



Annual Report 2006 07

First Nations Education Steering Committee

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First Nations Education Steering Committee

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Message from the President

I am thrilled to present the 2006/2007 Annual Report of the First Nations Education Steering Committee (FNEsc). I have been fortunate to serve as the FNEsc President again this past year and participate in the amazing accomplishments that have been made in First Nations education. I would like to thank the FNEsc board members from the many communities across the province, the FNEsc staff, and the many FNEsc partners, all of whom work tirelessly to further our common goal of improving education for First Nations learners in British Columbia (BC). It is through their contributions and hard work that the many activities discussed in this report are achieved.

A highlight of this past year was witnessing the historic passage of Bill C-34, the *First Nations Jurisdiction over Education in British Columbia Act* in the House of Commons and the Senate. This new law recognizes First Nations jurisdiction over their own education systems that reflect their culture, language, and traditions. It is a monumental step in the continuing work of First Nations communities, groups such as FNEsc, and the federal and provincial government to form respectful partnerships in the area of First Nations education.

I am proud that FNEsc is making strides to improve learning in many areas of education in our province. On behalf of the FNEsc Board of Directors, I again want to thank everyone who is working towards quality education for our First Nations students, and welcome our new partners to join us for another successful and exciting year in 2007/2008.

Deborah Jeffrey, FNEsc President



Message from the Executive Director

The past year has been an exhilarating one for FNEC and I am proud to be able to share it with you through this Annual Report. I want to begin by thanking BC First Nations communities, our partner organizations, and representatives in the provincial and federal government for their commitment to furthering learning opportunities for First Nations students in BC. FNEC is proud of its strong relationships with each of these groups, and acknowledges the cooperation that was required to make the projects and programs listed in this report successful.

On behalf of the FNEC staff I'd like to say how honoured we are to be part of the activities and accomplishments of the past year. Examples of some of the highlights of the past year include, among many others, our Annual Provincial Conference in December which hosted over 850 participants; the publication of a very successful post-secondary informational booklet titled TEACH: Teacher Education Access & Choices Handbook and its distribution to communities, school staff and students; and the historic strides made in the area of First Nations jurisdiction over education.

This past year Bill C-34, the *First Nations Jurisdiction over Education in British Columbia Act* was passed federally, bringing into effect the package of agreements signed in July 2006 by FNEC, Canada, and the Province of BC. I was honoured to be accompanied to Ottawa by students from the Chalo and Heiltsuk schools and several of their teachers, and proud that First Nations youth were present to see its historic passage. The next step is successful passage of provincial legislation, which we are eagerly anticipating and working towards in the coming year.

I hope that this report will encourage others to join us in our goal of improving First Nations education, at all levels, from early childhood to adult and post-secondary learning, and that it demonstrates some of what we can accomplish if we continue to work together towards this goal. Please continue to contact FNEC with your questions and feedback throughout the coming year.

Christa Williams, FNEC Executive Director



Group in Ottawa to witness the passage of Bill C-34: the First Nations Jurisdiction over Education in British Columbia Act.

Part One: Introduction to FNEESC

The First Nations Education Steering Committee (FNEESC) works as a collective organization to facilitate First Nations' support for one another in the area of education with the ultimate goal of improving education for First Nations learners. It was established in May of 1992 and has since become an incorporated, non-profit society.

FNEESC's work is directed by input from BC First Nations communities and the FNEESC Board. The 2006/2007 board had 74 members and its executive representatives included: President, Deborah Jeffrey, Tsimshian Tribal Council; Vice-President, Tyrone McNeil, Sto:lo Nation; Treasurer, Monty Palmantier, Lake Babine First Nation; and Secretary, Barbara Baltrop, Snaw-Naw-As First Nation.

Communication and Information Sharing

When FNEESC was first established in 1992, its mandate was to "facilitate discussion about education matters affecting First Nations in BC by disseminating information and soliciting input from First Nations." FNEESC still works to fulfill this mandate through its many regular newsletters, information publications, conferences, and regular activities to seek input from communities. These activities and projects are listed below.

Regional Sessions

A core component of FNEESC's activities are the annually facilitated regional sessions. These two day meetings held in communities across BC give FNEESC staff and board members the opportunity to meet with local educators and interested individuals to solicit input and feedback on FNEESC's current and planned activities and to discuss local education concerns. The information gathered at regional sessions is recorded and used to guide the direction of FNEESC. This past year, the BC Ministry of Aboriginal Education and Indian and Northern Affairs (INAC) once again participated.

2006 FNEESC regional sessions were held in Prince Rupert, Lytton, Kamloops, Port Alberni, Prince George, Nanaimo, Williams Lake, Cranbrook, Kelowna, Campbell River, and the Lower Mainland.

Provincial Aboriginal Education Conference

FNEESC co-hosted the 12th Annual Provincial Conference on Aboriginal Education with the BC Ministry of Education, the Métis Provincial Council of BC, and the United Native Nations Society in Vancouver from December 7-9, 2006. The conference theme, Literacy & Literature, allowed for sharing innovative literacy



12th Annual Provincial Conference on Aboriginal Education

strategies and discussions on using Aboriginal literature in classrooms. This year's conference was the largest to date, with over 30 different workshops offered and over 850 registered participants.

Conference activities included the Aboriginal Voices in Literature Evening with readings and discussions from First Nations authors Richard Van Camp, Lee Maracle, Dr. Jane Smith and Garry Gottfriedson, all of whom also participated in an informative panel discussion titled: Literacy, Not Just Language Arts! A second panel of Aboriginal Youth Writers inspired the audience with ideas to encourage writing from their students and samples of their own writing. In addition, two memorable keynote addresses were delivered by Faye Bownlie and Minister Shirley Bond. All plenary events and addresses were webcast to extend the conference audience across the province.

Other Information Sharing Activities

Additionally, FNEESC maintains regular communication with all First Nation schools, Bands, Tribal Councils and other interested parties in First Nations education and distributes a series of regular newsletters, including a FNEESC newsletter, an FNSA newsletter, a Special Education newsletter, an IAHLA newsletter, a post-secondary newsletter, and an Education Partners Group newsletter. FNEESC maintains a website at www.fnesc.ca.

Partners in Education

FNEESC values its relationships with other organizations and bodies dedicated to improving education for Aboriginal learners and works hard to foster cooperation and communication amongst its partners. FNEESC's major partnerships are described below.

First Nations Schools Association



FNEESC has worked in close partnership with the First Nations Schools Association (FNSA) since its conception in 1996. The FNSA is an independent organization directed by First Nations schools in BC dedicated to improving education for First Nations students. FNEESC provides administration support to the FNSA through a fee-for-service agreement and collaborates on many projects including the First Nations SchoolNet Program, the First Nations and Inuit Youth Employment Strategy (FNIYES) Programs and the New Paths for Education Program. FNSA activities

also include, among others, an annual conference, support for First Nations Schools Assessment and Certification, and the Seventh Generation Club, which helps to encourage First Nations learners to stay in school and make healthy life choices through contests, activities, newsletters, daytimers and a club website. The Club has over 7500 members across BC. The FNSA maintains a website at www.fnsa.ca.



Indian Studies Support Program

The Indian Studies Support Program (ISSP) provides funding to First Nations post-secondary learning programs across BC through an application and grant process. FNSC is proud of its role working with the ISSP to support quality First Nations post-secondary education by providing administrative services and coordinating its proposal process.



Indigenous Adult and Higher Learning Association

FNSC also has a strong partnership with the Indigenous Adult and Higher Learning Association (IAHLA), and it assists IAHLA in its mandate to serve Indigenous controlled adult and post-secondary institutes in BC. IAHLA's activities include: data collection, research, information dissemination, networking and professional development. Its board is regionally represented.

At the 2006 Annual General Meeting, the IAHLA membership reviewed the Year 1 Data Collection aggregate report and approved plans to continue the data collection project for the following year. IAHLA recognizes the need for increased institutional and province-level adult and post-secondary data. The Data Collection project, which had an 81% institution participation rate, consisted of institution and student surveys on a wide range of topics from student demographic information to institute structures.

IAHLA completed a research paper entitled *Post-Secondary Quality Assurance Practices*, which describes the accreditation processes used in different countries and provides different options that BC's institutes may wish to consider in the future. As well, IAHLA assisted with the *First Nations Post-Secondary Institutes – Funding and Best Practices* research, which was funded by the Indian Studies Support Program. The IAHLA membership approved the development of the IAHLA Framework, which will outline the current situation of IAHLA and the member institutes and propose ways to work to improve the educational and economic success of Aboriginal adult learners and their communities.



12th Annual Provincial Conference on Aboriginal Education

The IAHLA board has approved the development of a quarterly e-newsletter to communicate with its membership. This can be accessed through the IAHLA web link www.fnesc.ca/iabla.

This year, IAHLA assumed the hosting of Joint-Committee meetings. The Joint-Committee is made up of representatives of IAHLA, the FNESC Post-Secondary Subcommittee, and the Indian Studies Support Program. These organizations have signed a Memorandum of Understanding which outlines how they will work together to support First Nations adult and post-secondary education.

IAHLA continues to be a contributing member on the BC Aboriginal Post-Secondary Education and Training Partners Group, and the organization is working with the Ministry of Advanced Education to strengthen community-based post-secondary education delivery options.

The Federal and Provincial Governments

FNESC is proud of its cooperative relationship with both the federal government of Canada and the provincial government of British Columbia. The mutual benefit of these relationships are shown in the many activities, programs and discussions to benefit First Nations education the governments and FNESC work towards each year, most notably this year, the success of First Nations jurisdiction over education. In particular, FNESC, INAC and the BC Ministry of Education (MEd) have met formally on a regular basis as a Tripartite Committee since 1994.

Aboriginal Education Partners Group

FNESC is a founding member of the Aboriginal Education Partners Group, which brings together some of the most significant stakeholders in the BC education system, including the FNSA, INAC, the MEd, 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, the BC Principals' and Vice-Principals' Association, the United Native Nations, and Métis Nation BC. The majority of the Partners signed a *Memorandum of Understanding* (MOU) in 1999 that expressed their commitment to working collectively and within the mandates of their organizations to improve school success for Aboriginal learners in BC. With that goal in mind, the group has undertaken many successful and on-going projects, most notably in the areas of anti-racism, Aboriginal teacher recruitment, and employment equity.

BC Aboriginal Post-Secondary Education and Training Partners

In March of 2005, another major partnership formed to address Aboriginal post-secondary issues. The BC Aboriginal Post-Secondary Education and Training Partners, modeled after the Aboriginal Education Partners Group, signed a Memorandum of Understanding (MOU) expressing their commitment to identifying needs and implementing strategies to improve the success of Aboriginal post-secondary learners in BC. Signatories to the MOU include FNESC, First Nations Summit, Strategic Action Committee, Métis Provincial Council of BC, United Native Nations Society, INAC, BC Ministry of Advanced Education, University Presidents' Council of BC, University College Presidents, BC College Presidents, and Indigenous Adult and Higher Learning Association. Other contributing members include the BC Aboriginal Human Resource Development Society, the Aboriginal Education Enhancements Branch of the Ministry of Education, Ministry of Economic Development, Service Canada and the Ministry of Aboriginal Relations and Reconciliation. The Post-Secondary Partners have developed key priority areas for joint action and developed the *Made in BC Strategy* document to action these priorities.

Part Two: Key Accomplishments 2006/2007

First Nations Jurisdiction over Education

Many of the activities of FNESC over the past year focused on achieving First Nations jurisdiction over on-reserve education and culminated when Bill C-34: *First Nations Jurisdiction over Education in British Columbia Act* was passed by both the House of Commons and the Senate, and received Royal Assent on December 12, 2006. The primary purpose of the Act is to enable the package of Agreements signed in July 2006 to be brought into force.

Bill C-34 was tabled in the House of Commons on November 28, after an agreement by all four political parties to fast track the Bill through the House and the Senate, bypassing the lengthy Committee processes. By December 5, 2006 the legislation had gone through second and third reading in the House, and by December 12 it had passed all three readings in the Senate.

While all political parties had agreed to fast track the Legislation, passage of the Bill might have been delayed if it had not been for the presence in the gallery of students from the Chalo and Heiltsuk schools. With the students in Ottawa specifically to see the federal government passing a bill of historic importance to First Nations youth in BC, the politicians seemed to make an extra effort to complete the process quickly.

FNESC had implemented a lobbying strategy as the legislation was being drafted and introduced in the House to ensure that Parliamentarians from all parties had sufficient understanding of the Bill to ensure swift review and passage. Lobbying teams traveled to Ottawa to meet with Members of Parliament and Senators during October and November, handing out information kits and answering a variety of questions, some of



Attendees from participating First Nations communities at a Jurisdiction meeting with Bill C-34.

them unexpected. The team was very impressive in convincing political representatives to move quickly on Bill C-34. The lobbying strategy was very successful, resulting in passage of the Legislation and Royal Assent in record time.

The next steps will be preparation and introduction of provincial legislation, anticipated to take place in the fall of 2007. A further step is the negotiation of federal funding to support the implementation of Canada-First Nations Agreements and the First Nations Education Authority (FNEA). Once the funding has been negotiated, Interested First Nations will then be able to begin the process of negotiating Canada-First Nations Education Jurisdiction Agreements, hopefully by fall 2007.

The capacity building for Interested First Nations continues with the preparation of a Governance Training Strategy, and the development of templates for the First Nations Education Law, Law-making Protocol, Education Co-Management Agreement and other relevant documents.

Development of English 12 Curriculum

Over the past year FNEA, in partnership with the Ministry of Education (MED), has been working to develop the English 12 First Peoples (EFP12) curriculum and examinations. In the fall of 2007 this course will be piloted in 15 sites, and full implementation of the course is planned to begin in September 2008.

EFP12 is intended for both Aboriginal and non-Aboriginal teachers and students. It represents an invitation to all learners to explore and discover First Peoples' worldview through the study of literary, informational, oral and media text from local, Canadian and international First Peoples' sources. The course will satisfy the English 12 graduation requirements and will qualify for entry into post-secondary institutions.

Initiatives with the Aboriginal Education Partners Group

FNEA is a founding member of the Aboriginal Education Partners Group and it works with the Partners to improve the school success of Aboriginal learners in BC. The Partners Group was established in 1999 and its members are committed to the following goals.

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

The Education Partners have focused their activities on three areas: Aboriginal teacher education and recruitment, employment equity, and anti-racism.



2007 First Nations Languages Conference

In 2005, the Education Partners decided to undertake an external assessment to further the process of growth and development. Following the evaluation they have worked to refine their strategies and develop a charter to help the group progress toward its goals.

Anti-Racism

The Anti-Racism Working Group is focused on the elimination of racism in the education system. Key activities undertaken in 2006/2007 include:

1. Review, refine and expand the FNEESC Anti-Racism Toolkit.
2. Develop and provide additional workshops related to anti-racism work.
3. Promote awareness of racism issues in education through newsletters and communications.
4. Work towards developing an Aboriginal Anti-Racism Policy Template. This work will be continued in the coming year.

Employment Equity

The primary objective of the Working Group has been the development of an Employment Equity Toolkit, which will promote and facilitate the increased employment of educators of Aboriginal ancestry in the BC education system. This Toolkit has been in development for a number of years and has been through a variety of different versions. One of the main objectives is that the Toolkit must meet the criteria laid out by the BC Human Rights Tribunal for a 'special program' and that school districts will be able to hire educators of Aboriginal ancestry under the jurisdiction of the BC Human Rights Code.

Aboriginal Teacher Education Consortium

The goal of the Aboriginal Teacher Education Consortium (ATEC) is to increase the number of Aboriginal teachers working in British Columbia. Throughout 2006 and 2007, ATEC worked with First Nation Student recruiters from a number of post-secondary institutes in BC to provide outreach opportunities and meet with First Nation secondary school students throughout the province. To enhance these community school visits ATEC updated its promotional material and produced the Teacher Education Access and Choices Handbook (TEACH), a resource with information from post-secondary institutions from across BC with specific emphasis on teaching programs. The booklet has been well received by students, school staff and

First Nations. Booklets were distributed by mail and in person at various career and education fairs across the province. Close to 20,000 copies of the TEACH booklet have been distributed since February 2006.

ATEC will once again join the post-secondary Aboriginal recruitment team for the upcoming year and has already confirmed a number of visits to First Nation communities.

The New Paths for Education Program & Parental and Community Engagement Strategy

As mandated by the membership at the FNEC and FNSA Annual General Meetings, FNEC once again worked in cooperation with the FNSA to administer the federally funded New Paths for Education program for the BC region. New Paths funding is targeted to address the following themes: 1. Capacity Building, 2. Improving School Effectiveness, and 3. School to Work Transition.

Also, funding was again received from INAC for the Parental and Community Engagement Strategy, which is intended to support activities that encourage parental and community involvement in all aspects of education programming. To minimize the application and reporting tasks for schools and communities, this program's funding was once again distributed with the New Paths for Education program.

Community and School Grants

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

In 2006-2007, \$2,450,000 in New Paths for Education program funding and \$215,463 in Parental and Community Engagement Strategy funding was distributed to First Nations schools through a base-plus-per-capita funding formula. In addition, \$2,221,212 in New Paths funding plus \$202,320 in Parental and Community Engagement Strategy funding was provided to First Nations communities using a similar method. 126 First Nations schools and 195 communities accessed the resources available in 2006-2007, and those schools and communities used the grants to support activities such as professional development opportunities, workshops, resource acquisition, the creation of new materials, student support services, governance development, and language and culture programming. A full report describing all of the initiatives will be available through the FNEC office, and program information is available through the FNEC website www.fnesc.ca under "Program Information."

New Paths for Education Program Collective Activities

A variety of collective activities were also offered to support First Nations schools and communities thanks to the New Paths for Education program. Each year, the level of funding retained for regional level efforts and the specific activities to be undertaken are approved by participants in the FNEC regional sessions and FNSA Annual General Meeting.

Support for First Nations School Principals

It is vital to the success of First Nations schools and First Nations learners that principals and administrators have the tools they need to be successful. For the past several years, FNEC has addressed those needs by

offering workshops and information sharing opportunities for school principals and by creating a resource handbook for school administrators consisting of research findings, policy information, and other materials.

In 2004–2005, that work was expanded with the hiring of a Principal Support Person who provided principals with direct assistance through telephone, email, and school visits. In 2005–2006, this initiative also included the establishment of regional principals' networks and an email listserv that included 110 schools.

Exploring Standardized Testing in First Nations Schools

In addition, this year schools were invited to participate in five workshops to review standardized tests and to examine how they can best serve the needs of First Nations schools. Sixty-nine staff members, representing 39 schools, participated in the workshops and evaluations confirmed that those attending found the workshops valuable.

Speakers' Series

For seven years, Gathering Strength/New Paths for Education funding has been used to offer workshops in selected locations of the province on topics such as special education, literacy, board training, behaviour management, conflict resolution, anti-racism awareness, and parental involvement. At the end of 2005, FNEESC, the FNSA and First Nations representatives agreed to try a new approach to the Speakers' Series that would make grants available to individual communities to let them independently organize workshops that reflect their local education interests and priorities. As a result, in 2006–2007 forty-three (43) communities were randomly selected for a \$2,000 grant to cover the costs of delivering relevant workshops at the community level.

Parental and Community Engagement Strategy Collective Initiatives

FNEESC is committed to promoting parental and community involvement in education and it works with its partners, which include the FNSA and First Nations schools, to further this goal through the Parental and Community Engagement program. This program is administered in conjunction with the New Paths for Education Program.

The program aims to:

- support parents and caregivers in their role as their child's first and most influential teacher;
- support community involvement in education;
- facilitate family literacy, native languages and cultures;
- encourage a home environment that supports children to succeed in school;
- establish home and school partnerships; and
- prepare youth for academic and social success in school.

First Nations Parents Club

FIRST NATIONS



PARENTS CLUB

Since 2004, a portion of the Parental and Community Engagement Strategy funding has been used to support the First Nations Parents Clubs. The First Nations Parents Club is intended to facilitate the organization of community based groups for parents and to provide parents with information, support and rewards for their efforts. FNEC and the FNSA provide locally based Parents Clubs with a variety of materials, including newsletters, incentive gifts, a parenting calendar, books for home reading, and other informational materials. In addition this past year, 17 First Nations parents attended the BCCPAC Conference in Kelowna and 8 of those parents were invited to attend a Parents Congress with Minister Shirley Bond. This conference provided a great opportunity for First Nations parents to share their concerns and perspectives regarding parenting and their child's education. The parents also attended workshops and plenary session on issues of interest to parents.

In 2006/2007, there were 134 locally based Parents Clubs throughout BC with a membership of approximately 2770 First Nations parents.

Teacher Recruitment and Retention: Professional Development Program

In the 2006-2007 year, \$317,905 in Teacher Recruitment and Retention: Professional Development funds were distributed to 112 of 131 First Nations schools to assist in the recruitment and retention of qualified teachers and educators and for professional development opportunities. There were 1,952 school personnel who participated in professional development training. Other sources of funding were sought by individual schools to meet their project needs.

First Nations and Inuit Youth Employment Strategy Programs

In 2006-2007, FNEC and the FNSA continued to administer four youth programs that are funded annually by INAC, as follows.

- The Student Summer Employment Opportunities program is intended to support opportunities for career-related work experience and training for in-school First Nations students. In 2006-2007, the \$837,399 available for the program was allocated through a base-plus-per-capita formula, and 172 of the 194 eligible First Nations accessed their grants.



- * The Science and Technology 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 2006-2007, \$201,399 was provided for that program, which allowed approval of 55 of the 65 proposals for funding.
- \$1,025,548 was also available for the Youth Work Experience program – a program that sponsors supervised work experience for out-of-school, unemployed, or under-employed youth. With the resources provided, 19 of the 54 applicants could be approved for funding in 2006-2007.
- Finally, the Career Promotion and Awareness program supports First Nations youth through Cooperative Education Programs for First Nations schools. With the \$423,999 available in 2006-2007, 13 of the 20 submitted proposals were approved for funding.

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

Special Education Program

FNESC and the FNSA continue to administer the Special Education Program (SEP), with the majority of funding (85%) going directly to schools. The remaining funding continues to be used for provincially coordinated activities that further support First Nations school special education initiatives. Specifically, these include the special education toll-free line, the special education consultant, psycho-educational assessments, contracted speech language services, and various professional development opportunities.

In the fall of 2006, eight special education regional sessions were held throughout the province to discuss several issues in the SEP program that required community input. Specifically, the need for a regional evaluation of the special education program, the INAC compliance directive, and the need for increased specialist services were discussed.

The regional special education evaluation was conducted early in 2007. Results of this evaluation show that the incident rate of moderate to severe special needs in First Nations schools is 29.8%. In addition, the evaluation shows the types of SEP funded work plan initiatives being conducted to try to meet the needs of students.

An alternate method of delivering speech language services was piloted this year in an effort to provide cost-effective services to remote First Nations communities. Speech Language Pathologists were contracted to provide community-based services twice per year, with support provided between visits using phone, email and video-conference. Feedback from these schools was positive and the model is being expanded in 2007/08.

In an effort to address the accountability requirements in the INAC compliance directive, participants in the SEP regional sessions and the FNSA AGM agreed to include a more in-depth review of the school SEP activities within the school assessment process. This approach will be piloted in the 2007/2008 school year and revisited at the 2008 FNSA AGM.



First Nations SchoolNet Program

The First Nations SchoolNet program, sponsored by Industry Canada, was due to sunset in March 2006 at the national level. Through perseverance and lobbying on behalf of the national SchoolNet team and locally in BC through schools and other First Nations organizations, SchoolNet was extended for another year. Industry Canada received a 50% decrease in overall funding for their programs and, as such, the BC region budget decreased to \$885,000 for the year 2006/2007.

This funding was used to cover a number of Information Communication and Technology (ICT) requirements such as:

- Internet connectivity for First Nations schools
- Help desk services with a toll-free number
- Technical support for repairing, installing, networking computers etc.
- Training of help desk technicians to become A+ certified through CompTIA
- The procurement of computers and LCD projectors
- The purchase of a centralized web and mail server for schools
- Four servers for schools in need of a replacement
- Lancensus help desk inventory tool
- Laptops for the A+ students
- Renewal of Microsoft Office and XP licenses for another year
- Licensing costs for Access Copyright
- E-learning initiatives such as COOL School and Open School.

On December 1, 2006 Indian and Northern Affairs Canada (INAC) assumed responsibility of the First Nations SchoolNet program.

Youth Initiative

FNESC took on the administration of the Industry Canada and HRSDC funding initiative for youth in fall 2006. The funding provided for this program was \$480,000. The program was designed to provide youth with

the experience of working in technology-related careers, with the possibility of making it a permanent career. FNEESC was able to recruit 47 students to participate in the program, which began in October 2006 and ended January 31, 2007. The program had the participation of 24 First Nations communities located across BC in remote and rural areas.

The students had a wide range of technology-based responsibilities in First Nation communities. As well, they participated in IC3, an Internet computing fundamentals course that was offered to the students. The course was taught by an Aboriginal instructor from Prince George and the students participated on-line through a web-based course tool called Elluminate. This course allowed them to participate remotely using voice or video and follow a PowerPoint presentation by the instructor. The students met twice weekly during their work week.

One of the more important aspects of communication that FNEESC developed with students was the Tekkru.com website. This website was an effective manner to communicate with the students and to encourage their participation.

As part of the program, FNEESC hired an assistant youth coordinator to work directly with communities in increasing their capacity in terms of using multi-media videotaping, recording and editing. The funding also provided for the following initiatives.

- A career and technology panel with ICT professionals
- A resume building workshop
- Developing a website seminar
- National video conference with youth from Quebec

E-Learning

The First Nations Schools Association (FNSEA) and Indigenous Adult and Higher Learning Association (IAHLA) are working together to determine strategies to assist First Nations schools and institutions in developing better e-learning opportunities for their schools. For more information on this initiative see the e-learning paper available on the FNEESC website.

Aboriginal Languages Subcommittee

FNEESC is deeply committed to supporting the efforts of First Nations communities and schools to revitalize their Aboriginal languages. The FNEESC Aboriginal Languages Subcommittee has taken the lead in this effort and is actively building relationships, resources, and strategies to move forward with this work in a coordinated way. There are approximately 20 community representatives on the subcommittee, encompassing the diverse language groups of the province.

Developmental Standard Term Certificate

In 2001, FNEESC and the BC College of Teachers (BECT) developed a framework for certifying teachers to teach First Nations languages and culture within a 90-credit teacher education program. Graduates of these programs are eligible for a Developmental Standard Term Certificate (DSTC), which is valid for up to eight years, with options for upgrading to a non-expiring certificate. The purpose of the DSTC is to provide an avenue for First Nations language teachers to become certified and then ladder into permanent

certification through a regular Bachelor of Education program, and help language teachers to enter teaching more quickly.

A review of the DSTC programs was undertaken in 2006, which concluded that funding constraints posed the largest threat to the sustainability of the DSTC programs. The review and its findings have resulted in funding from the New Relationship Trust Fund to help support current DSTC programs and implement new ones. DSTC Support Program funding from the New Relationship Trust is evidence of a strong commitment on the part of the First Nations leadership to support the preservation and revitalization of their languages, and commitment on the part of the communities to acknowledge and give voice to the people who are learning and teaching the First Nations languages of BC.

2007 First Nations Languages Conference

The Aboriginal Languages Subcommittee, along with the First Peoples' Heritage Language and Culture Council and the University of Victoria (UVIC), came together and planned the bi-annual Provincial Languages Conference August 12, 13 and 14, 2007 at UVIC. The theme of the conference was Immersion Planning. The theme was chosen in response to the current trend in First Nations language education toward immersion programming.

Aboriginal Language Lab

In partnership with the First Nations SchoolNet program, FNEESC continues to provide a traveling Aboriginal Language Lab that can be used by First Nations communities for up to a 6-week period. The Lab consists of laptops, digital video cameras, scanners, and other recording equipment, and it enables communities to create digital resources such as audio files, digital photographs and images, and DVDs or VHS recordings.

First Nations Post-Secondary Education Subcommittee

The profile of First Nations post-secondary issues has grown within FNEESC in recent years, and FNEESC's five-person post-secondary subcommittee is at the forefront of efforts in this area. The First Nations Post-Secondary Education Subcommittee (PSSC) has worked to further discussions about post-secondary education, identify areas that require attention in the long and short-term, and advocate for quality post-secondary education. The collection of accurate post-secondary data is one of the highest priorities of this subcommittee and the PSSC continues to gather data on underfunded and non-funded adult and post-secondary students in the BC Region. This will aid FNEESC in its post-secondary work and enable the creation of more comprehensive collective data to better inform the national PSE Review process.

During this year, the PSSC members met with INAC to discuss an interim Post-Secondary Education Funding Allocation Methodology. The intent is to reduce the INAC reported surplus in post-secondary education.

In addition, the PSSC led a variety of information sharing activities to communicate with BC First Nations communities and post-secondary education institutes. It works in close coordination with the BC Aboriginal Education Partners Group and other FNEESC post-secondary partners through the Joint-Committee.

Other FNEESC Research and Projects

FNEESC continues to conduct research on broad topics to support First Nations education initiatives including research in the following areas: Aboriginal language programs, legal aspects of control and jurisdiction, best practices in First Nations education, gathering data regarding First Nations education for use by First Nations educators. Highlights of the research projects undertaken in the past year include:

- In 2006/2007 research was completed to prepare music materials suitable for First Nations schools. Materials created will be piloted in the coming year.
- The School Measures and Data Collection Project was undertaken for the third year, with 53 schools participating. The membership ratified continuation of this project at the April 2007 AGM.
- The BCeSIS initiative has been approved and training will continue with a number of schools going live with the project in the coming year.
- A further 15 schools participated in the First Nations School Assessment and Certification project in 2006/2007, with five schools using the new template for schools with 5 or fewer FTE. Since FNSA has undertaken this project, 86 schools have participated in completing assessments. The School Certification process was initiated in 2003/2004 and 31 schools were certified as of 2005/2006. Each year, external assessors are trained to oversee the project and to continuously refine the assessment process, as directed by the membership.

First Nations Teacher Competencies, Standards and Certification

In 2005/2006 First Nations schools attended four workshops during which they adapted the BC College of Teachers competency and conduct standards for teaching professionals so that they were relevant to teachers in First Nations schools. In 2006/2007 a researcher worked with a focus group to refine the work done to date and to develop performance indicators and resources in order to lay the foundation for the creation of BC First Nations schools' own tools for teacher supervision and certification.

Funding from the First Nations Inuit Health Branch also sponsored professional development training for teachers and parents in preparation for introducing youth suicide prevention curriculum materials.

Part Three: Audited Financial Statements

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

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March 31, 2007

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FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING March 31, 2007

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 members. 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, 2007 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's management. 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 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, 2007 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

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

REID HURST NAGY
CERTIFIED GENERAL ACCOUNTANTS

MAY 11, 2007
RICHMOND, B.C.

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES - OPERATING FUND **Statement 1** **For the year ended March 31, 2007**

	2007		2006
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
INAC funding	20,373,735	20,403,985	17,368,427
Ministry of Education funding	289,000	300,000	324,000
Canadian Heritage	-	-	145,219
Province of BC funding	550,000	690,000	-
Administration fees recoveries	1,583,926	1,590,311	1,028,127
Industry Canada funding	1,365,000	1,280,270	1,801,462
Other funding sources	138,400	687,265	620,907
	24,300,061	24,951,831	21,288,142
EXPENDITURES			
Direct expenditures	19,575,455	19,113,711	15,994,669
Indirect expenditures	5,266,326	5,019,099	3,952,826
Transfers to First Nations Schools Association	222,129	222,129	215,129
	25,063,910	24,354,939	20,162,624
ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(763,849)	596,892	1,125,518
FUND BALANCE, BEGINNING OF THE YEAR	3,630,652	3,630,652	2,472,607
RECOVERIES/REIMBURSEMENTS OF SURPLUSES	(161,366)	(161,366)	32,527
FUND BALANCE, END OF THE YEAR	2,705,437	4,066,178	3,630,652

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

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

For the year ended March 31, 2007

Statement 2

	Schedule #	INAC Funding \$	MOE Funding \$	Other Revenue \$	Total Revenue \$	Total Expenditures For the Year \$	Excess (Deficiency) For the Year \$	Beginning Fund Balance (Deficit) \$	Recoveries/ Transfers/ Reimbursements \$	Ending Fund Balance (Deficit) \$
Core	1	678,740	170,000	1,656,807	2,505,547	1,684,962	820,585	918,543	(1,380,065)	359,063
Youth Employment Strategies	2	2,690,100	-	-	2,690,100	2,755,399	(65,299)	79,064	-	13,765
New Path Schools	3	2,450,000	-	-	2,450,000	2,804,008	(354,008)	106,591	247,417	-
Special Education	4	8,071,200	-	-	8,071,200	8,071,133	67	10,846	(2,349)	8,564
Provincial Education Conference	5	-	30,000	202,727	232,727	224,181	8,546	29,391	-	37,937
Seventh Generation	6	159,750	-	18,147	177,897	151,917	25,980	87,435	-	113,415
Indian Student Support Program	7	123,100	-	-	123,100	123,100	-	18,664	-	18,664
Aboriginal Language	8	-	-	-	-	5,000	(5,000)	115,375	-	110,375
Special Projects	9	-	-	440,145	440,145	-	440,145	1,439,762	-	1,879,907
New Path Research and Support	10	620,405	-	-	620,405	683,639	(63,234)	167,319	(104,085)	-
New Path Community Stream	11	2,221,212	-	-	2,221,212	3,407,400	(1,186,188)	38,856	1,147,332	-
School Assessment	12	351,568	-	-	351,568	108,133	243,435	112,217	-	355,652
Integrated Services Forum	13	-	-	-	-	-	-	18,511	-	18,511
Youth Forum	14	-	-	-	-	-	-	17,403	-	17,403
Jurisdiction Project	15	969,189	-	550,000	1,519,189	962,036	557,153	54,130	-	611,283
Teacher Recruitment	16	200,000	-	-	200,000	200,765	(765)	100,824	(58,685)	41,374
Literacy	17	-	-	-	-	2,624	(2,624)	3,192	-	568
Education Partner Initiative	18	50,483	-	-	50,483	50,483	-	14,004	-	14,004
Anti-Racism Initiative	19	30,000	-	20,000	50,000	28,410	21,590	62,832	-	84,422
Adult Higher Learning Association	20	172,000	-	4,300	182,800	108,922	73,878	90,941	-	164,819
School Net	21	-	-	826,503	826,503	829,562	(3,059)	-	-	(3,059)
Parent Club	22	689,700	-	5,451	695,151	699,890	(4,739)	66,144	(10,931)	50,474
School Measures and Data	23	202,638	-	-	202,638	157,263	45,375	78,608	-	123,983
Post Secondary Education	24	100,000	100,000	-	200,000	200,108	(108)	-	-	(108)
Professional Development	25	423,900	-	-	423,900	418,792	5,108	-	-	5,108
Certified Technician Pilot Project	26	200,000	-	-	200,000	196,693	3,307	-	-	3,307
School Net Youth Work Experience	27	-	-	453,766	453,766	458,002	(4,236)	-	-	(4,236)
Early Childhood Development	28	-	-	70,000	70,000	29,017	40,983	-	-	40,983
		20,403,985	300,000	4,247,846	24,958,331	24,361,439	596,892	3,630,652	(161,366)	4,066,178

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

STATEMENT OF CHANGES IN FUND BALANCE - CAPITAL FUND
For the year ended March 31, 2007

Statement 3

	2007 \$	2006 \$
Balance, beginning of the year	90,236	106,661
Current additions	32,811	22,587
Current depreciation	(44,442)	(39,012)
Balance, end of the year	78,605	90,236

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

STATEMENT OF FINANCIAL POSITION
As At March 31, 2007

Statement 4

	2007 \$	2006 \$
ASSETS		
CURRENT		
Cash	3,685,842	2,959,411
Accounts receivable	272,346	1,023,903
GST receivable	46,374	37,068
Prepaid expenses	24,238	149,959
Due from First Nations Schools Association	117,327	-
	4,146,127	4,170,341
CAPITAL (Notes 2b & 3)	78,605	90,236
	4,224,732	4,260,577
LIABILITIES		
CURRENT		
Accounts payable and accruals	32,507	486,502
Wages and benefits payable	47,442	-
Due to First Nations Schools Association	-	53,187
	79,949	539,689
FUND BALANCES		
Invested in capital assets	78,605	90,236
Restricted	2,186,271	2,190,890
Unrestricted	1,879,907	1,439,762
	4,144,783	3,720,888
	4,224,732	4,260,577

Approved On Behalf of the First Nations Education Steering Committee Society

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

STATEMENT OF CASH FLOWS
For the year ended March 31, 2007

Statement 5

	2007 \$	2006 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess of revenue over expenditures	596,892	1,125,518
Equipment and furniture purchases	32,811	22,587
Recoveries/reimbursements of surpluses	(161,366)	32,527
	468,337	1,180,632
NET CHANGES IN NON-CASH WORKING CAPITAL		
Accounts receivable	751,558	(303,591)
GST receivable	(9,306)	(515)
Prepaid expenses	125,720	(127,121)
Accounts payable	(453,995)	(1,880,433)
Wages and benefits payable	47,442	-
Due to/from First Nations Schools Association	(170,514)	(14,975)
	759,242	(1,146,003)
CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES		
Purchase of capital assets	(32,811)	(22,587)
NET INCREASE (DECREASE) IN CASH	726,431	(1,168,590)
CASH - BEGINNING OF THE YEAR	2,959,411	4,128,001
CASH - END OF THE YEAR	3,685,842	2,959,411

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2007

NOTE 1: SOCIETY, AIMS AND OBJECTIVES

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

The purpose of the Society is to facilitate discussions about education matters affecting First Nations in British Columbia by disseminating information and soliciting input from First Nations. The 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 Society follows the restricted fund method of accounting for contributions. The 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 includes the assets, liabilities and fund balances of all funds presented in the financial statements.

b) Capital assets

Capital assets are recorded as an expenditure in the appropriate fund and are also reported on the statement of financial position as capital assets at cost. Depreciation is charged to the capital fund 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
Furniture and equipment	5 years
Leasehold improvements	5 years

c) Revenue Recognition

Restricted and unrestricted contributions are recognized as revenue of the appropriate fund when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

d) Budget figures

All budget figures were prepared by management and are unaudited.

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

NOTES TO THE FINANCIAL STATEMENTS March 31, 2007

NOTE 3: CAPITAL ASSETS

Capital assets consist of the following:

	<u>COST</u>	<u>ACCUMULATED DEPRECIATION</u>	<u>2007 NET</u>	<u>2006 NET</u>
	\$	\$	\$	\$
Automobile	28,664	8,599	20,065	22,932
Computer equipment	137,842	109,115	28,727	19,288
Computer software	6,603	6,603	-	-
Furniture and equipment	175,111	145,298	29,813	48,016
Leasehold improvements	14,403	14,403	-	-
	362,623	284,018	78,605	90,236

NOTE 4: ECONOMIC DEPENDENCE

The First Nations Education Steering Committee Society receives the majority of its revenues pursuant to a Comprehensive Funding Arrangement with Indian and Northern Affairs Canada (INAC).

NOTE 5: COMMITMENTS

The Society is committed to minimum payments over the next five fiscal years under an operating lease for office premises in the following amounts:

	<u>\$</u>
2008	72,786
2009	72,786
2010	72,786
2011	72,786
2012	12,131

NOTE 6: CONTINGENT LIABILITIES

The Society is currently being assessed by the Ministry of Small Business and Revenue in regards to a PST issue. An amount due, if any, is not determinable as at the year end date and therefore has not been reflected in these financial statements.

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS

Schedule 1

CORE

For the year ended March 31, 2007

	2007		2006
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
INAC funding	678,740	678,740	677,052
Ministry of Education funding	160,000	170,000	160,000
Assembly of First Nations funding	-	16,496	148,462
Administration fees recoveries	1,583,926	1,590,311	1,028,127
Province of BC funding	50,000	50,000	-
	2,472,666	2,505,547	2,013,641
EXPENDITURES			
Board meetings	164,000	155,568	154,674
Bookkeeping	27,000	28,613	20,683
Communications	9,000	3,807	8,309
Computer support/network service	11,000	10,893	3,556
Equipment and furniture purchases	38,000	38,023	12,837
Insurance	16,000	16,025	12,352
Miscellaneous	3,500	3,528	(405)
Office expense	33,500	30,846	14,995
Office rental	113,143	112,530	91,781
Photocopying	6,000	3,781	4,851
Postage	9,000	11,131	6,772
Professional fees	23,000	14,270	24,282
Salaries and benefits	800,000	836,010	674,745
Staff and professional development	8,500	4,708	8,148
Storage	12,000	10,103	9,768
Sub-committee meetings	46,000	33,434	113,402
Telephone & fax	29,000	28,375	24,462
Website	6,300	4,420	8,783
SUBTOTAL FORWARDED	1,354,943	1,346,065	1,193,995

Continued on next page...

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS CORE For the year ended March 31, 2007

**Schedule 1
(Continued)**

	2007		2006
	Budget	Actual	Actual
	\$	\$	\$
EXPENDITURES (Continued)			
(Subtotal brought forward)	1,354,943	1,346,065	1,193,995
Other			
Annual report	7,500	6,043	6,742
Network service	1,000	-	714
Regional workshops	72,000	61,730	74,256
Research	40,000	26,709	18,147
Technology capacity	50,000	-	-
Transportation operations	15,000	12,568	13,118
Transfer to First Nation Schools Association	222,129	222,129	212,129
Youth program travel	8,000	9,718	18,466
	1,770,572	1,684,962	1,537,567
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	702,094	820,585	476,074
FUND BALANCE, BEGINNING OF THE YEAR	918,543	918,543	478,673
INTERFUND TRANSFERS	(1,000,000)	(1,380,065)	(36,204)
FUND BALANCE, END OF THE YEAR	620,637	359,063	918,543

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
YOUTH EMPLOYMENT STRATEGIES
For the year ended March 31, 2007**

Schedule 2

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	2,690,100	2,690,100	2,663,840
EXPENDITURES			
Administration	183,255	183,255	145,887
Allocations to communities	2,498,086	2,496,376	2,475,935
Co-op career fairs	69,324	67,284	6,250
Mailing and supplies	18,000	8,185	10,105
Science fairs	-	-	79,679
Telephone and fax	500	299	1,036
	2,769,165	2,755,399	2,718,892
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(79,065)	(65,299)	(55,052)
FUND BALANCE, BEGINNING OF THE YEAR	79,064	79,064	77,864
INTERFUND TRANSFER	-	-	56,252
FUND BALANCE, END OF THE YEAR	(1)	13,765	79,064

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
NEW PATH SCHOOLS
For the year ended March 31, 2007**

Schedule 3

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	2,450,000	2,450,000	2,524,740
EXPENDITURES			
Allocations to communities	2,450,000	2,804,008	2,493,379
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	-	(354,008)	31,361
FUND BALANCE, BEGINNING OF THE YEAR	106,591	106,591	87,705
RECOVERY OF SURPLUS	(20,295)	(20,295)	-
INTERFUND TRANSFERS	-	267,712	(12,475)
FUND BALANCE, END OF THE YEAR	86,296	-	106,591

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS SPECIAL EDUCATION For the year ended March 31, 2007

Schedule 4

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	8,071,200	8,071,200	6,709,486
EXPENDITURES			
Administration	605,325	605,325	352,000
Allocations to schools	6,875,903	6,870,975	5,701,741
Community support	49,600	49,633	18,699
Coordinated assessments	150,000	150,000	141,000
Diploma	76,094	76,094	43,306
Equipment and furniture purchases	5,000	4,994	7,439
Meeting travel	40,000	38,135	71,580
Professional development	2,500	2,523	3,371
Program evaluation	17,000	16,967	-
Salaries and benefits	90,045	90,044	305,407
SLP Project	75,500	73,886	-
Toll-free line	92,726	92,557	92,594
	8,079,693	8,071,133	6,737,137
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(8,493)	67	(27,651)
FUND BALANCE, BEGINNING OF THE YEAR	10,842	10,846	8,497
RECOVERY OF SURPLUS	(2,349)	(2,349)	-
INTERFUND TRANSFERS	-	-	30,000
FUND BALANCE, END OF THE YEAR	-	8,564	10,846

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
PROVINCIAL EDUCATION CONFERENCE
For the year ended March 31, 2007**

Schedule 5

	Budget	2007 Actual	2006
	\$	\$	\$
REVENUE			
Registration	162,109	192,407	99,098
Miscellaneous revenue	-	30	1,424
Ministry of Education funding	30,000	30,000	30,000
Displays and sponsors	5,000	10,290	5,000
	197,109	232,727	135,522
EXPENDITURES			
Administration	500	500	325
Audio visual equipment	25,000	25,570	10,671
Catering	135,000	132,391	101,599
Committee expenses	5,000	2,270	4,523
Conference summary	-	-	3,129
Facilities	5,000	5,000	10,331
Postage	-	-	2,500
Program development/printing	5,000	6,707	1,020
Program presenters	40,000	38,843	20,356
Promotion and advertising	6,000	3,139	5,430
Registration materials	5,000	9,761	3,801
	226,500	224,181	163,685
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(29,391)	8,546	(28,163)
FUND BALANCE, BEGINNING OF THE YEAR	29,391	29,391	57,554
FUND BALANCE, END OF THE YEAR	-	37,937	29,391

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS SEVENTH GENERATION For the year ended March 31, 2007

Schedule 6

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	159,750	159,750	160,000
Historica contribution	17,500	17,500	-
BC Hydro contribution	-	-	20,000
Miscellaneous revenue	-	647	2,550
	177,250	177,897	182,550
EXPENDITURES			
Administration	9,750	9,750	2,500
Daytimer expense	72,000	71,249	60,869
Historica	42,500	13,256	7,500
Miscellaneous	-	-	126
Postage	10,000	15,728	9,661
Production	25,000	20,559	18,253
Salaries and benefits	40,000	9,511	5,883
Science day	3,600	3,581	988
Scholarship	3,200	3,750	3,200
Sports day	3,000	2,991	2,454
Travel	1,000	1,265	907
Website	3,000	277	-
	213,050	151,917	112,341
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(35,800)	25,980	70,209
FUND BALANCE, BEGINNING OF THE YEAR	87,435	87,435	17,226
FUND BALANCE, END OF THE YEAR	51,635	113,415	87,435

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
INDIAN STUDENT SUPPORT PROGRAM
For the year ended March 31, 2007**

Schedule 7

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	123,100	123,100	131,149
EXPENDITURES			
Administration	4,000	4,000	5,500
Bookkeeping	2,500	2,500	2,500
Guideline printing/distribution	3,800	3,949	5,314
Mail, courier and miscellaneous	6,000	4,393	2,502
Meeting expenses	54,100	42,923	60,611
Office rental	2,500	2,500	2,500
Research	16,500	16,500	15,000
Photocopy/supplies	3,500	3,613	24,364
Personnel and staff incentives	17,500	33,855	17,500
Telephone	4,200	2,087	2,734
Transfer to Seventh Generation Gala	-	-	3,000
Workshops	15,000	6,780	5,215
	129,600	123,100	146,740
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(6,500)	-	(15,591)
FUND BALANCE, BEGINNING OF THE YEAR	18,664	18,664	34,255
FUND BALANCE, END OF THE YEAR	12,164	18,664	18,664

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
ABORIGINAL LANGUAGE
For the year ended March 31, 2007**

Schedule 8

	2007		2006
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
Mauri trip deposits	-	-	82,386
EXPENDITURES			
Curriculum language workshop	3,000	-	-
Mauri language tour	-	-	94,011
Miscellaneous	10,000	5,000	7,511
Research	2,500	-	228
	15,500	5,000	101,750
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(15,500)	(5,000)	(19,364)
FUND BALANCE, BEGINNING OF THE YEAR	115,375	115,375	134,739
FUND BALANCE, END OF THE YEAR	99,875	110,375	115,375

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
SPECIAL PROJECTS
For the year ended March 31, 2007**

Schedule 9

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
Publication revenue	-	2,030	3,803
Interest income	-	399,915	255,487
Other revenue	-	6,106	997
CTP project revenue	-	13,000	-
Registration Help desk	-	15,113	-
Speaker series revenue	-	-	(100)
Special education projects	-	3,981	1,085
	-	440,145	261,272
EXPENDITURES	-	-	-
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	-	440,145	261,272
FUND BALANCE, BEGINNING OF THE YEAR	1,439,762	1,439,762	1,178,490
FUND BALANCE, END OF THE YEAR	1,439,762	1,879,907	1,439,762

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS NEW PATH RESEARCH AND SUPPORT For the year ended March 31, 2007

Schedule 10

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	569,838	620,405	533,260
Historica contribution	1,000	-	-
	570,838	620,405	533,260
EXPENDITURES			
Administration	386,848	386,848	292,260
Anti-racism	15,000	15,000	-
Data link project	11,750	11,750	11,750
External assessor training/travel	25,000	25,000	12,795
Historica	-	-	750
Photocopying/postage	8,000	4,806	4,318
Principal resource person	98,000	85,819	97,671
Parents club	78,000	27,712	-
Research	35,000	13,736	-
Salaries and benefits	-	3,362	-
Speakers series	86,296	84,250	55,370
Telephone/fax	500	622	644
Workshops	20,000	24,734	14,951
	764,394	683,639	490,509
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(193,556)	(63,234)	42,751
FUND BALANCE, BEGINNING OF THE YEAR	167,320	167,319	124,568
RECOVERY OF SURPLUS	(30,250)	(30,250)	-
INTERFUND TRANSFERS	-	(73,835)	-
FUND BALANCE, END OF THE YEAR	(56,486)	-	167,319

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS NEW PATH COMMUNITY STREAM For the year ended March 31, 2007

Schedule 11

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	2,221,212	2,221,212	2,200,300
EXPENDITURES			
Allocations to communities	3,221,212	3,407,400	2,158,395
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(1,000,000)	(1,186,188)	41,905
FUND BALANCE, BEGINNING OF THE YEAR	38,856	38,856	40,728
RECOVERY OF SURPLUS	(38,856)	(38,856)	-
INTERFUND TRANSFERS	1,000,000	1,186,188	(43,777)
FUND BALANCE, END OF THE YEAR	-	-	38,856

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS SCHOOL ASSESSMENT For the year ended March 31, 2007

Schedule 12

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	351,568	351,568	330,000
EXPENDITURES			
Allocations to communities	42,500	37,500	94,375
External assessor training/travel	20,162	20,489	-
Mentor travel	7,000	6,130	-
Administration	20,868	20,868	-
Printing/distributions	2,500	-	-
School growth plan *	356,215	-	-
Telephone/fax	-	-	5,000
Workshops	14,539	23,146	30,645
	463,784	108,133	130,020
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(112,216)	243,435	199,980
FUND BALANCE, BEGINNING OF THE YEAR	112,217	112,217	(87,763)
FUND BALANCE, END OF THE YEAR	1	355,652	112,217

* Funding committed to school growth plans subject to submissions from schools.

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
INTEGRATED SERVICES FORUM
For the year ended March 31, 2007**

Schedule 13

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE	-	-	-
EXPENDITURES	-	-	-
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	-	-	-
FUND BALANCE, BEGINNING OF THE YEAR	18,511	18,511	18,511
FUND BALANCE, END OF THE YEAR	18,511	18,511	18,511

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
YOUTH FORUM
For the year ended March 31, 2007**

Schedule 14

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE	-	-	-
EXPENDITURES	-	-	-
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	-	-	-
FUND BALANCE, BEGINNING OF THE YEAR	17,403	17,403	17,403
FUND BALANCE, END OF THE YEAR	17,403	17,403	17,403

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS JURISDICTION PROJECT For the year ended March 31, 2007

Schedule 15

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	969,189	969,189	304,000
Ministry of Education funding	-	-	36,000
Province of BC funding	500,000	550,000	-
	1,469,189	1,519,189	340,000
EXPENDITURES			
Administration	72,689	72,689	-
Community development	244,725	244,725	145,000
Contractor	20,000	19,890	-
Curriculum development	500,000	115,337	869
Honoraria	8,000	9,000	-
Legal	65,000	55,859	49,015
Media strategy	30,000	25,824	-
Negotiator	-	-	6,000
Printing/distributions	2,000	1,288	-
Project	12,000	10,057	9,196
Research	40,000	25,100	-
Researcher	-	-	3,066
Salaries and benefits	35,000	35,000	-
Signing event travel	15,000	13,603	-
Subcommittee meetings	9,000	8,296	-
Travel	88,000	89,060	18,530
Technical workshops	210,000	236,308	71,310
	1,351,414	962,036	302,986
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	117,775	557,153	37,014
FUND BALANCE, BEGINNING OF THE YEAR	54,130	54,130	17,116
FUND BALANCE, END OF THE YEAR	171,905	611,283	54,130

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
TEACHER RECRUITMENT
For the year ended March 31, 2007**

Schedule 16

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	200,000	200,000	223,900
EXPENDITURES			
Administration	-	-	42,300
Committee meeting	20,000	24,924	3,116
Pilot programs	-	-	92,850
Printing distributions	45,000	43,322	3,074
Productions	500	300	-
Professional development	500	300	(2,177)
Research	35,000	36,470	6,663
Salaries and benefits	90,000	89,026	7,508
Travel	9,000	6,423	3,598
Workshops	-	-	8,283
	200,000	200,765	165,215
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	-	(765)	58,685
FUND BALANCE, BEGINNING OF THE YEAR	100,824	100,824	(231)
(RECOVERY) REIMBURSEMENT OF SURPLUS	(58,685)	(58,685)	42,370
FUND BALANCE, END OF THE YEAR	42,139	41,374	100,824

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
LITERACY
For the year ended March 31, 2007**

Schedule 17

	Budget \$	2007 Actual \$	2006 Actual \$
REVENUE	-	-	-
EXPENDITURES			
Bulk book	10,000	2,624	11,200
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(10,000)	(2,624)	(11,200)
FUND BALANCE, BEGINNING OF THE YEAR	3,192	3,192	8,959
INTERFUND TRANSFERS	-	-	5,433
FUND BALANCE, END OF THE YEAR	(6,808)	568	3,192

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
EDUCATION PARTNER INITIATIVE
For the year ended March 31, 2007**

Schedule 18

	Budget \$	2007 Actual \$	2006 Actual \$
REVENUE			
INAC funding	70,800	50,483	9,000
Ministry of Education	-	-	8,000
	70,800	50,483	17,000
EXPENDITURES			
EPF Consultation	-	50,483	-
Evaluation	-	-	13,805
	-	50,483	13,805
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	70,800	-	3,195
FUND BALANCE, BEGINNING OF THE YEAR	14,004	14,004	10,809
FUND BALANCE, END OF THE YEAR	84,804	14,004	14,004

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS ANTI-RACISM INITIATIVE For the year ended March 31, 2007

Schedule 19

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	30,000	30,000	30,000
Canadian Heritage funding	-	-	145,219
Province of BC funding	-	20,000	-
Community Aboriginal Women's Services	-	-	(3,160)
	30,000	50,000	172,059
EXPENDITURES			
Anti-racism initiative products	35,000	27,622	36,841
Honoraria	10,000	300	8,650
Facilities	15,000	-	21,602
Materials and supplies	5,000	-	5,796
Salaries and benefits	-	-	27,232
Travel	15,000	488	36,161
	80,000	28,410	136,282
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(50,000)	21,590	35,777
FUND BALANCE, BEGINNING OF THE YEAR	62,832	62,832	36,898
RECOVERY OF SURPLUS	-	-	(9,843)
FUND BALANCE, END OF THE YEAR	12,832	84,422	62,832

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
ADULT HIGHER LEARNING ASSOCIATION
For the year ended March 31, 2007**

Schedule 20

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	172,000	172,000	35,000
Membership fees	-	4,300	3,675
Administration recoveries	6,500	6,500	-
	178,500	182,800	38,675
EXPENDITURES			
Accreditation development	8,000	8,106	6,442
Administration	41,000	41,000	-
Adult education organization	-	-	18
Annual general meeting	25,000	1,955	13,948
Committee meeting	50,000	20,906	30,369
Data collection	-	-	8,339
Joint Post Secondary meeting	32,000	31,178	-
Membership dues	1,000	1,000	1,000
Research	-	233	-
Strategic planning session	15,000	4,544	1,500
	172,000	108,922	61,616
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	6,500	73,878	(22,941)
FUND BALANCE, BEGINNING OF THE YEAR	90,941	90,941	113,882
FUND BALANCE, END OF THE YEAR	97,441	164,819	90,941

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS SCHOOL NET For the year ended March 31, 2007

Schedule 21

	Budget \$	2007 Actual \$	2006 Actual \$
REVENUE			
Industry Canada funding	885,000	826,503	1,801,462
Other income	-	-	200
	885,000	826,503	1,801,662
EXPENDITURES			
Administration and promotion	-	-	755
Connectivity services	147,356	154,477	169,764
IT hardware and software	323,950	277,870	850,886
Other overhead	49,306	46,448	60,480
Professional services	111,250	98,719	141,489
Project management and delivery	76,191	76,148	124,170
Satellite systems	-	-	81,325
Technical services	116,447	116,805	161,270
Travel	60,500	59,095	14,769
Training and help desk	-	-	269,036
	885,000	829,562	1,873,944
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES	-	(3,059)	(72,282)
FUND BALANCE, BEGINNING OF THE YEAR	-	-	36,078
INTERFUND TRANSFERS	-	-	36,204
FUND BALANCE, END OF THE YEAR	-	(3,059)	-

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
PARENT CLUB
For the year ended March 31, 2007**

Schedule 22

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	689,700	689,700	689,700
Other income	-	200	-
Registration fees	4,600	4,951	-
Vendor fees	300	300	-
	694,600	695,151	689,700
EXPENDITURES			
Administration	68,970	68,970	68,970
Allocation to communities	212,197	202,320	151,900
Allocation to schools	218,418	215,463	286,226
Calendars/products	45,506	41,064	55,462
Grants	140,585	115,673	23,700
Newsletters	3,423	4,565	5,805
Parents' conference	-	30,000	967
Postage and courier	6,000	6,898	5,730
Workshops	14,888	14,937	50,009
	709,987	699,890	648,769
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(15,387)	(4,739)	40,931
FUND BALANCE, BEGINNING OF THE YEAR	66,144	66,144	60,646
RECOVERY OF SURPLUS	(10,931)	(10,931)	-
INTERFUND TRANSFERS	-	-	(35,433)
FUND BALANCE, END OF THE YEAR	39,826	50,474	66,144

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SCHEDULE OF PROGRAM OPERATIONS SCHOOL MEASURES AND DATA For the year ended March 31, 2007

Schedule 23

	Budget \$	2007 Actual \$	2006 Actual \$
REVENUE			
INAC funding	202,638	202,638	147,000
EXPENDITURES			
Administration	14,138	14,138	-
BCeSIS communications	1,000	598	9
BCeSIS consultancy	50,000	29,737	5,585
BCeSIS coordinator	66,000	53,166	-
BCeSIS data analysis	1,000	-	-
BCeSIS development	2,000	-	-
BCeSIS pilot fees	10,000	-	-
BCeSIS training	80,000	4,571	-
Data collection focus groups	15,000	5,766	4,840
Data collection question	15,000	7,934	-
Data entry and analysis	10,000	23,418	8,161
IAHLA date entry	10,000	-	-
IAHLA date focus groups	15,000	915	-
IAHLA questionnaire	5,000	17,020	-
Salaries and benefits	-	-	49,797
	294,138	157,263	68,392
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(91,500)	45,375	78,608
FUND BALANCE, BEGINNING OF THE YEAR	78,608	78,608	-
FUND BALANCE, END OF THE YEAR	(12,892)	123,983	78,608

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
POST SECONDARY EDUCATION PROGRAM
For the year ended March 31, 2007**

Schedule 24

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
INAC funding	100,000	100,000	-
Ministry of Advanced Education	99,000	100,000	90,000
	199,000	200,000	90,000
EXPENDITURES			
Education partners cost	3,000	1,782	-
PS Coordinator training program	100,000	105,755	-
Salaries and benefits	76,000	81,317	76,159
Travel	20,000	11,254	13,841
	199,000	200,108	90,000
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	-	(108)	-
FUND BALANCE, BEGINNING OF THE YEAR	-	-	-
FUND BALANCE, END OF THE YEAR	-	(108)	-

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
PROFESSIONAL DEVELOPMENT
For the year ended March 31, 2007**

Schedule 25

	Budget \$	2007 Actual \$	2006 Actual \$
REVENUE			
INAC funding	423,900	423,900	-
EXPENDITURES			
Administration	31,793	31,793	-
Allocations to schools	352,107	317,905	-
BCeSIS training	40,000	36,096	-
Resources	-	32,665	-
Travel	-	333	-
	423,900	418,792	-
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	-	5,108	-
FUND BALANCE, BEGINNING OF THE YEAR	-	-	-
FUND BALANCE, END OF THE YEAR	-	5,108	-

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
CERTIFIED TECHNICIAN PILOT PROJECT
For the year ended March 31, 2007**

Schedule 26

	Budget \$	2007 Actual \$	2006 Actual \$
REVENUE			
INAC funding	200,000	200,000	-
EXPENDITURES			
Administration - FNEC	20,000	20,000	-
Administration - FNTC	20,000	20,000	-
Facility rental	3,800	1,865	-
FNEC project manager	6,250	6,227	-
Honoraria	4,000	1,378	-
Industry certification	7,920	7,071	-
Program evaluation	5,000	10,500	-
Project manager/instructor	27,500	27,023	-
Training supplies	26,659	26,634	-
Travel/accommodations - Certification attendees	9,325	8,494	-
Travel/accommodations - Namgis attendees	63,500	63,087	-
Travel/accommodations - Practicum attendees	13,546	-	-
Travel/accommodations - Program	6,500	4,414	-
	214,000	196,693	-
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(14,000)	3,307	-
FUND BALANCE, BEGINNING OF THE YEAR	-	-	-
FUND BALANCE, END OF THE YEAR	(14,000)	3,307	-

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
SCHOOL NET YOUTH WORK EXPERIENCE
For the year ended March 31, 2007**

Schedule 27

	Budget \$	2007 Actual \$	2006 Actual \$
REVENUE			
Industry Canada contribution	480,000	453,766	-
EXPENDITURES			
Hardware and software	14,467	28,193	-
Other additional overhead	45,261	45,956	-
Professional services	35,000	32,761	-
Project management and delivery	382,272	350,731	-
Travel	3,000	361	-
	480,000	458,002	-
ANNUAL DEFICIENCY OF REVENUE OVER EXPENDITURES	-	(4,236)	-
FUND BALANCE, BEGINNING OF THE YEAR	-	-	-
FUND BALANCE, END OF THE YEAR	-	(4,236)	-

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

**SCHEDULE OF PROGRAM OPERATIONS
EARLY CHILDHOOD DEVELOPMENT
For the year ended March 31, 2007**

Schedule 28

	Budget	2007 Actual	2006 Actual
	\$	\$	\$
REVENUE			
Province of BC Funding	-	70,000	-
EXPENDITURES			
Focus group/workshops	-	29,017	-
ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	-	40,983	-
FUND BALANCE, BEGINNING OF THE YEAR	-	-	-
FUND BALANCE, END OF THE YEAR	-	40,983	-



First Nations Education Steering Committee
113- 100 Park Royal South
West Vancouver, BC V7T 1A2

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Tel: 604-925-6087

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fnesc

Appendix 1 to FNEESC Annual Report



FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING March 31, 2007

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

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

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

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

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

The Directors review the Society's financial statements and recommends their approval. The Board meets periodically with management, as well as the external auditors, to discuss internal controls over the financial reporting issues, to satisfy themselves that each party is properly discharging their responsibilities, and to review the annual report, the financial statements and the external auditors' report. The Board takes this information into consideration when approving the financial statements for issuance to the members. 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, 2007 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's management. 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 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, 2007 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

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



REID HURST NAGY
CERTIFIED GENERAL ACCOUNTANTS

MAY 11, 2007
RICHMOND, B.C.

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

STATEMENT OF FINANCIAL POSITION As At March 31, 2007

Statement 4

	2007 \$	2006 \$
ASSETS		
CURRENT		
Cash	3,685,842	2,959,411
Accounts receivable	272,346	1,023,903
GST receivable	46,374	37,068
Prepaid expenses	24,238	149,959
Due from First Nations Schools Association	117,327	-
	4,146,127	4,170,341
CAPITAL (Notes 2b & 3)	78,605	90,236
	4,224,732	4,260,577
LIABILITIES		
CURRENT		
Accounts payable and accruals	32,507	486,502
Wages and benefits payable	47,442	-
Due to First Nations Schools Association	-	53,187
	79,949	539,689
FUND BALANCES		
Invested in capital assets	78,605	90,236
Restricted	2,186,271	2,190,890
Unrestricted	1,879,907	1,439,762
	4,144,783	3,720,888
	4,224,732	4,260,577

Approved On Behalf of the First Nations Education Steering Committee Society

