	62,689	-	-	-	-	3,744	(3,744)	-	58,945
Special projects	13	84,526	-	-	229,582	229,582	-	229,582	-	314,108
Jurisdiction Workshop	14	-	44,685	-	1,500	46,185	47,790	(1,605)	-	(1,605)
LEA Mediation	15	-	50,000	-	-	50,000	3,000	47,000	-	47,000
GS Research and Support	16	-	500,000	-	-	500,000	417,382	82,618	-	82,618
GS Community Stream	17	-	2,200,000	-	-	2,200,000	1,599,668	600,332	-	600,332
School Assessment	18	-	300,000	-	-	300,000	177,619	122,381	-	122,381
Special Needs Consultation	19	-	5,000	-	-	5,000	5,000	-	-	-
Integrated Services Forum	20	-	-	-	-	-	81,923	(81,923)	194,100	112,177
Youth Forum	21	-	-	-	-	-	102,153	(102,153)	204,500	102,347
Jurisdiction Project	22	-	30,000	-	-	30,000	12,366	17,634	-	17,634
Teacher Recruitment	23	-	100,000	-	-	100,000	-	100,000	-	100,000
		1,533,553	9,384,082	175,000	704,173	10,489,714	8,295,264	2,194,450	-	3,728,003

(Note 5)



The accompanying notes are an integral part of these financial statements.

STATEMENT OF CHANGES IN FUND BALANCES - CAPITAL FUND
For the year ended March 31, 2001

Statement 3

	2001 \$	2000
Balance, beginning of the year	52,959	-
Current additions	32,782	68,489
Current amortization	(8,299)	(15,530)
Balance, end of the year	77,442	52,959

STATEMENT OF FINANCIAL POSITION
As At March 31, 2001

Statement 4

	2001 \$	2000
ASSETS		
CURRENT		
Cash	4,446,116	2,073,431
Accounts receivable	53,802	254,200
Prepaid expenses	38,194	24,650
	4,538,112	2,352,281
CAPITAL (Notes 2b & 3)	77,442	52,959
	4,615,554	2,405,240
LIABILITIES		
CURRENT		
Accounts payable and accruals	696,461	689,001
Wages and benefits payable	6,826	5,234
Due to First Nations Schools Association	106,822	124,493
	810,109	818,728
NET ASSETS		
Capital Fund (Notes 2b & 3)	77,442	52,959
Operating Fund		
- restricted	3,413,895	1,449,027
- unrestricted	314,108	84,526
	3,805,445	1,586,512
	4,615,554	2,405,240

Approved On Behalf of the First Nations Education Steering Committee Society

Christa Williams

Derek Payne

The accompanying notes are an integral part of these financial statements.



STATEMENT OF CASH FLOWS
For the year ended March 31, 2001

Statement 5

	2001 \$	2000
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess of revenue over expenditures	2,194,450	1,533,555
Equipment and furniture purchases	32,782	68,489
	<hr/>	<hr/>
	2,227,232	1,602,044
NET CHANGES IN NON-CASH OPERATING NET ASSETS		
Accounts receivable	200,398	(254,200)
Prepaid expenses	(13,544)	(24,650)
Accounts payable	5,463	688,999
Wages and benefits payable	1,592	5,234
	<hr/>	<hr/>
	2,421,141	2,017,427
CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES		
Purchase of capital assets	(32,782)	(68,489)
Due to First Nations Schools Association	(17,672)	124,493
	<hr/>	<hr/>
	(50,454)	56,004
NET INCREASE IN CASH		
	<hr/>	<hr/>
	2,370,687	2,073,431
CASH - BEGINNING OF THE YEAR	<hr/>	<hr/>
	2,073,431	-
CASH - END OF THE YEAR		
	<hr/>	<hr/>
	4,444,118	2,073,431

The accompanying notes are an integral part of these financial statements.



NOTES TO THE FINANCIAL STATEMENTS
For The Year Ended March 31, 2001

NOTE 1: SOCIETY, AIMS AND OBJECTIVES

The First Nations Education Steering Committee Society was incorporated on April 20, 1999 under the Society Act. The purpose of the First Nations Education Steering Committee Society is to facilitate discussions about education matters affecting First Nations in British Columbia by disseminating information and soliciting input from First Nations. The First Nations Education Steering Committee Society will work to provide a forum for networking, communication and liaison among First Nations schools, other educational institutes, and the federal, provincial and other governments.

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

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

b) **Capital assets:** Capital assets, when acquired, are recorded as 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. Amortization is charged to equity in capital assets at cost. Amortization is charged to equity in capital assets on a straight-line basis over the expected useful life of the assets at the following annual rates:

Computer equipment	3 years
Equipment and furniture	5 years

c) **Budget figures:** All budget figures were prepared by management and are unaudited.

NOTE 3: CAPITAL ASSETS

'Capital assets' is comprised of the following:

	COST	ACCUMULATED AMORTIZATION	2001 NET	2000 NET
	\$	\$	\$	\$
Computer equipment	26,810	8,938	17,872	9,160
Furniture and equipment	74,462	14,892	59,570	43,799
	<u>101,272</u>	<u>23,830</u>	<u>77,442</u>	<u>52,959</u>

NOTE 4: EQUITY TRANSFER FROM FIRST NATIONS SUMMIT SOCIETY

Prior to incorporation of the First Nations Education Steering Committee Society, funding from government agencies was administered by the First Nations Summit Society. The First Nations Education Steering Committee Society has since separated from the First Nations Summit Society, and all equity has been transferred over to current administration of the Society.

NOTE 5: COMMITMENTS

Certain funds out of the "Ending equity" of the current year are committed to the following projects in the next fiscal year:

School Assessment	\$ 61,320
Co-op Education	121,366
Youth Work Experience	175,000
Gathering Strength Community Stream	550,000
Special Needs	214,523
Stay in School	33,123
Capacity Building	82,303
	<u>1,237,635</u>



SCHEDULE OF PROGRAM OPERATIONS
CORE
For the year ended March 31, 2001

Schedule 1

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
First Nations Summit equity transfer	-	-	973,074
DIAND funding	278,000	376,554	281,700
Ministry of Education funding	160,000	160,000	170,000
Ministry of Education funding - Education Treaty	-	(40,000)	40,000
Assembly of First Nations funding	-	-	23,000
Administration fees recoveries	452,500	452,500	259,785
Miscellaneous income	-	1,998	6,149
	<u>890,500</u>	<u>51,052</u>	<u>1,753,708</u>
EXPENDITURES			
Administration			
Accounting	18,000	11,144	16,135
Audit fees	7,885	8,743	5,854
Board meetings	70,000	97,723	72,226
Communications	14,500	19,893	5,609
Computer support	4,000	3,041	2,729
Equipment and furniture purchases	7,000	32,782	65,410
Insurance	5,000	4,360	355
Janitorial	-	-	806
Legal fees	4,000	1,774	1,379
Miscellaneous	4,000	6,882	7,731
Office rental	68,300	63,618	25,473
Office supplies	7,500	10,191	17,304
Office support/receptionist	-	-	6,299
Photocopying	12,000	1,075	11,266
Postage	5,000	16,025	2,152
Salaries and benefits	400,287	385,903	278,609
Sub committee meetings	40,000	28,118	54,166
Telephone & fax	25,000	17,650	22,038
Website	-	2,497	15,976
	<u>692,472</u>	<u>711,419</u>	<u>611,517</u>
SUBTOTAL FORWARDED			

Continued on next page...



**SCHEDULE OF PROGRAM OPERATIONS
CORE**
For the year ended March 31, 2001

**Schedule 1
(Continued)**

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
EXPENDITURES (Continued)			
(Subtotal brought forward)	692,472	711,419	611,517
<hr/>			
Other			
Adult education project	31,743	4,442	3,516
Annual report	6,000	6,899	4,853
Education Treaty expenses	22,300	24,545	27,700
Post secondary review	-	-	15,375
Regional workshops	48,000	35,254	37,621
Research	45,000	20,045	15,077
Society reception	-	-	13,952
	<hr/>	<hr/>	<hr/>
	153,043	91,185	118,094
	<hr/>	<hr/>	<hr/>
	845,515	802,604	729,611
<hr/>			
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	44,985	148,448	1,024,097
OPENING EQUITY	682,535	682,535	-
Inter-fund transfer	(423,600)	(423,600)	(341,562)
<hr/>	<hr/>	<hr/>	<hr/>
EQUITY AT END OF YEAR	303,920	407,383	682,535

The accompanying notes are an integral part of these financial statements.



SCHEDULE OF PROGRAM OPERATIONS
SUMMER SCIENCE CAMP
For the year ended March 31, 2001

Schedule 2

	2001		2000
	Budget \$	Actual \$	Actual \$
REVENUE			
DIAND funding	242,224	259,762	245,333
EXPENDITURES			
Administration	18,000	24,349	10,127
Allocations to communities	235,519	220,654	219,752
Mailing and supplies	500	23	826
	<u>254,019</u>	<u>245,026</u>	<u>230,705</u>
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(11,795)	14,736	14,628
OPENING EQUITY	14,627	14,628	-
EQUITY AT END OF YEAR	<u>2,832</u>	<u>29,364</u>	<u>14,628</u>

SCHEDULE OF PROGRAM OPERATIONS
SUMMER STUDENT CAREER
For the year ended March 31, 2001

Schedule 3

	2001		2000
	Budget \$	Actual \$	Actual \$
REVENUE			
First Nations Summit equity transfer	117,701	-	-
DIAND funding	1,005,802	1,005,802	1,020,147
EXPENDITURES			
Administration	140,000	140,790	46,934
Allocations to communities	979,341	859,981	853,427
Mailing and supplies	500	265	2,085
	<u>1,119,841</u>	<u>1,001,036</u>	<u>902,446</u>
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	3,662	4,766	117,701
OPENING EQUITY	117,701	117,701	-
EQUITY AT END OF YEAR	<u>121,363</u>	<u>122,467</u>	<u>117,701</u>



The accompanying notes are an integral part of these financial statements.

SCHEDULE OF PROGRAM OPERATIONS
CO-OP EDUCATION
For the year ended March 31, 2001

Schedule 4

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	410,483	417,483	498,115
EXPENDITURES			
Administration	-	7,528	2,762
Allocations to communities (Note 5)	411,215	271,776	683,738
Mailing and supplies	500	120	813
Workshops	15,000	4,441	15,507
	426,715	283,865	702,820
ANNUAL EXCESS (DEFICIENCY)			
OF REVENUE OVER EXPENDITURES	(16,232)	133,618	(204,705)
OPENING EQUITY	-	-	-
Inter-fund transfer	-	-	204,705
EQUITY AT END OF YEAR	(16,232)	133,618	-

\$121,366 of the "Ending equity" has been committed in the next fiscal year.

SCHEDULE OF PROGRAM OPERATIONS
YOUTH WORK EXPERIENCE
For the year ended March 31, 2001

Schedule 5

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	830,252	837,192	828,720
EXPENDITURES			
Administration	7,500	7,185	72,089
Allocations to communities (Note 5)	804,132	608,317	801,510
Mailing and supplies	500	1,910	891
Workshops	15,000	6,849	11,087
	827,132	624,261	885,577
ANNUAL EXCESS (DEFICIENCY)			
OF REVENUE OVER EXPENDITURES	3,120	212,931	(56,857)
OPENING EQUITY	-	-	-
Inter-fund transfer	-	-	56,857
EQUITY AT END OF YEAR	3,120	212,931	-

\$121,366 of the "Ending equity" has been committed in the next fiscal year.
The accompanying notes are an integral part of these financial statements.



**SCHEDULE OF PROGRAM OPERATIONS
CAPACITY BUILDING**
For the year ended March 31, 2001

Schedule 6

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
First Nations Summit equity transfer	-	-	60,000
DIAND funding	700,000	700,000	310,000
Miscellaneous revenue	-	-	1,050
	<u>700,000</u>	<u>700,000</u>	<u>371,050</u>
EXPENDITURES			
Administration	-	1,492	24,166
Allocations to communities (Note 5)	700,000	512,001	257,820
Conference	60,000	56,482	12,854
Postage and photocopying	-	312	263
Research	-	-	22,889
Workshops	-	-	9,898
	<u>760,000</u>	<u>570,287</u>	<u>327,890</u>
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(60,000)	129,713	43,160
OPENING EQUITY	43,160	43,160	-
EQUITY AT END OF YEAR	<u>(16,840)</u>	<u>172,873</u>	<u>43,160</u>



\$82,303 of the "Ending equity" has been committed in the next fiscal year.
The accompanying notes are an integral part of these financial statements.

**SCHEDULE OF PROGRAM OPERATIONS
SPECIAL EDUCATION**
For the year ended March 31, 2001

Schedule 7

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	2,000,000	2,080,000	1,526,734
Miscellaneous revenue	-	500	2,720
	<u>2,000,000</u>	<u>2,080,500</u>	<u>1,529,454</u>
EXPENDITURES			
Administration	-	2,051	44,417
Allocations to communities (Note 5)	2,000,000	1,559,727	853,919
Meeting travel	-	1,562	-
Postage and photocopying	-	241	1,052
Research	90,000	51,776	173,371
University contracted services	50,000	-	66,337
Workshops	14,000	148	21,202
	<u>2,154,000</u>	<u>1,615,505</u>	<u>1,160,298</u>
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(154,000)	464,995	369,156
OPENING EQUITY	369,156	369,156	-
EQUITY AT END OF YEAR	215,156	834,151	369,156

\$214,523 of the "Ending equity" has been committed in the next fiscal year.
The accompanying notes are an integral part of these financial statements.



**SCHEDULE OF PROGRAM OPERATIONS
STAY IN SCHOOL**
For the year ended March 31, 2001

Schedule 8

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	300,000	300,000	245,000
Miscellaneous revenue	-	-	3,975
	<u>300,000</u>	<u>300,000</u>	<u>248,975</u>
EXPENDITURES			
Administration	-	1,080	24,166
Allocations to communities (Note 5)	300,000	215,795	189,146
Postage and photocopying	-	155	215
Research	-	-	250
Workshops	-	-	13,454
	<u>300,000</u>	<u>217,030</u>	<u>227,231</u>
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	-	82,970	21,744
OPENING EQUITY	21,744	21,744	-
EQUITY AT END OF YEAR	<u>21,744</u>	<u>104,714</u>	<u>21,744</u>

\$33,123 of the "Ending equity" has been committed in the next fiscal year.
The accompanying notes are an integral part of these financial statements.



**SCHEDULE OF PROGRAM OPERATIONS
PROVINCIAL EDUCATION CONFERENCE**
For the year ended March 31, 2001

Schedule 9

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	-	-	2,000
Registration	115,000	118,149	86,148
Miscellaneous revenue	-	463	2,676
Ministry of Education funding	55,000	55,000	70,000
Displays and sponsors	5,000	5,000	5,400
	<u>175,000</u>	<u>178,612</u>	<u>166,224</u>
EXPENDITURES			
Administration	18,000	14,600	18,613
Audio visual equipment	6,000	4,663	4,036
Catering	41,000	90,037	30,846
Committee expenses	2,500	2,336	2,748
Conference summary	3,500	4,699	1,899
Facilities	16,000	2,000	32,743
Postage	-	998	498
Program development/printing	11,000	1,170	10,119
Program presenters	42,000	33,686	31,731
Promotion and advertising	500	4,641	347
Registration materials	6,000	3,483	5,869
	<u>146,500</u>	<u>162,313</u>	<u>139,449</u>
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	28,500	16,299	26,775
OPENING EQUITY	26,775	26,775	-
EQUITY AT END OF YEAR	<u>55,275</u>	<u>43,074</u>	<u>26,775</u>

The accompanying notes are an integral part of these financial statements.



**SCHEDULE OF PROGRAM OPERATIONS
SEVENTH GENERATION**
For the year ended March 31, 2001

Schedule 10

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	75,000	78,000	89,000
Health Canada funding	55,000	65,000	65,000
BC Hydro contribution	35,000	35,000	35,000
First Nation Chief Health Committee contribution	-	(300)	26,700
First Nations Schools Association contribution	-	20,000	15,000
Miscellaneous revenue	-	1,240	168
	<u>165,000</u>	<u>198,940</u>	<u>230,868</u>
EXPENDITURES			
Administration	-	9,327	1,866
Career mentoring	5,000	-	-
Collateral	1,500	-	-
Corporate development	-	138	-
Management fees	23,500	23,500	16,000
Miscellaneous	-	254	710
Postage	-	2,082	3,246
Production	165,500	156,489	119,341
Products	-	11,295	22,412
Science day	14,000	14,450	-
Sports day	20,000	18,824	-
Website	15,000	15,105	-
	<u>244,500</u>	<u>251,464</u>	<u>163,575</u>
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(79,500)	(52,524)	67,293
OPENING EQUITY	87,293	87,293	-
Inter-fund transfer	25,000	25,000	20,000
EQUITY AT END OF YEAR	32,793	59,769	87,293



The accompanying notes are an integral part of these financial statements.

**SCHEDULE OF PROGRAM OPERATIONS
INDIAN STUDENT SUPPORT PROGRAM**
For the year ended March 31, 2001

Schedule 11

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
First Nations Summit equity transfer	-	-	11,997
DIAND funding	93,604	99,604	67,654
	<u>93,604</u>	<u>99,604</u>	<u>79,651</u>
EXPENDITURES			
Administration	22,500	27,420	20,528
Courier	500	176	302
Guideline printing/distribution	2,000	3,443	1,995
Meeting expenses	45,623	30,723	31,905
Photocopy/mail/fax	1,500	827	1,206
Proposal workshops	25,950	8,629	-
Telephone	1,500	10	369
	<u>99,573</u>	<u>71,228</u>	<u>56,305</u>
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(5,969)	28,376	23,346
OPENING EQUITY	23,346	23,346	-
EQUITY AT END OF YEAR	<u>17,377</u>	<u>51,722</u>	<u>23,346</u>

The accompanying notes are an integral part of these financial statements.



**SCHEDULE OF PROGRAM OPERATIONS
ABORIGINAL LANGUAGE**
For the year ended March 31, 2001

Schedule 12

	2001 Budget \$	2000 Actual \$	Actual \$
REVENUE			
First Nations Summit equity transfer	-	-	134,982
<hr/>			
EXPENDITURES			
Language community project	-	1,250	41,488
Language summer institute project	-	(1,625)	65,238
Language workshop	54,433	4,119	5,567
Support contract	-	-	20,000
	<hr/>	<hr/>	<hr/>
	54,433	3,744	132,293
<hr/>			
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(54,433)	(3,744)	2,689
<hr/>			
OPENING EQUITY	62,689	62,689	-
Inter-fund transfer	-	-	60,000
	<hr/>	<hr/>	<hr/>
EQUITY AT END OF YEAR	8,256	58,945	62,689



The accompanying notes are an integral part of these financial statements.

**SCHEDULE OF PROGRAM OPERATIONS
SPECIAL PROJECTS**
For the year ended March 31, 2001

Schedule 13

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
Publication revenue	-	8,991	4,633
Interest income	-	210,196	79,893
Speaker series revenue	-	10,395	-
	-	229,582	84,526
EXPENDITURES	-	-	-
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	-	229,582	84,526
OPENING EQUITY	84,526	84,526	-
EQUITY AT END OF YEAR	84,526	314,108	84,526

**SCHEDULE OF PROGRAM OPERATIONS
JURISDICTION WORKSHOP**
For the year ended March 31, 2001

Schedule 14

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	30,000	44,685	-
Other revenue	-	1,500	-
	30,000	46,185	-
EXPENDITURES			
Administration	-	3	-
Catering	-	14,068	-
Conference committee expenses	-	337	-
Facilities	-	1,329	-
Postage	-	7	-
Program development/printing	-	488	-
Program presenters	-	31,497	-
Registration material	-	61	-
	-	47,790	-
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	30,000	(1,605)	-
OPENING EQUITY	-	-	-
EQUITY AT END OF YEAR	30,000	(1,605)	-

The accompanying notes are an integral part of these financial statements.



**SCHEDULE OF PROGRAM OPERATIONS
LEA MEDIATION**

Schedule 15

For the year ended March 31, 2001

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	50,000	50,000	-
Ministry of Education funding	40,000	-	-
	<hr/>	<hr/>	<hr/>
	90,000	50,000	-
EXPENDITURES			
Negotiations	-	3,000	-
	<hr/>	<hr/>	<hr/>
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	90,000	47,000	-
OPENING EQUITY	-	-	-
	<hr/>	<hr/>	<hr/>
EQUITY AT END OF YEAR	90,000	47,000	-

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

Schedule 16

For the year ended March 31, 2001

	2001		2000
	Budget	Actual	Actual
	\$	\$	
REVENUE			
DIAND funding	600,000	500,000	-
EXPENDITURES			
Administration	180,000	180,040	-
Adults with special needs	30,000	23,608	-
Curriculum workshops	40,000	16,623	-
Language project	20,000	1,952	-
Parent club	41,840	70,762	-
Regional policy development	20,000	-	-
School assessment training	40,000	13,736	-
Speakers series	70,000	42,500	-
Toll free line	157,734	68,161	-
Transition programs	15,000	-	-
	<hr/>	<hr/>	<hr/>
	614,574	417,382	-
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(14,574)	82,618	-
OPENING EQUITY	-	-	-
	<hr/>	<hr/>	<hr/>
EQUITY AT END OF YEAR	(14,574)	82,618	-



The accompanying notes are an integral part of these financial statements.

SCHEDULE OF PROGRAM OPERATIONS
GATHERING STRENGTH COMMUNITY STREAM
For the year ended March 31, 2001

Schedule 17

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	2,200,000	2,200,000	-
EXPENDITURES			
Administration	-	3,824	-
Allocations to communities (Note 5)	2,000,000	1,595,844	-
	2,000,000	1,599,668	-
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	200,000	600,332	-
OPENING EQUITY	-	-	-
EQUITY AT END OF YEAR	200,000	600,332	-

\$550,000 of the "Ending equity" has been committed in the next fiscal year.

SCHEDULE OF PROGRAM OPERATIONS
SCHOOL ASSESSMENT
For the year ended March 31, 2001

Schedule 18

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	300,000	300,000	-
EXPENDITURES			
Allocations to communities (Note 5)	230,000	144,400	-
Administration	3,000	3,038	-
Committee meeting	15,000	8,312	-
Printing/distributions	5,000	-	-
Research	7,000	-	-
Workshops	35,000	21,869	-
	295,000	177,619	-
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	5,000	122,381	-
OPENING EQUITY	-	-	-
EQUITY AT END OF YEAR	5,000	122,381	-

\$61,320 of the "Ending equity" has been committed in the next fiscal year.
The accompanying notes are an integral part of these financial statements.



**SCHEDULE OF PROGRAM OPERATIONS
SPECIAL NEEDS CONSULTATION**

Schedule 19

For the year ended March 31, 2001

	2001		2000
	Budget \$	Actual \$	Actual \$
REVENUE			
DIAND funding	5,000	5,000	-
EXPENDITURES			
Negotiations	5,000	5,000	-
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	-	-	-

**SCHEDULE OF PROGRAM OPERATIONS
INTEGRATED SERVICES FORUM**

Schedule 20

For the year ended March 31, 2001

	2001		2000
	Budget \$	Actual \$	Actual \$
REVENUE	-	-	-
EXPENDITURES			
Administration	15,000	15,348	-
Audio visual equipment	4,800	-	-
Catering	31,500	19,511	-
Conference facilities	6,500	-	-
Conference participant travel	100,000	42,379	-
Conference summary	3,500	-	-
Program development/printing	7,000	-	-
Program presenters	18,000	-	-
Promotion and advertising	1,800	128	-
Registration materials	6,000	4,557	-
	194,100	81,923	-
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	(194,100)	(81,923)	-
OPENING EQUITY	-	-	-
Inter-fund transfer	194,100	194,100	-
EQUITY AT END OF YEAR	-	112,177	-



The accompanying notes are an integral part of these financial statements.

SCHEDULE OF PROGRAM OPERATIONS
YOUTH FORUM
For the year ended March 31, 2001

Schedule 21

	2001 2000		
	Budget	Actual	Actual
	\$	\$	\$
REVENUE	-	-	-
<hr/>			
EXPENDITURES			
Administration	-	5,032	-
Audio visual equipment	4,800	2,305	-
Catering	33,900	11,384	-
Conference facilities	6,500	5,262	-
Conference participant travel	100,000	45,093	-
Conference planning committee	15,000	13,772	-
Conference summary	3,500	2,669	-
Program development/printing	7,000	342	-
Program presenters	26,000	11,127	-
Promotion and advertising	1,800	-	-
Registration materials	6,000	5,167	-
	<hr/>	<hr/>	<hr/>
	204,500	102,153	-
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(204,500)	(102,153)	-
OPENING EQUITY	-	-	-
Inter-fund transfer	204,500	204,500	-
EQUITY AT END OF YEAR	<hr/>	<hr/>	<hr/>
	-	102,347	-

The accompanying notes are an integral part of these financial statements.



**SCHEDULE OF PROGRAM OPERATIONS
JURISDICTION PROJECT**

Schedule 22

For the year ended March 31, 2001

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	-	30,000	-
EXPENDITURES			
Jurisdiction project	-	2,426	-
Jurisdiction travel	-	9,291	-
Jurisdiction researcher	-	649	-
	-	12,366	-
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	-	17,634	-
OPENING EQUITY	-	-	-
EQUITY AT END OF YEAR	-	17,634	-

**SCHEDULE OF PROGRAM OPERATIONS
TEACHER RECRUITMENT**

Schedule 23

For the year ended March 31, 2001

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
DIAND funding	-	100,000	-
EXPENDITURES	-	-	-
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	-	100,000	-
OPENING EQUITY	-	-	-
EQUITY AT END OF YEAR	-	100,000	-



First Nations Education Steering Committee Society

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

Tel (604) 925 6087
Toll Free 1 877 422 3672
Fax (604) 925 6097
www.fnesc.bc.ca

