



INDIGENOUS ADULT
& HIGHER LEARNING
ASSOCIATION

ANNUAL REPORT

2019-2020

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



On behalf of the Indigenous Adult and Higher Learning Association (IAHLA) Board, I am pleased to present IAHLA's 2019-2020 Annual Report. This report details activities and initiatives undertaken

by our organization in order to support the growth of the Indigenous-controlled institutes sector in BC and ensure that their needs are reflected in our work with our partners.

These efforts are in keeping with federal and provincial government commitments to BC First Nations. We are encouraged by the enactment of *Bill 41 - Declaration on the Rights of Indigenous Peoples Act (DRIPA)*, which we hope will support formal recognition of our institutes in the post-secondary system by requiring alignment of the laws of BC with the United Nations Declaration on Rights of Indigenous Peoples. With the renewal of our protocol with the Ministry of Advanced Education, Skills and Training underway to align with DRIPA, we look forward to working more closely with the Ministry to achieve the goals of the legislation, as well as advance reconciliation and First Nations control of First Nations education.

IAHLA appreciates the funding that the Department of Indigenous Services Canada and the Ministry of Advanced Education, Skills and Training has provided IAHLA in 2019-20, which has allowed us to continue to engage with our partners and implement some of our key projects for our institutes. These included updating and implementing the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, supporting the development and implementation of the Indigenous Language Proficiency/Fluency Degree Framework, building a costing model for First Nations-mandated institutes, creating new templates for the IAHLA External Institutes Evaluation process, and relaunching the IAHLA Data Collection Project, among other initiatives.

IAHLA also continued to facilitate networking and learning opportunities for its membership. Between October 17-18, 2019, we hosted our Annual General Meeting and Conference, which brought together educators and administrators from IAHLA institutes across BC. The Conference advanced important discussions on the BC Tripartite Post-Secondary Education Model and included a number workshops related to language and culture programming, institute governance and student services and supports.

Greater support for IAHLA is still needed in order to expand our work and address longstanding gaps in capacity within the BC Indigenous institutes sector. BC First Nations-mandated institutes still do not have access to the core funding needed to meet the needs of the communities they serve. The need for core funding is even more pressing as a result of the COVID-19 pandemic, with many Indigenous students being hesitant to attend public post-secondary institutions and choosing instead to remain in their communities where they feel safer.

Looking to the coming year, the IAHLA Board will continue to work hard to implement our organizational mission and develop the BC Tripartite Post-Secondary Education Model. While the COVID-19 pandemic is causing exceptional challenges for IAHLA institutes, new and incredible opportunities can emerge out of crises. We remain optimistic that we can collectively overcome these extraordinary times by holding government to account for their commitments to First Nations, focusing on our priorities and taking good care for ourselves and our communities.

Sincerely,

A handwritten signature in black ink, which appears to read 'Verna Billy-Minnabarriet'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Verna Billy-Minnabarriet
IAHLA Chair

INTRODUCTION

IAHLA was created to represent and support Indigenous-controlled adult and post-secondary educational institutes across BC. IAHLA is governed by a 10 member board and provides a unified voice and support for these institutes 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 Indigenous adult and post-secondary learners.

IAHLA has a membership of 44 member institutes. Most of these institutes are governed by Board members representing Indigenous communities, and offer a broad spectrum of courses and programs. These 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 and culture instruction; and
- occupation specific training and upgrading.

IAHLA institutes also work in collaboration with many of BC's 25 public post-secondary colleges, institutes and universities to deliver programming and services to our learners.

Indigenous-controlled institutes fill a critical gap in the post-secondary system by providing an education to Indigenous students whose needs are not met through the public post-secondary system. IAHLA institutes meet students "where they are at" by delivering programming that is tailored to their specific needs in their home community. IAHLA's research indicates that its member institutes play

a pivotal role in bringing adults back in to the education system to complete high school, post-secondary education or training programs and enabling participation in the labour force.

The majority of First Nations-mandated post-secondary institutes rely on proposal-based funding to deliver programming, putting them in jeopardy of closure at any time and impacting their ability to deliver programming and services. Through the dedication and sustained efforts of their staff and faculty, Indigenous-controlled institutes in BC remain in existence and continue to provide integral services to First Nations learners. IAHLA is vital to supporting their collective efforts for increased recognition and necessary funding to develop successful approaches to community-based, culturally-relevant education.

This annual report summarizes the activities that have taken place in fiscal year 2019-20 through support provided by the Department of Indigenous Services Canada and the BC Ministry of Advanced Education, Skills and Training. We appreciate this funding, which allows us to develop programs and initiatives to support our members and our learners.



PROGRAMS & INITIATIVES

BC TRIPARTITE POST-SECONDARY EDUCATION MODEL

IAHLA continues to work with the First Nations Education Steering Committee (FNESC) on the development of a BC Tripartite PSE Model which includes funding, policy, and program delivery models for students, First Nations-mandated institutes, and community-based program delivery, as well as mechanisms to ensure the public post-secondary system is responsive to the needs of First Nations learners and communities. The IAHLA board advanced important discussions related the Model and supported engagement with its membership at its October 17 – 18, 2020 Annual General Meeting and Conference. IAHLA has initiated a number of projects needed to advance the BC Tripartite PSE Model detailed in the following sections.

CORE FUNDING FOR FIRST NATIONS- MANDATED INSTITUTES

For a number of years IAHLA has called for the provincial government to identify the resources necessary to provide First Nations-mandated institutes with core funding. Provincial funding to support BC First Nations-mandated institutes is included in IAHLA's joint work plan with the Ministry of Advanced Education, Skills and Training and is consistent with Action 3 of Objective 2.2 of the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, which states: "Work with the Federal Government to explore mechanisms to mutually support Aboriginal institutes."

With support from the Ministry of Advanced Education, Skills Training, IAHLA hired *Directions: Evidence and Policy Research Group* in July 2019

to develop a costing model for First Nations-mandated institutes. Their final report provided an initial estimation of core costs, as well as an initial set of criteria for institutes to receive core funding. This report was used to inform discussions with the Ministry and the proposal for core funding which was submitted to the Ministry on July 8, 2020.

POST-SECONDARY PARTNERSHIPS PROGRAM

In 2019/20, IAHLA contributed to discussion related to the National Program Guidelines for the Post-Secondary Partnerships Program (PSPP). This resulted in the PSPP changing to a First Nations directed, regionally delivered program that supports First Nations established post-secondary institutes and First Nations directed community-based programming. This change addresses longstanding concerns of BC First Nations-mandated with the Program by creating the space for BC to develop its own regional approach and ensuring that funding flow to directly to First Nations and their designated organizations,

rather than public post-secondary institutes.

INDIGENOUS LANGUAGE PROFICIENCY/FLUENCY DEGREE

The Indigenous Language Proficiency/Fluency Degree initiative was initiated in response to the concerns expressed by First Nations and First Nations-mandated institutes that existing Indigenous language programs were not creating fluent speakers. Through IAHLA's partnership with FNEC and a consortium of public post-secondary institutes, First Nations-mandated institutes and First Nations, a framework for delivering a full degree leading to fluency in an Indigenous language was developed, where the first two years of instruction (the certificate/diploma) is administered by/through the community institution, and in the community itself. The final two years leading up to the completion of the degree are to be offered through a public post-secondary institute in partnership with the relevant community institutions.



In 2019/20, IAHLA facilitated and contributed to the discussions of the Indigenous Language Proficiency/Fluency Degree Partnership Table. These conversations helped inform the approach taken by IAHLA and FNEC to initiate allocations for the \$2 million received from the Ministry of Advanced Education, Skills and Training to pilot certificates and diplomas which conform to the Indigenous Language Proficiency/Fluency Degree Framework. The Call for Proposals to pilot the first two years of the Degree was launched in late January with a deadline of February 21, 2020. An independent adjudication committee was convened to review the proposals and funding will flow in the 2020/21 fiscal year.

ABORIGINAL POST-SECONDARY EDUCATION AND TRAINING POLICY FRAMEWORK REFRESH

The *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future* (the *Policy Framework*) is intended to guide the implementation of provincial programs, policies, and services for Indigenous learners in BC. Though important progress has been achieved on the goals of the *Policy Framework*, this has been somewhat limited by the level of investment by the provincial government.

IAHLA has been working with the Ministry of Advanced Education, Skills and Training in order to update the Policy Framework so that it aligns with the BC Tripartite PSE Model and key provincial commitments to First Nations. This presents an opportunity for the provincial government to make more substantive commitments related to First Nations institutes, Indigenous language revitalization, reconciliation, and Indigenous teacher recruitment, retention, and deployment, among other key

priorities, which have been embedded in IAHLA's joint work plan with the Ministry.

IAHLA facilitated initial engagement with First Nations-mandated institutes on the development of the new *Policy Framework* at IAHLA's Conference on October 18, 2019. IAHLA will explore opportunities to engage with First Nations institutes to gather input on issues, concerns and opportunities for strengthening existing commitments and identifying new ones in order to ensure the updated *Policy Framework* aligns the current PSE context and advances reconciliation.

INDIGENOUS SKILLS TRAINING AND EDUCATION PROGRAMS

In 2019, the Ministry of Advanced Education, Skills and Training began to re-examine its approach to the delivery of community-based programming in order to better align current programs with BC's commitment to fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* and the Truth and Reconciliation Commission's *94 Calls to Action*. To support these changes, the Ministry began initial engagement with the IAHLA board and other Indigenous organizations. During these meetings, IAHLA provided substantive feedback and suggestions for how community-based programming could better meet the needs of Indigenous learners. The resulting aggregate 'What We Heard' report was used to inform discussions at the Ministry's three-day Indigenous Skills Training Alignment Workshops in June 2019.

These workshops informed the new approach taken by the Ministry to distribute funding totaling \$24 million for community-based programming, whereby BC First Nations, as well as BC Association of Aboriginal Friendship Centres

and Métis Chartered Communities, were each provided a notional allocation of \$90,000. IAHLA provided feedback throughout 2019-20 on the Expressions of Interest and Proposal Documents for the Indigenous Skills Training and Education Program, as well as the overall approach. While IAHLA still has a number of serious concerns with the approach being taken, this work resulted in improvements to the application process and its relevancy for First Nations communities and institutes. IAHLA will continue to work with the Ministry to develop more appropriate approaches to the delivery of community-based programming.

PROJECTS

IAHLA DATA COLLECTION PROJECT

The purpose of the IAHLA Data Collection Project is to gather data from IAHLA's member institutes on the nature of their programming and services and the experience of their students. This data is then analyzed and synthesized into a system-wide report which supports IAHLA in understanding the collective needs of IAHLA institutes and showcases the benefits and unique roles of IAHLA institutes in the post-secondary system in order to inform its advocacy. Institution-level reports are also distributed to responding institutes, which provides them with data to support their decision-making and assists institutes with their accountability measures to community and funders.

Working with staff and the IAHLA Board, *Directions* further refined the data collection instruments for the Project based on engagement with IAHLA's membership at the 2018-19 IAHLA AGM and Conference, and produced both a system-wide and institute-specific reports. The Final System-Wide

IAHLA Data Collection Report and the institution-level reports were completed on June 29, 2020.

Highlights from the student survey component of this project speak to the quality of the education being delivered at IAHLA institutes, as demonstrated below:

- 92.7% of student respondents would recommend their IAHLA institute to others
- 91.7% of student respondents reported feeling satisfied with their IAHLA institute
- 89.4% of the student respondents reported feeling supported by the teaching staff

In addition to the system-wide IAHLA Data Collection Report and the institution-level reports, *Directions* prepared a report on considerations for future data collection and improvements to the IAHLA Data Collection Project.

IAHLA EXTERNAL INSTITUTES EVALUATION PROJECT

IAHLA's External Institute Evaluation process provides an objective review of IAHLA member institutes' programs and services, and identify areas of growth and capacity-building opportunities for institutes undergoing an external review. In 2019/20, IAHLA revised and updated its previous institute evaluation report templates, which had been in place since 2012. The new templates for the Internal Self-Study and External Evaluation Report were completed on January 13, 2020.

The objective of these new templates is to ensure that the evaluation process meets the needs of IAHLA institutes and aligns with and supports their current and projected role in the post-secondary system, in particular under a BC Tripartite PSE Model. The revised Internal Self-Study and

External Evaluation Report Templates are expected to better support institutes undergoing an evaluation in effectively identifying successes, challenges and resources required to support their growth and continued development.

ACTIVITY HIGHLIGHTS

Continued to ensure the needs of First Nations-mandated institutes are reflected in the BC Tripartite Post-Secondary Education Model and the new Policy Framework.

Provided a voice for IAHLA member institutes in all matters related to Indigenous post-secondary education and training and community-based programming discussions with federal and provincial Partners.

Made revisions the PSPP's National Program Guidelines, which has created the space for BC to develop its own regional approach to the administration of the Program.

Advanced work on a costing model for First Nations-mandated institutes.

Developed guidelines and issued a call for proposals for funding to support the piloting of certificates and diplomas conforming to the Indigenous Language Proficiency/Fluency Degree Framework.

Revised the data collection instruments for the IAHLA Data Collection Project and developed a system-wide report on the nature of IAHLA institute programming and services, as well as institute-level reports.

Developed new templates for the IAHLA External Institutes Evaluation Project.

Articulated IAHLA's concerns with the Indigenous Skills Training and Education Program through participation in Ministry meetings and official correspondence.

Participated in discussions related to the development of policy options regarding illegal firearm use and gang activity in post-secondary institutes.

Participated on the Irving K. Barber Indigenous Student Award Steering Committee in 2019/20, and provided input on the criteria, application forms, and adjudication process for the various awards.

Released an IAHLA e-newsletter in June 2019.

More details regarding IAHLA initiatives and research are available at www.iahla.ca.



PARTNERSHIPS

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 closely with 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.

IAHLA and FNESC work together to present a united voice for First Nations communities and

Indigenous-controlled institutes in the area of Indigenous post-secondary education and training. This partnership has allowed us to effectively work together to realize significant strides in advancing our collective work. In June 2019, our collaboration was strengthened through the signing of our Memorandum of Understanding (MoU) which formalizes our longstanding work together to improve access and success for BC First Nations post-secondary learners in post-secondary and the roles of our respective organizations in the development and implementation of the BC Tripartite PSE Model. Our organizations have also committed to biannual Joint Executive meetings, and regular meetings between the FNESC President and IAHLA Chair.

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 Indigenous-controlled institutes in BC, and facilitate greater success for Indigenous adult and post-secondary learners within our institutes. Consistent with IAHLA's protocol with the Ministry of Advanced Education, Skills and Training, IAHLA is actively involved in ongoing discussions with the Ministry in order to achieve our organizational mission.

Our partnership with the Ministry has been critical to advancing commitments under our bilateral work plan and the *Policy Framework*, as well as ensuring an active and meaningful First Nations voice at the PSE Partners Table. In the IAHLA/FNESC bilateral work plan with the Ministry, completed in April 2019, we have committed to the following priorities:

- Allocating core funding for First Nations-mandated institutes
- Providing funding for the implementation of the Indigenous Language Proficiency/Fluency Degree Framework
- Updating the *Policy Framework*
- Increasing the number of Indigenous teachers in BC schools so that it is at least proportionate to the number of Indigenous learners
- Removing barriers to post-secondary access for former children and youth in care Funding and accountability mechanisms that promote and support systemic change across the public post-secondary system in BC

- Funding and accountability mechanisms that promote and support systemic change across the public post-secondary system in BC
- Greater support for Indigenous board members

IAHLA also participates in a wide range of working groups and committees, such as the Indigenous Policy Working Group, the Indigenous Language Proficiency/Fluency Degree Partnership Table, the Irving K. Barber Aboriginal Student Award Steering and Adjudication Committees, and the Aboriginal Service Plan Adjudication Committee.

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 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 PSE Partners continue to be active and engaged, meeting on a regular basis to share information and implement joint strategies. In 2019/20, IAHLA participated in the renewal of the PSE Partners terms of reference in order to reflect the commitment of the federal and provincial government to fully implement and adopt the *United Nations Declaration on the Rights of Indigenous Peoples* and reinvigorate the objectives of the Table.

PARTNERSHIP HIGHLIGHTS

Collaborated with the Ministry of Advanced Education, Skills and Training and developed a joint work plan with the Ministry in April 2019 in order to advance IAHLA's key priorities.

Represented IAHLA institutes at bilateral meetings with the Ministry of Advanced Education, Skills and Training.

Continued as a key member of the Indigenous Post-Secondary Education and Training Partners Table, increasing the profile of Indigenous-controlled institutes in general.

Signed an MoU with FNEESC in June 2019, resulting in strengthened collaboration between both organizations.

Collaborated with the Indigenous Language Proficiency/ Fluency Degree Consortium to advance the Indigenous Language Proficiency / Fluency Degree.

Participated in national discussions on First Nations post-secondary institutes through the Assembly of First Nation's *Post-Secondary Education Institutions Think Tank: Sharing a Way Forward*.

BOARD MEMBERS 2019/2020

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

Ashley Joe, Vice-Chair
Member at Large
Sechelt Indian Band Education Centre

Louise Lacerte, Secretary
Tsilhqot'in/Carrier Region
Lake Babine Nation

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

Tracey Kim Bonneau
Kootenay/Okanagan Region
En'owkin Centre

Bonita Wallas
Kwakiutl/Heiltsuk/Nuxalk/Oweekeno/Nuu-chah-nulth Region
K'ak'ot'lats'i School, Quatsino First Nation

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

Nancy Seward
Nuu-chah-nulth/Coast Salish Region
Snuneymuxw House of Learning

Priscilla Michell
Gitksan/Wet'suwet'en Region
Kya Wiget Education Society

Robert Schuster
Coast Salish Mainland/Lower Stl'atl'imx Region
Ts'zil Learning Centre

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 (Yekooche First Nation)	Prince George
K'ak'ot'lats'i School	Coal Harbour
Kitamaat Valley Institute	Kitimat
Kwadacha Dune Tiiy - Aatse Davie School	Fort Ware
Kyah Wiget Education Society	Smithers
Lip'alhayc Learning Centre	Bella Coola
Muskoti Learning Centre - Sauteau 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 (<i>Associate Member</i>)	Victoria

Pacheedaht First Nation	Port Renfrew
Penelakut Island Learning Centre	Chemainus
Penticton Indian Band Adult Education	Penticton
Prince George Nechako Aboriginal Employment & Training Association	Prince George
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
St'at'imc Educaiton Institute	Lillooet
Sto:lo Nation	Chilliwack
Ted Williams Memorial Learning Centre	Burns Lake
Tl'azt'en Adult Learning Centre	Fort St. James
Tsay Keh Dene	Prince George
Ts'zil Learning Centre (Lil'wat Nation)	Mount Currie
Wabsuwilaks'm Gitselasu Adult School	Terrace
Wahmeesh Learning Centre	Gold River
Wilp Wilxo'oskwhl Nisga'a Institute	Gitwinksihlkw

Schedule #18

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**INDIGENOUS ADULT HIGHER LEARNING ASSOCIATION****SCHEDULE OF OPERATIONS AND CHANGES IN FUND BALANCES**

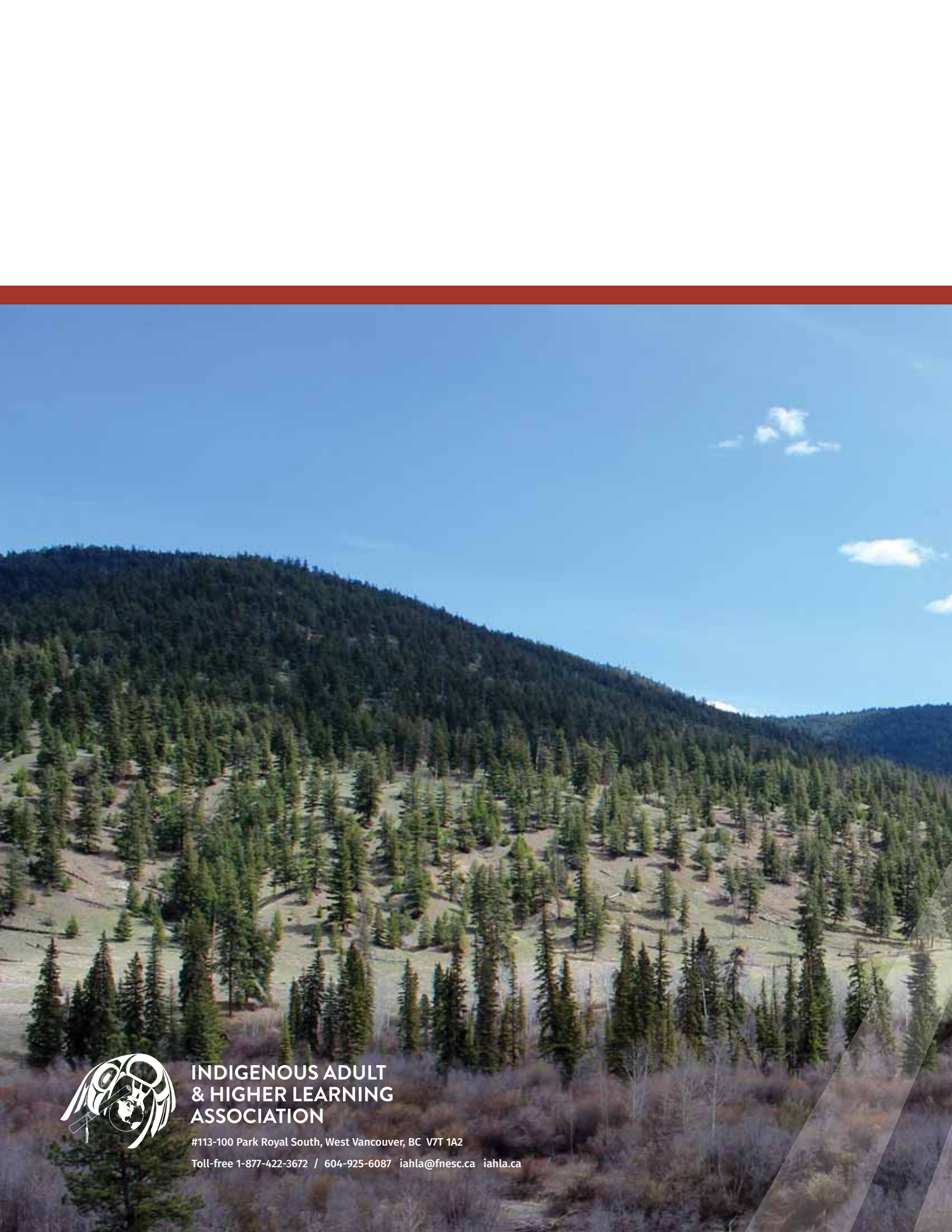
For the year ended March 31	2020 Budget	2020 Actual	2019 Actual
REVENUE			
Membership fees	\$ 8,500	\$ 8,700	\$ 6,500
Other revenue	-	643	-
Transfer from Indigenous Adult Learning Association	-	-	68,410
Language degree transfer	-	-	25,000
	8,500	9,343	99,910
EXPENSES			
Annual general meeting	-	-	34,655
Insurance	-	-	1,015
Professional fees	-	-	706
	-	-	36,376
EXCESS OF REVENUE OVER EXPENSES	8,500	9,343	63,534
FUND BALANCE AT BEGINNING OF YEAR	88,942	88,942	25,408
FUND BALANCE AT END OF YEAR	\$ 97,442	\$ 98,285	\$ 88,942

Schedule #27

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**INDIGENOUS ADULT HIGHER LEARNING ASSOCIATION CORE****SCHEDULE OF OPERATIONS AND CHANGES IN FUND BALANCES**

For the year ended March 31	2020 Budget	2020 Actual	2019 Actual
REVENUE			
Indigenous Services Canada - FNSO	\$ 97,000	\$ 97,000	\$ 97,919
EXPENSES			
Administration	-	-	7,144
Annual general meeting	48,000	41,608	-
Board meetings	12,000	15,672	22,051
Communications	5,558	4,930	2,416
External Institute Evaluation	28,000	13,815	-
IAHLA data collection	52,250	40,290	15,000
Insurance	1,000	1,036	-
Professional fees	1,500	90	-
	148,308	117,441	46,611
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES	(51,308)	(20,441)	51,308
FUND BALANCE AT BEGINNING OF YEAR	51,308	51,308	-
FUND BALANCE AT END OF YEAR	\$ -	\$ 30,867	\$ 51,308





**INDIGENOUS ADULT
& HIGHER LEARNING
ASSOCIATION**

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