



Indigenous Adult &  
Higher Learning Association  
ANNUAL REPORT  
2016/2017







Kyah Wiget Education Society

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Kyah Wiget Education Society  
IAHLA Conference 2015

**Our mission** is to support quality post-secondary educational institutes that leverage Indigenous language, culture and knowledge to create adaptable, competent, skilled citizens who are able to contribute to local, provincial, and national advancement.

## Letter from the Chair



Dr. Verna Billy-Minnabarriet, IAHLA Chair

On behalf of the Indigenous Adult and Higher Learning Association (IAHLA), it is my pleasure to introduce our 2016/17 Annual Report in order to share some of the activities we have undertaken to support our institutes.

IAHLA was registered as a non-profit society in 2003. Despite significant funding cuts over the past several years and uncertain funding in the future, IAHLA has continued to assist our members by providing a voice for Aboriginal-controlled institutes to government and other partners, information sharing, professional development, and tools.

The challenges and uncertainties before us have not stopped us from building on past successes, while identifying and capitalizing on new opportunities to enhance the continued development of Aboriginal-controlled, culturally appropriate, and credentialed learning opportunities for our students. Other

jurisdictions across Canada are developing innovative means of supporting Aboriginal-controlled institutes and IAHLA is actively participating in dialogue at the national level through the First Nations Post-Secondary Education Review and the National Association of Indigenous Institutions of Higher Learning. We are also working with our education partners to ensure that BC Aboriginal-controlled institutes have the resources and mechanisms in place to deliver quality programming leading to recognized credentials.

The provision of community-based adult education and post-secondary programming, supported by meaningful partnerships, is essential to ensuring the success of our learners. It is also key to advancing the recommendations of the Royal Commission on Aboriginal Peoples, the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission's *94 Calls to Action*, and the principle of First Nations control of First Nations education.

I truly appreciate the strong support from IAHLA members and your efforts to engage in collective work in order to advance our rights and improve the quality of life of our people.

A handwritten signature in black ink, reading "Verna Billy-Minnabarriet". The signature is stylized and fluid.

Dr. Verna Billy-Minnabarriet

IAHLA Chair



## Introduction



Kyah Wiget Education Society

The Indigenous Adult and Higher Learning Association (IAHLA) is an independent nonprofit society responsible for supporting and representing 42 Aboriginal-controlled adult and postsecondary institutes in British Columbia. IAHLA provides a unified voice and support for its members through policy, advocacy, research, professional development, and networking opportunities. IAHLA is also committed to building strategic partnerships to enhance the quality of education available for Aboriginal adult and post-secondary learners.

IAHLA members are legal organizations in BC that are governed by an Aboriginal board and offer one or more of the following:

- Educational opportunities for adults pursuing high school graduation
- Preparatory or prerequisite courses for postsecondary education

- Post-secondary education courses and programs

IAHLA is led by a ten-member Board of Directors that is appointed at its Annual General Meeting by the membership.

The institutes are at the front-lines of community-based program delivery. Many were created by communities to address crisis-level drop out and unemployment rates on-reserve. IAHLA's research indicates that its member institutes play a pivotal role in bringing adults back into the education system to complete high school, post-secondary education and training programs and enabling participation in the labour force.

IAHLA's member institutes offer a broad spectrum of courses and programs that include: college and university programs leading to certificates, diplomas, and degrees; Adult Basic Education leading to the Adult Dogwood Diploma for secondary school completion; language instruction;

occupation-specific training and upgrading; and a broad spectrum of lifespan learning programs that support Aboriginal people, communities, languages, and cultures. IAHLA institutes also work in collaboration with many of BC's 25 public post-secondary colleges, institutes and universities to deliver programming to our learners.

Almost all IAHLA member institutes operate without core funding, relying instead on proposal driven funding and partnerships. Many of our institutes also face challenges due to their small size and remoteness, making it more difficult to achieve economies of scale, build partnerships or access resources due to geography. Through the dedication and sustained efforts of individuals at the community level, IAHLA institutes continue to thrive despite challenges. IAHLA is vital to supporting their collective efforts to increase recognition and subsequent necessary funding for their successful approaches to community-based, culturally relevant learning.

Snuneymuxw House of Learning



## Programs & Initiatives



Graduation, Kyah Wiget Education Society

### Quality Assurance

The current period of changes to the Ministry of Advanced Education, Skills and Training (AEST) quality assurance structures and processes have provided an opportunity for IAHLA to advocate for systems and processes that better meet the needs of IAHLA institutes. A respectful and relevant quality assurance system has the potential to support a variety of IAHLA's goals including the development of successful partnerships, smooth student transitions relationship building, and credentialing.

In 2015, the *Private Training Act* (PTA) came into force, replacing the *Private Career Training Institutions' Act*. This legislation requires private institutions to be certified by the Private Training Institutions Branch if they provide, or offer to provide, at least one career-related program with 40 hours or more of instructional time, and tuition of at least \$4,000. Career-related

programs are programs provided to a student for the purpose of enhancing the student's employability in a career occupation, or improving the student's ability to carry out a career occupation. Registered institutions pay into the Student Training Completion Fund (STCF) to ensure consumer protection for students.

While IAHLA recognizes that some Aboriginal institutes have found PTA registration and accreditation to be beneficial, others do not find it relevant. This is because Aboriginal institutes differ from "private training institutions" as they are not established as "for profit" entities and are usually directly or indirectly controlled by or mandated by one or more First Nations.

The *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision* (the Policy Framework) includes three actions designed to ensure the recognition of the unique and critical role of Aboriginal institutions



in BC's post-secondary education (PSE) system:

1. Exempt on-reserve First Nations institutes from the Private Career Training Institutions Act.
2. Work with Aboriginal institutes and public post-secondary institutions to support effective models that ensure the recognition of program quality and transfer and articulation of courses and programs.
3. Work with the Federal Government to explore mechanisms to mutually support Aboriginal institutes.

As a first step in the implementation of these actions, in January 2017 AEST confirmed that on-reserve First Nations post-secondary institutes could apply for an exemption to the PTA. We continue to engage with our member institutions and partners in the public post-secondary system to ensure that our learners get credentials which are recognized in the post-secondary system and by employers. Finally, we continue to work with AEST towards the development of Aboriginal institute-specific quality assurance mechanisms, as committed to under the Policy Framework.

## First Nations Language Fluency Degree

IAHLA and the First Nations Education Steering Committee (FNESC) created the Language Degree Advancement Working Group in 2011 to explore ways to increase the number of First Nations language teachers. The language fluency degree project is part of our longstanding efforts to support language revitalization and the creation of new language speakers, recognizing that language fluency among adults who are eligible to enter

language teacher training programs is in decline.

Recently, we signed a partnership agreement with the Language Fluency Degree Consortium (LFD Consortium) to design a framework and pilot the First Nations language fluency degree (the degree). The consortium includes partners from Wilp Wilxo'oskwhl Nisga'a, the University of Northern British Columbia, the University of British Columbia Okanagan, the University of British Columbia Vancouver, the Nicola Valley Institute of Technology, and the Okanagan Indian Education Resources Society (En'owkin Centre). The partnership agreement sets the groundwork for joint efforts through identification of a shared purpose, recognition of guiding principles and describing how the partnership will function.

AEST provided the Consortium with \$100,000 in funding which was used to complete the initial phases of the framework. Partners to the Consortium are now seeking funding to support the local curriculum development and piloting of the degree. This will require approval by each institution's senate and AEST. IAHLA hopes that the work that it has undertaken in this area will provide increased opportunities to advance training and fluency in First Nations language. Advancement of the First Nations Language Fluency Degree is supportive of the goal of creating a culturally relevant, respectful and receptive post-secondary system.

## Review of Federal PSE Funding

Federal budget 2017 includes a commitment to: "undertake a comprehensive and collaborative review with Indigenous partners of all current federal programs that support Indigenous students who wish to pursue post-secondary

education. The purpose of the review will be to ensure that these programs meet the needs of individual students while supporting attendance at, and completion of, a post-secondary degree or credential.” In response to calls from First Nations for a separate review for and led by First Nations, INAC has provided funding for the AFN to lead the First Nations portion of the Review.

IAHLA and FNEC will be active participants in this review through the PSE Review Working Group. Recognizing the critical role of Aboriginal-controlled institutes and community based delivery, the review will look not only at student funding, but also funding for institutes. This is key piece in ensuring that Aboriginal institutes build the capacity they need to deliver recognized, quality post-secondary programming.

Other members of the Working Group will include:

- Chiefs Committee on Education (CCOE)
- National Indian Education Council
- Other regional First Nations representatives from the joint Post-Secondary Task Team
- AFN Staff
- AFN Youth Council
- AFN Elders Council
- Other members as directed by the CCOE

Regional discussions, research, and community engagement will also inform the recommendations of the Working Group.

## BC Post-Secondary Truth and Reconciliation Summit

IAHLA participated in the B.C. Post-Secondary Truth and Reconciliation Summit which took place at the Wosk Centre in Vancouver on October 19 and 20, 2016. The summit was co-hosted by the Nicola Valley Institute of Technology and the Ministry of Advanced Education, Skills and Training and provided an opportunity for leaders from B.C. public post-secondary institutions and Aboriginal institutes of higher learning to meet to discuss how to implement the Truth and Reconciliation Commission (TRC) Calls to Action within the public post-secondary system in British Columbia. Over 130 leaders attended the two-day summit. There were keynote addresses from Chief Shawn Atleo, Hereditary Chief of the Ahousaht First Nation and former National Chief of the Assembly of First Nations in Canada; Doug White, Director of the Centre for Pre-Confederation Treaties and Reconciliation at Vancouver Island University; and Clara Morin-Dalcol, president, Métis Nation BC.

A number of topics were discussed during the panel session and breakout groups. The panel topics included the role post-secondary institutions can play in reconciliation and the steps individual institutions are taking to implement the TRC's Calls to Action. The breakout groups touched on the topics of engagement with Aboriginal communities, the TRC Calls to Action and curricula, incorporating Aboriginal protocols into institutional practice and Aboriginal research. Some of the common themes which emerged from the TRC summit include:

- All post-secondary institutions should have culturally appropriate student centres where Aboriginal students can access tutors, mentors and life skills courses.

- Student housing needs to be available for Aboriginal students.
- More Indigenous-focused curriculum needs to be created, and more Aboriginal faculty are needed to teach this curriculum.
- The important elements of reconciliation are rights, respect, cooperation and partnership, including investing in community-based relationships.
- There is a need for more community-based delivery of post-secondary programming and meaningful partnerships between public post-secondary institutions and Aboriginal communities and institutes.
- Post-secondary institutions must acknowledge that ownership of language and culture remains with the community, and respect Ownership, Control, Access and Possession (OCAP) principles.

## Indigenous Teacher Education Research Initiative

There are multiple barriers to Aboriginal learners entering teacher education programs and the teaching profession. As many Aboriginal learners in the K-12 system regularly experience racism and lack a culturally supportive learning environment, they are often deterred from or are less willing to enter the teaching profession. Teacher education programs, with some exceptions, have also typically not met the needs of Aboriginal students.

FNESC, IAHLA and the Association of BC Deans of Education (ABCDE) are partnering together on the Indigenous Teacher Education Research Initiative. The aim of this research is to identify

and address barriers to recruiting and retaining Aboriginal learners into teacher education programs and teacher positions. As an initial step, FNESC, IAHLA and ABCDE have formed a working group, which will identify opportunities to advance this research.

## Student Financial Assistance Accessed by Aboriginal Learners

The “Evaluation of Student Financial Assistance for Aboriginal Learners” project will assess the effectiveness of existing Student Financial Assistance (SFA) programs as they relate to Aboriginal learners, consider alternate approaches to providing financial assistance to Aboriginal PSE learners, and make recommendations for any changes to SFA programs to provide more effective support to Aboriginal learners to access PSE and training. This project supports Action 1 of Goal 3 of the Policy Framework: “Review student financial assistance policy with the goal of providing more effective support to the Aboriginal learners.”

Though FNESC and IAHLA were not included in the initial call for proposals, AEST has offered IAHLA and FNESC the opportunity to provide feedback on the project’s evaluation framework and to be involved in all other stages of the evaluation. IAHLA and FNESC will continue to work to ensure that this research be guided by a rights-based approach to funding for First Nations PSE and by the principle of First Nations control of First Nations education.

## Aboriginal Service Plan Review

An Aboriginal Service Plan (ASP) is a three-year rolling strategic plan for enhancing the PSE experiences and outcomes of Aboriginal learners. The goals are to:

- Increase the access, retention, completion and transition opportunities for Aboriginal learners;
- Strengthen partnerships and collaboration in Aboriginal PSE; and,
- Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers

In response to calls from IAHLA and FNEC for a review of the program in order to ensure it has been meeting its goals, AEST hired a consultant to develop performance indicators and conduct an overall evaluation of the program. In helping to advance the review, FNEC and IAHLA hosted an ASP focus group in March, which gave communities the opportunity to provide input on the proposed performance indicators for the ongoing monitoring of the Program and the proposed evaluation of the ASP program's impacts and achievements since it was launched in 2007.

The focus group was also an opportunity for communities to speak to their overall experience in working with ASP institutions. Feedback recorded in the workbooks from the focus group was provided to AEST and FNEC and IAHLA will make a formal submission highlighting overall concerns with the review and the ASP, as well as recommendations for improvement.

## Aboriginal Community-Based Training Partnerships Program

IAHLA has appreciated the opportunity to work with AEST over the last several years on the development and implementation of the various iterations of the Aboriginal Community-Based Training Partnerships (ACBTP) program, as well as being able to participate in the adjudication of proposals. This program has supported successful projects that have brought much needed PSE and training into First Nations communities. IAHLA is working with AEST to make it possible for First Nations and their institutes to apply directly for funding under this program in 2018. This is consistent with the principle of First Nations control of First Nations education and will ensure that communities are in the driver's seat.

## Aboriginal Student Data Report

IAHLA is working with AEST to jointly develop a Baseline Report on Aboriginal PSE to be published annually. With this new report, it is our goal to have more regular reporting and data to inform policy and decision-making regarding the enrolment, achievement, and transitions of Aboriginal students in public post-secondary institutions. The current direction of the Ministry with regards to this report is generally positive. It is important that the report provide context, not just the data, and that it call attention to systemic deficiencies in order to address the poorer outcomes of Aboriginal learners. This data has to inform policy and practice, resulting in systemic change. Future iterations of the report must include data for status, on-reserve learners, not just Aboriginal learners in BC overall, and also account for population growth.



## Activity Highlights

- Continued to ensure a voice for IAHLA member institutes with respect to Aboriginal post-secondary policy development and the BC postsecondary education system overall
- Participated in the AEST quality assurance framework development process, ensuring that the needs of IAHLA institutes are reflected in any policy developments
- Worked with partners to support the development of a First Nations language degree framework
- Participated in the joint INAC-AFN PSE Task Team in order to make changes to the PSSSP guidelines that meet the needs of students and communities
- Represented IAHLA at the BC Post-Secondary Truth and Reconciliation Summit
- Provided feedback on Student Financial Assistance Accessed by Aboriginal Learners project in order to ensure that the project benefits First Nations learners
- Contributed to program changes and adjudication for the Aboriginal Service Plan (ASP) Initiative through participation in the ASP Steering Committee. IAHLA also participated in the review of the Initiative by providing input at all stages of the evaluation of the Program
- Supported communities and institutes to access Aboriginal Community-Based Delivery Partnerships Program
- Worked with partners to support the development of the Aboriginal Student Data Report
- Continued to participate in National Association of Indigenous Institutes of Higher Learning (NAIIHL) engagement activities

## Partnerships



Signing of the Post-Secondary Education and Training Protocol, July 2016

IAHLA is committed to working in partnership with a range of partners in order to effectively share information and resources, collaborate on relevant projects, and promote a coordinated approach to Aboriginal adult and post-secondary education issues in BC.

### FNESC & FNSA

Since its establishment, IAHLA has worked particularly closely with the First Nations Education Steering Committee (FNESC) and the First Nations Schools Association (FNSA). FNESC is the provincial-level non-profit society that represents and supports First Nations in BC in their efforts to ensure quality educational opportunities for First Nations students. The FNSA is a provincial-level non-profit society with a mandate to work on the collective needs of First Nations schools in this province. FNESC has

a long-standing Post-Secondary Sub-committee that reports to its full Board of Directors on First Nations post-secondary education issues. FNESC and IAHLA generally collaborate in meetings with partners in postsecondary education to present a united voice for First Nations communities and Aboriginal institutes.

### Government Agencies

IAHLA strives to maintain a positive and effective relationship with relevant government agencies in order to increase the recognition of and support for Aboriginal-controlled institutes in BC, and facilitate greater success for adult learners enrolled in public institutes.

On July 8, 2016, AEST, FNESC and IAHLA signed a protocol agreement that formalizes the existing relationship between the three parties. The Post-Secondary Education and Training Protocol

Agreement supports collaboration to improve educational outcomes for Aboriginal post-secondary students in BC. Former Advanced Education Minister Andrew Wilkinson, FNEC President Tyrone McNeil, and IAHLA Chair Verna Billy-Minnabarriet signed the protocol agreement in Vancouver; the traditional territories of the Coast Salish people.

The protocol recognizes that Aboriginal-controlled institutes are a critical part of BC's post-secondary system, working within communities to support Aboriginal learners in achieving their education goals. The protocol is also intended to contribute to improved collaboration between Aboriginal communities and the provincial government, and in turn between Aboriginal-controlled institutes and the public post-secondary system, leading to increased participation and success for Aboriginal learners.

IAHLA is actively involved in ongoing discussions with the BC Ministry of Advanced Education, Skills, and Training (AEST), guided by the commitments in their Aboriginal Post-Secondary Education and Training Policy Framework. This includes participation in a wide range of working groups and committees, such as the Aboriginal Policy Working Group, the Aboriginal Teacher Recruitment and Retention Working Group, the Irving K. Barber Aboriginal Student Award Steering and Adjudication Committees, the Aboriginal Service Plan Steering Committee, and the Steering Committee and adjudication team for the Aboriginal Community-Based Training Partnerships Program. IAHLA also communicates regularly with Indigenous and Northern Affairs Canada (INAC) to promote the needs and priorities of Aboriginal-controlled institutes with the federal government.

## BC Aboriginal Post-Secondary Education Partners Table

IAHLA is a founding member of the BC Aboriginal Post-Secondary Education and Training Partners Table. In March 2005, a number of post-secondary education stakeholders came together and committed to improving access and success for all Aboriginal post-secondary students. The group signed a Memorandum of Understanding (MoU), formalizing their commitment. The MoU states:

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

The Post-Secondary Education Partners continues to be active and engaged, meeting on a regular basis to share information and implement joint strategies.

### Partnership Highlights

- Collaborated with the Ministry of Advanced Education, Skills and Training (AEST) on the implementation of the Aboriginal Post-Secondary Education and Training Policy Framework, including the: Aboriginal Service Plan initiative, Irving K. Barber Aboriginal Awards, development of an annual report on Aboriginal post-secondary data
- Continued as a key member of the Aboriginal Post-Secondary Education Partners Table, increasing IAHLA's profile and the profile of Aboriginal post-secondary education in general, including participating on its Policy Working Group, Transitions Working Group, Data Working Group, and Aboriginal Teacher Recruitment and Retention Working Group
- Supported the advancement of initiatives falling under the FNEESC-ABCDE-IAHLA Working Group on Indigenous Education, such the Indigenous Teacher Education Research Initiative
- Acted as standing members of the BC Post-Secondary Institution First Nations Articulation Committee, ensuring that Aboriginal postsecondary education perspectives are integrated into provincial articulation
- Signed the AEST, FNEESC and IAHLA Post-Secondary Education and Training Protocol agreement formalizing the existing relationship between the three parties
- Represented IAHLA institutes at bilateral meetings with AEST and FNEESC
- Collaborated with Indigenous Language Fluency Degree Consortium in order to support the development of language programming that leads to fluency



## Communications



Kitimat Valley Institute

### Aboriginal Learning Links

In fall of 2016, IAHLA and FNEESC launched a redesigned Aboriginal Learning Links website ([www.aboriginallearning.ca](http://www.aboriginallearning.ca)) – a web portal that provides resources for Aboriginal learners who want to pursue or continue post-secondary studies in BC. The site includes information on education planning, paying for school, on-campus services, childcare, housing, and specific resources for current and former children in care. IAHLA and FNEESC continue to update this resource on a regular basis in order to ensure that the content is relevant and effectively assists Aboriginal learners in connecting them with the resources they need in order to succeed in completing their education.

### Other Communications Activities

IAHLA supports regular communications with its members and other interested stakeholders by distributing a newsletter and providing regular information updates, as well as maintaining a website at [www.iahla.ca](http://www.iahla.ca).

## Board Members

Dr. Verna Billy-Minnabarriet, Chair  
Secwepemc / St'át'imc / Nlakaamux Region  
Nicola Valley Institute of Technology

Lauren Terbasket, Vice-Chair  
Kootenay / Okanagan Region  
En'owkin Centre

Brenda Leighton  
Member at Large  
Coastal Training Centre

Robert Schuster, Secretary  
Member at Large  
Lil'wat Nation / Mount Currie Band

Dr. Bernice Touchie  
Nuu-chah-nulth / Coast Salish Region  
Ittatsoo Learning Centre

Cathy Warren  
Kaska / Dene / Tahltan / Tagish / Inland Tlingit Region  
Kwadacha Dune Ty

Deanna Nyce  
Haida / Tsimshian / Haisla / Nisga'a Region  
Wilp Wilxo'oskwhl Nisga'a

Louise Lacerte  
Tsilhqot'in / Carrier / Sekani Region  
Lake Babine Nation

Tracey Woods  
Gitksan / Wet'suwet'en Region  
Gitksan / Wet'suwet'en Education Society

Bonita Wallas  
Kwakiutl / Heiltsuk / Nuxalk / Oweekeno Region  
Kwakiutl / Heiltsuk / Nuxalk / Oweekeno

## Member Institutes

Ahousaht Education Authority	Ahousaht
Blueberry River First Nation Adult Centre	Buick Creek
CFDC of Central Interior First Nations	Kamloops
Chemainus Native College	Ladysmith
Coastal Training Centre	Prince Rupert
Cowichan Tribes - Quw'utsun Syuw'entst Lelum	Duncan
En'owkin Centre (Okanagan Indian Educational Resources Society)	Penticton
Fort Nelson First Nation Community Education Authority (Chalo School)	Fort Nelson
Gitksan Wet'suwet'en Education Society	Hazelton
Gitwangak Education Society	Kitwanga
Heiltsuk College	Bella Bella
Ittatsoo Learning Centre	Ucluelet
Jean Marie Joseph Adult School	Prince George
K'ak'ot'lats'i School	Coal Harbour
Kitamaat Valley Institute	Kitimat
Kwadacha Dune Tiyy - Aatse Davie School	Fort Ware
Kyah Wiget Education Society	Smithers
Lip'alhayc Learning Centre	Bella Coola
Muskoti Learning Centre - Saulteau First Nations	Chetwynd
NEC Native Education College	Vancouver
Neskonlith Education Center	Chase
Nicola Valley Institute of Technology (NVIT)	Merritt
Northern Shuswap Tribal Council	Williams Lake
NTC Nuw-chah-nulth Tribal Council NETP	Port Alberni
Office of Indigenous Affairs, University of Victoria	Victoria
Pacheedaht First Nation	Port Renfrew
Penelakut Island Learning Centre	Chemainus
Penticton Indian Band Adult Education	Prince George
Prince George Nechako Aboriginal Employment & Training Association	Penticton
Saanich Adult Education Centre	Brentwood Bay
Seabird College	Agassiz
Sechelt Indian Band Education Centre	Sechelt
Secwepemc Cultural Education Society	Kamloops

Skeetchestn Band Education	Savona
Snuneymuxw First Nation/House of Learning	Nanaimo
Sto:lo Nation	Chilliwack
Ted Williams Memorial Learning Centre	Burns Lake
Tl'azt'en Adult Learning Centre	Ft St. James
Tsay Keh Dene	Prince George
Ts'zil Learning Centre (Mount Currie Band Council)	Mount Currie
Wabsuwilaks'm Gitselasu	Terrace
Wahmeesh Learning Centre	Gold River
Wilp Wilxo'oskwhl Nisga'a	Gitwinksihlkw



# Financial Statements

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

### **Statement of Financial Position and Operation Unaudited**

**As At March 31, 2017**

#### **ASSET**

#### **Current Asset:**

Cash

**\$**

68,010.99

**68,010.99**

#### **FUND BALANCE**

#### **Fund Balance**

Fund Balance

68,010.99

**68,010.99**

**For the Period Ending March 31, 2017**

#### **Fund Balance Comprised of:**

Opening Surplus

67,166.69

Membership Dues

450.00

Interest Income

394.30

**68,010.99**

## Schedule 15

**First Nations Education Steering Committee Society****Program Operations****Indigenous Adult Higher Learning Association****Year ended March 31, 2017**

	2017 \$	2017 \$	2016 \$
	<u>Budget</u>	<u>Actual</u>	<u>Actual</u>
Revenue			
Registration	-	-	5,173
Membership fees	<u>7,000</u>	<u>8,100</u>	-
	7,000	8,100	5,173
Expenditures			
Administration	-	-	1,875
Annual general meeting	26,000	14,335	67,377
Board meetings	10,000	7,708	8,146
IAHLA data collection	11,000	10,880	-
Insurance	1,000	975	1,203
Mapping/data	-	-	1,000
PCTIA review	-	-	12,192
Professional fees	1,000	6,682	-
Quality assurance framework	16,371	-	-
Support services	<u>15,000</u>	<u>15,000</u>	<u>15,000</u>
	80,371	55,580	106,793
Annual excess (deficiency) of revenue over expenditures	(73,371)	(47,480)	(101,620)
Fund balance, beginning of year	<u>96,270</u>	<u>96,270</u>	<u>197,890</u>





## Indigenous Adult & Higher Learning Association

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