



BC **Aboriginal**
Child Care Society

ANNUAL REPORT 2019/2020

*“Nurturing Excellence
in Indigenous Early
Learning and Child
Care since 1996”*

Who we are



The BC Aboriginal Child Care Society (BCACCS) was established in 1996 to help BC First Nations establish Indigenous early learning and child care (IELCC) programs and services which meet the needs of First Nations children and families. We are committed to ensuring that communities are able to meet standards of care through the offering of high quality IELCC programs and services that are culturally and linguistically valid, as well as affordable, accessible and holistic. It is through this commitment that BCACCS has developed a variety of culturally-based resources and training workshops, as well as considerable policy expertise and research experience in the field of IELCC.



VISION

All Indigenous children in BC have the right to access holistic, culturally based early learning and development programs, services, and supports so they can reach their full potential.

MISSION

As a Centre of Excellence, BCACCS provides training, resources, research and services that empower communities to increase capacity, quality and access for early learning and development programs. Through leadership and expertise, we champion the rights of Indigenous children.

BCACCS acknowledges that our office is located on Skwxwú7mesh (Squamish) Nation Territory and we are privileged to do our work in Indigenous Territories all over BC.

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[aboriginal.childcare](https://www.facebook.com/aboriginal.childcare)



[@bcaccs](https://twitter.com/bcaccs)



Board President Mary Teegee

Sharing Our Stories

“

There is hope in the air but also many challenges yet to face.

”

Although the current COVID-19 pandemic has created many challenges for children and families to access their usual supports, it has also highlighted the important role of our children’s caregivers and educators. In our more than 20-year history, BCACCS has recognized that IELCC educators and staff are resilient, valuable, and essential workers who keep our most precious resources – our children – growing and learning in culturally safe and nurturing environments.

In 2019-2020, we continued our commitment to uplift Indigenous educators and communities by providing training and resources, conducting research, sharing knowledge, and developing partnerships to build sustainable systems. At the core of our work is the ongoing implementation of the IELCC Framework in BC, for which we invested in initiatives that build capacity within the IELCC sector to ensure that every Indigenous child has access to high quality, culturally appropriate, sustainable programs, services, and supports.

Fulfilling the vision of the Framework requires that Indigenous Peoples have control over how our children are

educated and cared for. In November 2019, we made an important step towards self-determination when BC became the first jurisdiction in Canada to formally implement the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). By formally recognizing “the right of Indigenous families and communities to retain shared responsibility for the upbringing, training, education and well-being of their children,” the province committed to creating a new pathway where Indigenous Peoples are positioned to direct policy and governance in IELCC.

The growth of our sector and increasing focus on Indigenous Rights are promising trends. There is hope in the air but also many challenges yet to face. The onset of the pandemic at the end of the fiscal year shifted our activities to support communities’ emerging needs and priorities. However, our resilience as Indigenous Peoples continues to be our strength. We have already seen communities coming together to navigate these difficult times. BCACCS too remains committed to being flexible and responsive to the needs of our communities and continuing our work of supporting the village to raise the child.

Research



Continuing the work of implementing the IELCC Framework.

Since 2018, BCACCS has served as the Regional First Nations ELCC Coordinating Structure for the development and implementation of the First Nations IELCC Framework in BC. As 2019-2020 was the first full year of implementing the IELCC Investment Strategy, investments with (and in) First Nations communities were balanced with the ongoing need to develop relationships, policies, and systems to enable this 10-year transformation initiative to grow.

Our IELCC project staff and Regional Community Facilitators have been working hard to support First Nations across BC to access funding through this initiative. This year, they assisted 109 First Nations to register to the BCACCS online IELCC portal, the first step to accessing further investments in developing new and/or enhancing existing ELCC programs, services, and supports that meet the unique needs of their community's children and families.

Of registered Nations, 10 submitted applications through the Service Development and Enhancement (SDE) funding stream. Our Regional Community Facilitators also supported Nations that are continuing their planning process, funded by the previous year's Community-led

Development and Planning Grant. Additionally, investments through the Minor Capital funding stream was made available and 730 early childhood educators received an hourly wage top-up and/or an annual incentive payment through the First Nations Wage Enhancement (FNWE) program.

In addition to community investments, BCACCS continued to engage in partnership development. On May 23, 2019, BCACCS hosted the inaugural IELCC Leadership Forum, which included 89 participants representing 21 Nations. This gathering convened IELCC and political leadership to strengthen working relationships, review the IELCC Framework and Investment Strategy, and to explore relationship-building, collaboration, and First Nations governance in BC.

Working in partnership with the First Nations Leadership Council and the Government of Canada, BCACCS was also able to move forward with the design and initial implementation of the IELCC Regional Planning Strategy in BC. This initial work involved strategy research and design, as well as initial discussions with IELCC Secretariat representatives.

*“Supporting and
upholding Indigenous
jurisdiction over
IELCC”*

Research

Jurisdiction.

BCACCS continued its engagement project to explore the different legal avenues available to support and uphold Indigenous jurisdiction over ELCC in BC. The project began with a legal review of the current jurisdictional situation of IELCC in BC, as well as an exploration of possible legal avenues for change, including pursuing Indigenous jurisdiction over ELCC and amending current provincial legislation. Our Advisory Committee comprised of ELCC advocates across BC was established to review the legal report and support the development of an engagement strategy to reach elected leadership, ELCC managers and administrators around the province. A final report and other resources will be published in 2020.

Transitions.

Transitions from early learning experiences into public education continue to be a subject for improvement.

After some delays, we were able to continue our work on this project. We have gathered a team to format the final research report and share the wealth of information that was uncovered through the research process. Resources for parents, early childhood educators, and kindergarten teachers will be available in 2020.

This project was created by the BC Aboriginal Child Care Society and is funded by the Vancouver Foundation and the City of Vancouver.

Resource Centre



Expanding the reach of our resources.

The BCACCS Resource Centre continued its rotating collection program, which increases access to our resources by partnering with libraries across the province. Our salmon, bear, raven, coyote, drum, eagle, owl, and cedar cultural kits, as well as additional resources from our lending library, were hosted by the Child Care Resource and Referral (CCRR) lending libraries in Prince Rupert, Terrace, Smithers, Sooke, Victoria, and Vancouver.

86 new items were added to our lending library collection and 221 online resources were added to BCACCS' searchable Resources portal. Additionally, a cultural kit committee was established to continue to update our existing kits as well as create new kits that focus on the cultural teachings of communities in the Northern and Interior regions, including kits on Hunting & Gathering, Beaver, and Moose.

The Resource Centre also distributed 35 Moe the Mouse® kits this year and more than 330 participants attended Making the Most of Moe workshops in BC, Saskatchewan, Manitoba, and Ontario.

With generous funding from Unifor and CN Rail, BCACCS also launched the Moe the Mouse® Regional Adaptation Project, which will adapt the characters and stories in our Moe the Mouse® kit to meet the cultural and linguistic needs of IELCC programs in Quebec, Ontario, Saskatchewan, Alberta, Yukon, and the Maritime Provinces. By the end of the project, each region will have locally relevant kits, facilitators trained to deliver the accompanying workshop, and an online Community of Practice to support continued learning, knowledge sharing, and wise practice.



Services

Directors Forum support continues.

In 2019, the Secretariat continued to provide support for the Delegated Aboriginal Agencies' Directors Forum and the Partnership Forum. Priority areas of focus were:

- Continue strengthening team of policy analysts, administrative, and communications staff.
- Continue to forge strong working relationships with the members of both the Directors Forum and Partnership Forum.
- Provide governance and evaluation support to both forums as well as maintain regular communications with all partners.
- Establish technology systems to collaborate between members of the Secretariat, the Directors Forum, and the Partnership Forum.
- Continue to implement the Directors Forum and Partnership Forum workplans.

Recognition of early childhood champions.

Every year the BC Aboriginal Child Care Society recognizes outstanding early childhood education role models who support First Nations and/or Métis and Inuit language, culture, and traditions with an annual Child Care Recognition Award. Recipients for this year have inspired us with the dedication they have to Indigenous children and their families. Congratulations to Cheryl Sybil Tait, Shauna Mae Alec, and Angie Maitland.

Cheryl Tait is an Early Childhood Educator and member of the Laxgalts'ap [lax galt sap] community who has been working as a supported child care consultant for Nisga'a Child and Family Services. She is passionate, compassionate and dedicated to all the children and families in the four communities she serves.

Shauna Mae Alec was born and raised in Burns Lake, BC. Shauna is a member of the Lake Babine Nation. She is an Early Childhood/ Special Needs Educator who works as an Early Years Program Director for her Nation.

Angie Maitland is an Early Childhood Education Coordinator for Haisla Nation Council. She received her Early Childhood Education certificate from Northern Lights College. Angie demonstrates strong leadership skills and works with many stakeholders and community partners to benefit the children and families of the Haisla Nation.

Services

*“Building respectful
relationships, sharing
knowledge, and
collaborating with
our partners”*

Building relationships and communities of practice.

BCACCS approaches our work with the recognition that building respectful relationships, sharing knowledge, and collaborating with our partners is key to ensuring that IELCC programs, services, and supports are sustainable and accessible to all Indigenous children and their families in BC.

To encourage continued dialogue and engagement with Indigenous organizations and within the ELCC sector, our staff actively take part in committees, tables, and advisory bodies. By working with our partners at the First Nations Health Authority (FNHA), Ministry of Children and Family Development (MCFD), National Collaborating Centre for Indigenous Health (NCCIH), Early Childhood Educators of BC (ECEBC), United Way of Vancouver Lower Mainland, The City of Vancouver, First Call Coalition, Canadian Child Care Federation, Vancouver School Board, Westcoast, CCCF, First Call Coalition BC, NCCIH, BC Families, the Vancouver Island University, Camosun College, Native Education College, the University of British Columbia, and Capilano University, we are able to share, develop, and provide training opportunities and other resources to our members and Indigenous communities across the province.

As part of this commitment, BCACCS coordinates the Vancouver Aboriginal Early Years Network (VAEYN), a community of practice roundtable dedicated to providing a welcoming and safe space for members to share ideas, access training and professional development opportunities, network, and share promising practice in Indigenous ELCC. Members consist of administrators and frontline workers from several organizations, including Singing Frog Aboriginal Head Start, Eagles Nest Aboriginal Head Start, Aboriginal Mother Centre Daycare, Vancouver Aboriginal Friendship Centre Society, Aboriginal HIPPO Program, tə mə mə ə s ʔ ɛ w t x w (The Children’s House) at Musqueam, Phil Bouvier Child Care at Vancouver Native Health Society, Vancouver Aboriginal Supported Child Development Program at Vancouver Native Health Society, Aboriginal Education at Vancouver School Board, Strong Start at Vancouver School Board, Metro Vancouver Aboriginal Executive Council (MVAEC), and City of Vancouver Social Policy & Projects Division. In 2019-2020, we coordinated several workshops, meetings, site visits, and events to connect VAEYN members and facilitate relationships across organizations.

Services

*“I believe you will all
remain their most
favourite teachers”*

Aboriginal Head Start preschools.

BCACCS is honoured to be the host agency for two Aboriginal Head Start (AHS) preschools in Vancouver’s urban environment. Eagle’s Nest AHS is located in the heart of the Downtown Eastside in a very special child care centre that has been lovingly developed through extensive parent and Elder involvement. Singing Frog AHS is located in the Grandview-Woodland neighborhood and has First Nations from across Canada and the United States represented in their program.

These programs are provided free of charge to eligible Indigenous families, follow the play-based philosophy, and are designed to include parents. AHS site programs are based on a holistic approach to early childhood experiences that emphasize the needs of the child within the family, school, and community.

“Keep being yourself.” – Elder Fred John

“I liked that the teachers still made learning fun even in the midst of the pandemic.” – Singing Frog Parent

“I believe you will all remain their most favourite teachers.”
– Singing Frog Parent

“Our family has been so blessed to have had two of our boys attend over the last 7 years lol. Thank you ladies for all the work you do.” – Singing Frog Parent

“Awesome, amazing and lovable team.” – Eagle’s Nest Grandparent

“My girls and I still talk about Eagles Nest, we have such nice memories from there, we just saw Eugene recently on FB Live and it was so nice to see him it brought back so many good memories.” – Alumni Eagle’s Nest Parent

“Thank you for providing a wonderful start in life for all our Urban Aboriginal community. All my boys benefited from your kindness and teachings. Your love guidance and leadership has been stellar! Keep up the phenomenal work.” – Alumni Eagle’s Nest Parent



Education & Training

Supporting our communities, educators, and carers.

In 2019-2020, our Child Care Advisors visited 50 communities to deliver workshops to over 1,767 participants. Our Aboriginal Child Care Resource and Referral (ACCRR) team update and create new workshops every year according to the interests and needs of communities. Many of the workshops offered this year supported the goals of the IELCC Framework by providing education and training related to community engagement and planning processes. Some workshop examples include:

- Are Your Program's Policies and Procedures "Older Than Dirt"? – Policies and procedures support the groundwork of quality practice. They should help to guide the actions of everyone involved in the program(s) and support the daily work and decision making of early learning professionals. This will encourage the best outcomes for all involved including children, families/ caregivers and themselves. Many programs are operating with the policies and procedures developed many years ago that may not even reflect the philosophy of the educators who operate the program(s) today. This interactive workshop will guide participants on how to update and/or develop their current policies and procedures.
- Utilizing Design Guidelines to Assist in Creating Quality IELCC Programs – This workshop shows participants how to design safe, culturally reflective, and healthy facilities.
- Planning for Children with Additional Needs – In this interactive workshop we will work together to discuss ways we can positively and sensitively support young children with additional needs. Participants should come with an open mind, ready to revision new ways to help the children and families that they work with. Strategies will focus on strength-based, family-centred approaches to planning.

See <https://www.acc-society.bc.ca/all-workshops/> for a list of all available workshops.

In addition to workshops in community, BCACCS hosts an annual provincial training conference every year. For 2019 the theme was *Our Languages, Our Teachings, Our Ways*. This event is a gathering of early childhood education professionals and support staff from across BC who support Indigenous children and families at their programs. The conference provides training, resources, and time to gather together and exchange knowledge. As caregivers we work as partners to help families thrive. When the strength of our cultures is woven into curriculum and responds to the needs of children, we help families and communities build strong foundations.

Education & Training

“The strength of our cultures needs to be woven into curriculum”

First Nations Pedagogies Network.

Through BCACCS leadership and in partnership with the Early Childhood Pedagogies Network (ECPN), the First Nations Pedagogies Network (FNPN) cohort of Indigenous ‘pedagogists’ is establishing a new role in Indigenous early learning and child care over the course of a two-year (2019-2021) pilot program.

Conceived to affirm and revitalize Indigenous priorities and practices, the FNPN consists of six experienced early years professionals branching out from Gitksan, Wet’suwet’en, Haisla, Nlaka’pamux, Sts’ailes, and Nu-Cha-Nulth Nations who are exploring the creation of a role that places culture, critical engagement and the invention of the role itself at the center of a generative project of transformation in Indigenous early childhood education. While exploring what a ‘pedagogist’ could be in First Nations terms, from Indigenous strengths in early learning and child care, the FNPN is developing new ways to support and share.

In this period, the first FNPN cohort found a routine in both individual and shared projects, as careful transitions from community responsibilities made the new role a reality. Weekly online meetings were accompanied by documentation work. This was supported by the Network’s online e-learning

platform during an intense phase of curriculum and administrative development. Unique and shared challenges that speak of thematic commonalities between developing projects have also been taken up in connections that have the potential to develop in a coordinated manner within and among networks and across regions.

Moving from FNPN orientation to engagement also involves bringing in new capacities in Indigenous leadership of the Network, developing and sharing new cultural materials (from digital storytelling to a web site), connecting First Nations ‘pedagogists’ work to existing BCACCS professional development and to First Nations ELCC framework implementation and also to ECPN initiatives and activities.

Evaluating our practices.

Toward the end of the year, along with the rest of the world, we were surprised by a sudden move to emergency lockdown and the start of COVID-19 pandemic reality. We heard your calls for COVID-19 resources specific to Indigenous early learning and child care. We rushed to shift our in person workshops to be available virtually through various online collaboration platforms and provide resources for programs grappling with the changes.

Our People

Staff

Karen Isaac

Executive Director

Kirsten Bevelander

ACCRR Program Manager / Child Care Advisor

Maureen Black

Indigenous Child Care Advisor

Liz Williams

Indigenous Child Care Advisor, Northern

Cathy Balatti

Indigenous Child Care Advisor, Interior

Rachel Marchand

Indigenous Child Care Advisor, Interior

Angie Maitland

Child Care Advisor, Northern

Jennie Roberts

Provincial Indigenous Child Care Advisor

Klara Schoenfeld

Moe National Project Coordinator

Leona Antoine

*Program Coordinator,
Singing Frog Preschool*

Dawn Westlands

*Program Coordinator,
Eagle's Nest Preschool*

Barbara Stroud

IELCC Project Coordinator

Cassidy Hryckiw

IELCC Project Support Assistant

Mary Disney

*Regional Community Facilitator
(Northern)*

Jeanne Leeson

*Regional Community Facilitator (Van-
couver Coastal/Fraser)*

Bart Knudsgaard

Senior Policy Analyst

Lori Mason

Policy Analyst

Tracy Lavin

Policy Analyst

Michelle Doherty

Administrative Coordinator

Lenora Joe

*Regional Community
Capacity Developer, Fraser*

Charmayne Nikal

*Regional Community
Capacity Developer, Northern*

Tawnshi, Lisa Fenton

*Regional Community
Capacity Developer, Vancouver Island*

Fionn Yaxley

Communications Lead

Bahar Sadeghieh

Library Assistant

Rowena Koh

Librarian on contract

Scott (Iax-Iya7) Nahanee

Accounts Payable / Administration

Robin Nahanee

Accounts Payable / Administration

Eugene Harry, (XiQulem)

Cultural Advisor

Board

Mary Teegee, President

*Executive Director of Child &
Family Services, Carrier Sekani Family
Services*

Maurice Squires, Vice-President

*Director of Aboriginal Policy and
Practice, Aboriginal Services Branch, MCFD*

Al Lawrence, Treasurer / Secretary
Owner/Operator Kidz Co

Sue Sterling, Director
Consultant & Instructor

Robert Lagassé
(Xéylsqóyeplexw), Director
Independent Consultant

Warner Adam, Director
*Chief Executive Officer,
Carrier Sekani Family Services*

Debra Foxcroft, Director
Independent Consultant

Vital Signs

Statistical Summary of Program Activities 2019-2020

21,842



Website
hits

2,150

Facebook followers



4



Newsletters
distributed

1,551



Resources in the library

50

Communities
visited
by Advisors



474

Moe the Mouse®
Participants

47

E-news
shared



42

E-bulletins sent



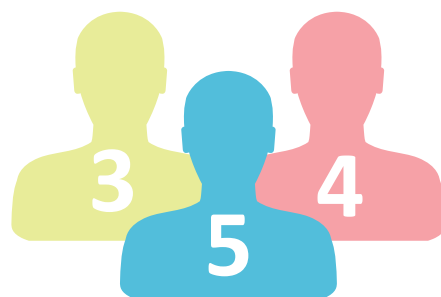
8,827

Consults



1,287

Users access the library



Conference attendees

Representation of our
Stakeholders across BC from
2019 conference training

18.82%
Coastal

27.65%
Island

25.29%
Northern

18.82%
Interior

5.88%
Fraser

Our Funders / Giving Thanks



Many thanks to our funders.

First Nations Health Authority for their financial support of our 22nd annual provincial training conference, October 2019.

Ministry of Children and Family Development, Child Care Branch, for funding the BC Aboriginal Child Care Resource and Referral.

The Government of Canada for funding the IELCC Framework implementation and investment.

Public Health Agency of Canada (PHAC), for funding the operations of Eagle's Nest and Singing Frog Aboriginal Head Start Preschools in East Vancouver and for continuing to support our Connections Project.

City of Vancouver and The Vancouver Foundation for funding the Transitions Project.

City of Vancouver for supporting us to establish the Vancouver Aboriginal Early Years Network.

Unifor and CN Rail for funding the Moe the Mouse Regional Adaptation Project.

Without donations we could not do the work we do. We thank the funders, private donors, and volunteers that support BCACCS to ensure that Indigenous focused scholarships, training, and resources are available for to ECEs in the Indigenous early learning field.

Financials

STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES

For the year ended March 31, 2020

	Operations Budget 2020 (Unaudited)	Operations Actual 2020	Capital Actual 2020	Total 2020	Total 2019
REVENUES					
Aboriginal Head Start Association of BC	-	-	-	-	6,000
City of Vancouver	8,333	5,000	-	5,000	40,018
Directors Forum Secretariat	544,570	544,750	-	544,750	-
Donations	10,000	16,620	-	16,620	23,639
ECE wage enhancement grant	3,500	9,758	-	9,758	6,271
Employment and social development	-	7,247	-	7,247	7,787
First Nations Health Authority (FNHA)	8,393,045	250,000	-	250,000	231,561
Fundraising	7,200	-	-	-	4,448
Handling fees	100,000	204,265	-	204,265	150,190
Indigenous Early Learning & Child Care (IELCC) - admin fees	-	585,201	-	585,201	-
Indigenous Early Learning & Child Care (IELCC) - FNHA - community funding disbursed	-	2,102,667	-	2,102,667	-
Indigenous Services Canada	-	-	-	-	80,000
Membership	2,000	890	-	890	2,020
Ministry of Children and Family Development	400,000	1,176,132	-	1,176,132	959,930
Ministry of Children and Family Development (CCOF)	-	7,994	-	7,994	12,426
Miscellaneous	55,000	27,500	-	27,500	60,576
Moe the Mouse	32,000	5,631	-	5,631	35,135
Public Health Agency of Canada	664,400	812,650	-	812,650	851,073
Registration fees (conference)	110,000	190,500	-	190,500	79,870
Rental	15,000	-	-	-	4,750
UNIFOR and CN Rail	-	250,000	-	250,000	-
University of Western Ontario	-	208,871	-	208,871	30,000
Vancouver Foundation	7,583	-	-	-	12,750
Vancouver Native Health Society (VNHS)	-	24,251	-	24,251	26,545
Workshop fees	80,000	21,251	-	21,251	36,125
	10,432,631	6,451,178	-	6,451,178	2,661,114

Financials

STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES (cont'd)

For the year ended March 31, 2020

	Operations Budget 2020 (Unaudited)	Operations Actual 2020	Capital Actual 2020	Total 2020	Total 2019
EXPENDITURES					
Accounting	-	73,121	-	73,121	21,755
Alarm	-	-	-	-	1,675
Audit	-	21,105	-	21,105	8,720
Bad debts	-	84	-	84	1,069
Bank charges	-	3,477	-	3,477	1,173
Board travel and meetings	30,000	59,452	-	59,452	16,285
Consultant	86,368	851,789	-	851,789	388,570
Delegate kits and swag	10,000	-	-	-	-
Depreciation	-	-	57,444	57,444	32,145
Dues and fees	250	3,353	-	3,353	2,315
Education allowance	-	-	-	-	3,697
Equipment	-	123	-	123	26,039
Food & beverage	97,000	-	-	-	-
Food and nutrition	-	-	-	-	14,188
Handling fees	100,000	204,265	-	204,265	150,190
Hardware and software	-	38,524	-	38,524	-
Honoria	2,900	17,250	-	17,250	25,556
Indigenous Early Learning and Child Care (IELCC)	-	2,102,667	-	2,102,667	-
FNHA funding distributions	-	-	-	-	-
Insurance	9,231	18,161	-	18,161	15,287
Internet and website	-	33,858	-	33,858	30,587
Janitorial supplies	-	-	-	-	612
Legal	-	63,546	-	63,546	19,814
Meals and entertainment	28,000	-	-	-	-
Meeting food	-	-	-	-	17,600
Meeting rooms and catering	73,000	46,286	-	48,286	81,512
Miscellaneous	-	3,237	-	3,237	731
Office equipment and upgrades	-	-	-	-	1,305
Office supplies	13,599	20,153	-	20,153	10,955
Other program expenses	31,500	14,473	-	14,473	-
Payroll process	-	-	-	-	1,606
Photocopying and printing	6,327	58,650	-	58,650	27,861
Postage and courier	200	2,847	-	2,847	3,498
Program material and trip tickets	-	75,563	-	75,563	75,920
Promotion	-	25,755	-	25,755	1,583
Property taxes	-	3,316	-	3,316	3,898
Publications	-	-	-	-	157
Registration fees - FNHA delegates	-	27,500	-	27,500	57,200
Renovations	-	12,112	-	12,112	4,979
Rent (net of recovery)	26,363	133,917	-	133,917	112,232
Repairs and maintenance	4,478	-	-	-	-
Staff appreciation	-	7,518	-	7,518	3,784
Staff recruitment and criminal record checks	5,000	5,987	-	5,987	4,669
Staff training	19,711	2,624	-	2,624	19,264
Telephone	10,147	22,132	-	22,132	15,160
Temp staff expense	-	15,864	-	15,864	-
Training	3,500	200	-	200	2,259
Travel - FNHA delegates	-	13,480	-	13,480	83,613
Travel and accommodation	106,500	-	-	-	-
Travel and trip fees	106,609	300,315	-	300,315	139,570
Utilities	5,150	3,881	-	3,881	6,560
Vehicle expense	1,875	2,583	-	2,583	3,838
Wages (net of recovery)	2,142,165	1,541,165	-	1,541,165	1,110,435
	2,937,373	5,830,333	57,444	5,887,777	2,549,866
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	7,495,258	620,845	(57,444)	563,401	111,248
Fund balance, beginning of the year		576,575	310,993	887,568	776,320
Capital additions paid from Operations Funds		(95,469)	95,469	-	-
Fund balance, end of year		1,101,951	349,018	1,450,969	887,568

Financials

STATEMENT OF FINANCIAL POSITION

March 31, 2020

	2020	2019
CURRENT ASSETS		
Cash	13,306,942	885,466
Investment	5,772	5,772
Accounts receivable	304,363	128,186
GST Receivable	39,417	12,536
Prepaid expenses	27,281	17,702
	13,683,775	1,049,662
TANGIBLE CAPITAL ASSETS	299,466	255,613
INTANGIBLE CAPITALASSET	49,552	55,380
	14,032,793	1,360,655
CURRENT LIABILITIES		
Accounts payable and accrued liabilities	252,130	77,364
Vacation payable	121,472	65,286
Wage and benefits payable	-	437
Deferred revenue	12,208,222	330,000
	12,581,824	473,087
FUND BALANCES		
UNRESTRICTED	1,101,951	576,575
INVESTED IN CAPITAL ASSETS	349,018	310,993
	1,450,969	887,568
	14,032,793	1,360,655

Financials

STATEMENT OF CASH FLOWS March 31, 2020

	2020	2019
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess of revenues over expenditures	563,401	111,249
Adjustment for Depreciation	57,444	32,145
	615,845	143,394
Change in non-cash working capital items		
Decrease (increase) in non-cash current assets	(207,637)	(75,028)
Increase (decrease) in non-cash current liabilities	12,108,737	302,031
	12,516,945	370,397
CASH FLOWS FROM INVESTING ACTIVITIES		
Tangible capital assets acquired	(95,469)	(153,023)
Intangible asset acquired	-	(14,575)
	(95,469)	(167,598)
NET INCREASE IN CASH	12,421,476	202,799
CASH, BEGINNING OF THE YEAR	885,466	682,667
CASH, END OF YEAR	13,306,942	885,466

INDEPENDENT AUDITORS' REPORT - TO THE MEMBERS, B.C. ABORIGINAL CHILD CARE SOCIETY

Opinion

We have audited the financial statements of B.C. Aboriginal Child Care Society, which comprise the as at March 31, 2020, and the statement of operations and changes in fund balance and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Society as at March 31, 2020, and its financial performance and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Society in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of

financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Society's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

REID HURST NAGY INC. - CHARTERED PROFESSIONAL ACCOUNTANTS
RICHMOND, B.C. NOVEMBER 23, 2021



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