



Alistair Maitland



**yfned**

# ANNUAL REPORT

**YUKON FIRST NATION EDUCATION DIRECTORATE**

our children. our education. our way.

2021-2022



**YUKON FIRST NATION EDUCATION DIRECTORATE**



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## MESSAGE FROM THE CHAIR, CHIEFS COMMITTEE ON EDUCATION

There is incredible momentum right now in First Nations education in the Yukon, and YFNED is right in the hub of this historical movement. As chair of the Chiefs Committee on Education, we knew we had an emergency on our hands and we created YFNED in direct response. We ask a lot of this organization: to change the education system in the Yukon and radically improve the outcomes of our Indigenous students – and fast. We were done waiting for others to solve the problems for us. YFNED staff have risen to the challenge – and then some – offering their Indigenous wrap-around services to all kids who need it, radically pushing the envelope for change within government at all levels, and demanding improvements to the system. In its second year of operation, YFNED has already made a huge impact across the territory on so many levels, across households and classrooms and fish camps, and in the lives of the people who matter the most: the children.

### **Chief Dana Tizya-Tramm**

Vuntut Gwitchin First Nation



## MESSAGE FROM THE CO-CHAIR, CHIEFS COMMITTEE ON EDUCATION

I am honoured to play a role in this movement for social change, guided by the wisdom of our ancestors and driven by the pressing and very immediate needs of our students. With less than a year in my role as co-chair of the CCOE, I look back at how much YFNED accomplished and how responsive they are as an organization. When I joined the CCOE, YFNED was actively engaged alongside the CCOE in developing and promoting the establishment of the First Nation School Board. Decades of dreams and ambitions came true when the Board was announced in February. We're living at a time and place where real, significant and lasting change is taking root. Although so much has been accomplished in one year, it is over the coming years and decades we will see the flourishing of our children in education. YFNED and the CCOE still have much work to do, but the path is laid out before us and we will continue to blaze forward.

### **Chief Amanda Leas**

Ta'an Kwäch'än Council

## MESSAGE FROM THE EXECUTIVE DIRECTOR

Despite the challenges of year two of COVID, YFNED continued to soar, building on the intense foundational work the organization put in last year. Our Jordan's Principle wrap-around service programs ran non-stop, helping hundreds of Indigenous students across the territory reach their potential. We supported the establishment of the First Nation School Board, making history by assuming authority of eight Yukon public schools. We continually held the Yukon government to account and enjoyed a strong relationship with Minister McLean who shares our vision for First Nations education. Guided by the CCOE, our Elders, the youth and our ancestors before us, YFNED is so thankful to all our friends and partners – and to the wider Yukon community who has shown they are ready for real reconciliation. The pieces are falling into place – and no doubt our ancestors are playing their part – but I believe the time for change has simply arrived.



**Melanie Bennett,**  
Executive Director, YFNED



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# PART I

## THE YFNED MISSION

### PURPOSE

Steered by the Chiefs Committee on Education (CCOE), the Yukon First Nation Education Directorate (YFNED) was launched in the summer of 2020 in response to the long overdue need for unified control over First Nations education in the territory.

YFNED is dedicated to building capacity, developing systems and resources, and enhancing second-level educational programs, services and learner supports. YFNED advances First Nations decision-making authority and aspirations for control over education by providing technical support, research and advice on Framework Agreement processes and advocating for First Nations student success across the education system.

### MISSION STATEMENT

Unified control over First Nations education so we can empower our people in our ways of knowing and prepare our children to be active participants in the current world.



## CHIEFS COMMITTEE ON EDUCATION

YFNED reports directly to its Board of Directors, the CCOE, which is made up of Chiefs from six Yukon First Nations. The CCOE was established in 2018 by the Council of Yukon First Nations' leadership, and the Committee is mandated to take charge of First Nations education directly and cooperatively with the Government of Yukon and Government of Canada.

Yukon First Nations have deep concerns about the longstanding failure of the education system in the Yukon to provide acceptable retention and graduation rates of Yukon First Nations students.

The Chiefs want to ensure Yukon First Nations have a unified approach to address these concerns that is consistent with their priorities and objectives and are accountable to the CCOE.

The CCOE was established to provide strategic direction and political support to the First Nations Education Commission (FNEC), and since its inception in 2019, to YFNED.

The CCOE represents all Yukon First Nations, whether or not they are self-governing or members of the Council of Yukon First Nations. The CCOE is not intended to be a body or institution of CYFN. It reports to CYFN leadership and other Yukon First Nations Chiefs.

There is no limit to the number of Yukon First Nations Chiefs that can sit on the CCOE, and it is open to new members joining at any time. Currently, the following Chiefs sit on the CCOE:



CHAIR

**Chief Dana Tizya-Tramm**

Vuntut Gwitchin First Nation



CO-CHAIR

**Chief Amanda Leas**

Ta'an Kwäch'än Council



DIRECTOR  
**Chief Stephen Charlie**  
Liard First Nation



DIRECTOR  
**Chief Dylan Loblaw**  
Ross River Dena Council



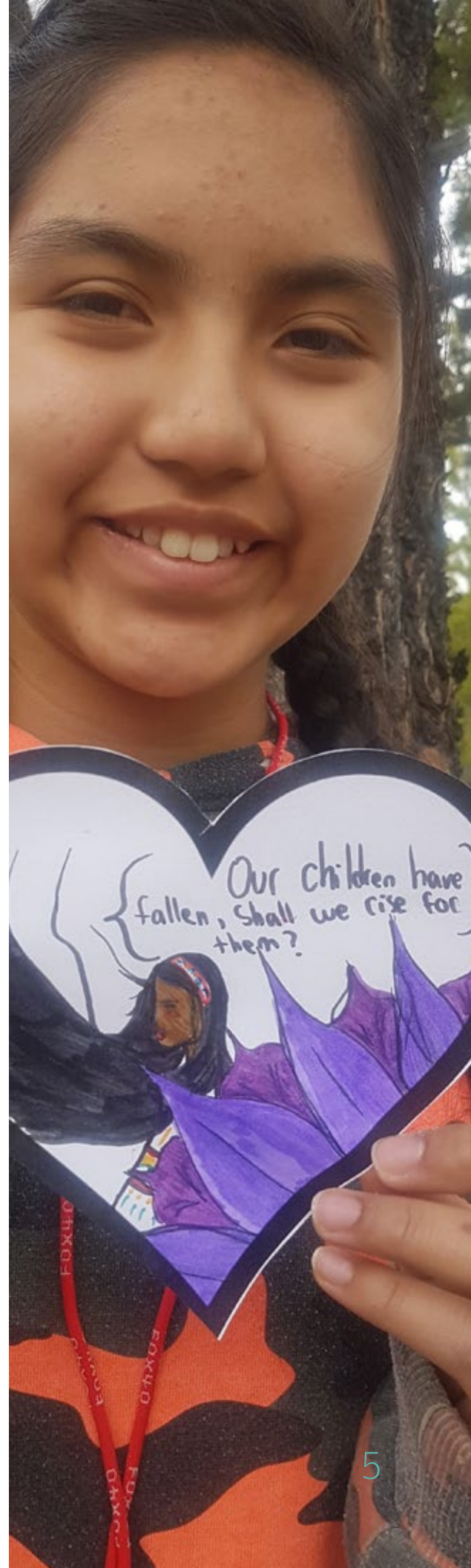
DIRECTOR  
**Deputy Chief Simon Nagano**  
Tr'ondëk Hwëch'in



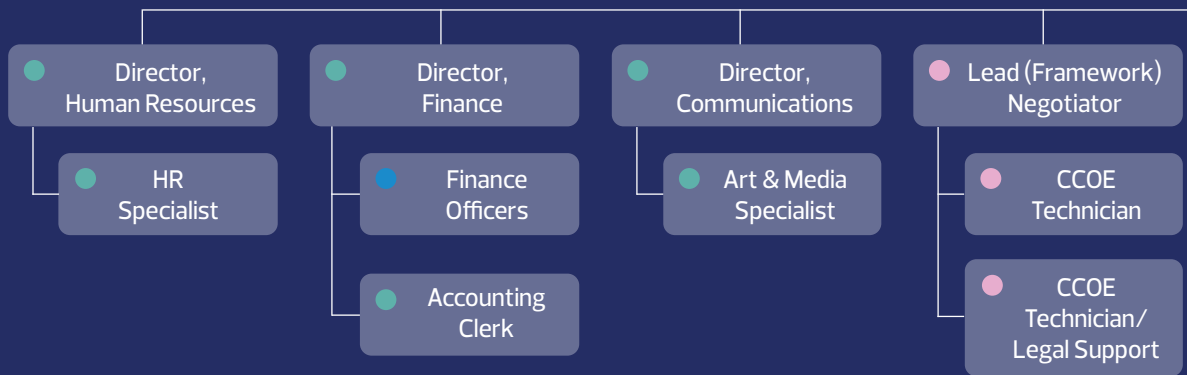
DIRECTOR  
**Chief Simon Mervyn**  
First Nation of Na-Cho Nyak Dun



DIRECTOR  
**Deputy Chief Morris Morrison**  
Selkirk First Nation



# YUKON FIRST NATION EDUCATION DIRECTORATE ORGANIZATIONAL CHART



## POSITION FUNDING SOURCE:

- EPP – Partnerships & Structural Readiness (ISC)
- EPP – Regional Education Agreement (ISC)
- Research & Innovation (ISC)
- Post-Secondary Program
- Jordan's Principle (ISC)
- Education Initiatives (GY)

EPP = Education Partnerships Program

ISC = Indigenous Services Canada

GY = Government of Yukon



CCOE / Board of Directors

Executive Director

Executive Assistant

Administrative Assistant / Receptionist

AOC Administrative Assistants

**YFNED is comprised of seven distinct yet interconnecting departments.**

- Human Resources
- Finance
- Communications
- Policy & Analytics
- First Nations Education
- First Nation Education Advocates
- Framework Agreement Negotiation

Director, Indigenous Education & Advocacy

Manager, First Nation Education Advocates

Administrative Assistant

First Nation Education Advocates

Junior Advocates

Knowledge Keepers

Manager, Mobile Therapeutic Unit

Administrative Assistant

Wellness Engagement Workers

Indigenous Counsellor

Speech & Language Pathologists

Occupational Therapists

Vision Specialist

Team Lead Education Analysts

Education Analysts

Post-Secondary Navigator

Student & Information Data Analyst

Numeracy Coach

Math Advocates

Project Manager, First Nation Initiatives

Rural Nutrition Coordinators

Urban Nutrition Coordinator

Urban Cooks

Program Manager, Early Years Initiative

Administrative Assistant

Rural Coordinator Early Years Initiative

Early Years Visitors

# THREE PATHS

There are three possible paths we can take to regain First Nations control of education in the Yukon. They are not exclusive of one another.

- 1. Status Quo**

Maintain the current relationship with Yukon government with only elected school councils, guaranteeing Yukon First Nations reps and no real decision-making power. Joint Education Action Plan (JEAP) and FNEC.
- 2. First Nation School Board Authority**

Would allow full control of school programming, collaborative control of budgeting, increased control of school staffing and specific adaptations for each Yukon First Nation. As part of the Framework Agreement negotiations process, the FNSB could be an interim step or not.
- 3. Regional Education Agreement**

Full control where all decisions are made by Yukon First Nations, including staffing and budget. This is the final stage in the Framework Agreement process, meaning it could be a trilateral or bilateral agreement.



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## PART II OUR WORK

YFNED is tasked with the responsibility to carry out the daily work of the CCOE in five key areas. This report is structured around these cornerstones, illuminating in detail how the dedicated YFNED team has risen to our responsibilities. No matter where we are in regard to the three paths, YFNED will always work to meet these five key tasks.

They are:

- A: Accountability**
- B: Support & Capacity**
- C: Assessment & Research**
- D: Programs & Initiatives**
- E: Framework Negotiations Support**

In this section of the report, we expand in detail on how YFNED has met these key tasks, each broken down into predetermined deliverables as established by the CCOE. These supporting strategies cover the first five years of the organization, from 2021 to 2026.



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# KEY TASK A: Accountability

Accountability is about YFNED holding all parties involved in the education of Yukon First Nations students accountable.

- A1.** Reporting on the work of YFNED.
- A2.** Holding the Government of Yukon accountable to the 2019 Auditor General's Report and to their responsibility to First Nations students.
- A3.** Working with federal and territorial governments to secure ongoing, sustained funding.
- A4.** Establishing protocols for ongoing engagement/work and communications in a nation-to-nation relationship with territorial and federal governments.
- A5.** Participating in the revision of any department, school or staff planning document, and any school reviews undertaken in response to legislated requirements.
- A6.** Working with the Government of Yukon to:
  - A6.1.** Complete and implement a data sharing agreement for territory-wide data sets and data sets for each First Nation;
  - A6.2.** Assess the extent to which the cultural inclusion standards are in place at each school and their effectiveness in changing attitudes of paternalism, prejudice and addressing racism;
  - A6.3.** Address issues of racism, paternalism and colonialism;
  - A6.4.** Amend policies related to teacher hiring and evaluation;
  - A6.5.** Work on potential policies related to any aspect of First Nations education; and
  - A6.6.** Enhance First Nations languages and/or cultural programs.
- A7.** Supporting the First Nations Education Commission and reviewing, assessing, and determining the viability and effectiveness of the work of the Joint Education Action Plan (JEAP).

## ACTIONS IN 2021-22

As we grow as an organization, we continue to push for accountability from ourselves but also with our partners. This document provides an overarching view of the work to which we have committed, not just to the CCOE but to the Indigenous children and youth we support. Moving forward with the First Nation School Board has been a major accomplishment to ensure accountability to First Nations students and reconciliation in the Yukon. YFNED continually held the Government of Yukon to task by participating in reviews, challenging their lack of progress on the Auditor General's report recommendations in front of the Public Accounts Committee, steering the creation of the Indigenous Academy within F.H. Secondary School, as well as continually pushing for improvements in data collection and sharing. This is just a sampling of this relentless work YFNED carries out daily.





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## KEY TASK B: Support & Capacity

Support & Capacity is about YFNED providing a strong, foundational omnipresence to unify and strengthen First Nations families, students, educators, governments and education departments.

- B1.** Supporting the attainment of the goals and aspirations of each First Nation and conducting an annual two-day summit/conference.
- B2.** Identifying common priorities and supporting the attainment of the goals and aspirations that are shared across all First Nations.
- B3.** Supporting First Nations parents and communities to advocate for their children with the school and the Department of Education (DOE) to improve student outcomes.
- B4.** Providing advocacy and support for the delivery of programs and provisions of services that meet individual and community needs.
- B5.** Supporting the work of and training needs for Elders in the school, language teachers, administration and teachers.
- B6.** Building understanding at all levels about the education system, including assessment results; appropriate interventions and supports for the various ages and stages in the system; legislative requirements for Individualized Education Plans (IEPs), including setting goals, planning, measuring progress and annual reporting to parents; consequences of course selections and grades at secondary school; and post-secondary options.
- B7.** Supporting JEAP processes and implementation.
- B8.** Supporting the First Nation School Board.
- B9.** Meaningfully engaging youth in education decisions to bring about necessary changes and support.

## ACTIONS IN 2021-22

In this second year, our first full year in effect, we were proud to hold another annual conference. It provided us with opportunities to listen and connect to Elders, to First Nations education professionals, and to our young people. It is these connections we make across generations and between generations that allow us to better support First Nations students who, with support, can guide the programs and services that mean the most to them.







## KEY TASK C: Assessment & Research

Assessment & Research ensures YFNED positions itself as an authority on reliable and rigorous sources of information, guiding its development of Indigenous educational research and development.

- C1.** Conducting annual surveys orally and in writing with First Nations parents and students, and report findings. This could include circle discussions and begin with attendance.
- C2.** Researching best practices nationally and internationally to support First Nations learning in the early years, for primary, intermediate and secondary students, and share results with government.
- C3.** Researching and developing resources for the First Nation School Board and possible future independent First Nations schools – structurally, financially and legislatively.
- C4.** Providing advocacy and support for the delivery of programs and provisions of services that meet individual and community needs.
- C5.** Working with government and independently to:
  - C5.1.** Research factors in gaps in performance as identified by Auditor General;
  - C5.2.** Evaluate the cultural relevance of assessments currently in place, especially for kindergarten students;
  - C5.3.** Explore the reasons why there continues to be a gap in the education of First Nations students compared to non-First Nations students, including attendance;
  - C5.4.** Work with other agencies, including Government of Yukon's Health and Social Services and First Nation governments' Health & Social Departments, to support students; and
  - C5.5.** Explore the best options to improve outcomes for First Nations students, ways to assess/measure progress and the effectiveness of interventions.

## ACTIONS IN 2021-22

Information gathering and sharing is an important part of YFNED. We are not an organization working independently of the systems that exist in the Yukon, but rather one that has to understand what is working, and why or why not. In our second year, YFNED delved deeper into curriculum development and programs like the Indigenous Academy at F.H. Collins. As we support the First Nation School Board, we are developing a suite of resources, including alternative assessment methodology. We are gaining constant insight into how we can better meet individual and community needs.





# KEY TASK D: Programs & Initiatives

Programs & Initiatives is about the on-the-ground work that forms the public face of YFNED in rural and urban Yukon, providing wrap-around services.

- D1.** Developing unique programs and structures to support rural students whether they go to Whitehorse or remain in home communities.
- D2.** Developing and enhancing wrap-around services.

**First Nation Education Advocates:** after-school, summer, and on-the-land campus programming; tutoring and return-to-school or at-home strategies; Elders, Knowledge Keepers and advocates are recognized in academia; team growth supported by a variety of "team leads"; introduce PD day advocacy in the classroom.

**Nutrition:** food is widely available to First Nations families and is recognized widely for its role in reconciliation, healing, learning, celebration, security, control of outcomes and cultural reclamation; greater promotion of traditional foods (harvesting and preparation methods); develop more Nutrition programming for kids aged 0-5.

**Mobile Therapeutic Unit:** Enhance allied health team to provide sufficient staffing to serve all Yukon First Nations; ensure language and culture is incorporated into all initiatives; community capacity is enhanced; Wellness Program reaches more youth with more positive impact.

**Early Years:** Early Years programs running in most Yukon Communities; Early Years program in Whitehorse expands staff and activities, and incorporates Elders/Knowledge Keepers, language and culture into all initiatives.

- D3.** Working with the Government of Yukon on Yukon-wide education initiatives in the Joint Education Action Plan (JEAP):
  - D.3.1.** Enhance First Nations language;
  - D.3.2.** Enhance literacy and numeracy;
  - D.3.3.** Develop and implement accredited First Nations curricula or Indigenize current curricula;
  - D.3.4.** Ensure culturally-relevant, on-the-land experiential education is available to all students at each grade;
  - D.3.5.** Ensure students who require an assessment receive one, and students in special education are well served; and
  - D.3.6.** Initiate programs and interventions to support early learning, primary, intermediate and secondary students.

## ACTIONS IN 2021-22

The first full year of operation provided us with the opportunity to put into place, develop and enhance our wrap-around services. With the expansion of the Nutrition Program and the launch of the Early Years program, we can point to thousands of meals being served to First Nations children and youth. We have launched gathering spaces for Early Years families in Whitehorse, with Old Crow and Pelly Crossing coming on board in the new fiscal year.

# KEY TASK E: Framework Negotiations Support

Framework Negotiations Support lays out the process, timelines and milestones leading to the negotiation of a Framework Agreement whereby Yukon First Nations assume control over the administration of First Nations school(s).

- E1. Phase 1:** Yukon First Nations (YFNs) & Yukon government share management, administration and implementation of the FNSB. Actions include:
  - E.1.1.** Negotiating school agreement(s) to share management and administration.
  - E.1.2.** Establishing the First Nation School Board for specific school(s).
  - E.1.3.** Amending the Education Act, if required.
  - E.1.4.** Developing timeline/process for the implementation of part 2.
  - E.1.5.** Capacity development plan and implementation.
  - E.1.6.** Topics for negotiation (see section 5 of the Framework Agreement, Appendix A).
- E2. Phase 2:** YFNs who wish to assume independent authority of management and administration. Actions include:
  - E.2.1.** YFNs enact a law under S.13.2.8 of their Self Government Agreements.
  - E.2.2.** YFN law made under S.13.2.8 would displace the Education Act.
  - E.2.3.** Negotiate initial funding arrangements. Secure sustainable funding (ISC –Canada).
  - E.2.4.** Negotiate arrangements for YFNs to assume full control and authority of management and administration of school(s).
  - E.2.5.** Complete multi-year funding component.

## ACTIONS IN 2021–22

This Key Task is all about the “three paths”: Status Quo, First Nations School Board and independent First Nations school. YFNED senior management supported the negotiations and finalization of the First Nation School Board agreement, including the FNSB referendum and appointment of an Interim Governance Committee of the new school board. Our work also included conversations with our federal partners about the need to support a First Nations school under its own Regional Education Agreement. Huge steps forward were made on all levels.

# PART III

## PROGRAMS





## EDUCATION ADVOCATES HIGHLIGHTS

Our Yukon First Nation Education Advocates are a group of individuals dedicated to increasing a sense of belonging, self-respect and pride in heritage for all Indigenous students. We work to promote awareness and knowledge of Indigenous cultures; provide support, guidance and advocacy to deliver culturally inclusive programming; assist schools to develop and deliver education programs that reflect Yukon First Nations cultures and languages; improve academic achievement of Indigenous students; connect Indigenous students to services and supports and ensure they are provided; and refer Indigenous students to specialists, school staff and the Mobile Therapeutic Unit.

Our second year of the First Nation Education Advocates was challenging but rewarding. Another year of COVID-19 presented a variety of challenges as we worked to remain dedicated and adaptable as a growing organization.

## BY THE NUMBERS:

- 10 KNOWLEDGE KEEPERS PART TIME (1-3 DAYS PER WEEK)
- 15 FIRST NATION EDUCATION ADVOCATES FULL TIME
- 20 JUNIOR ADVOCATES AOC
- 20 MINI JUNIORS · AOC
- 4 TUTORS (10-20 HOURS PER WEEK IN SCHOOLS)



## SOME NOTABLE DEVELOPMENTS:

- We established a team of Knowledge Keepers and a team of Junior Advocates (Grades 8–12) who assist Senior Advocates. Junior Advocates continue to be active clients for various supports. This new structure allows us to hear more directly from young people what they need. Three themes emerged:
  - Crying for connection
  - Finding hope for the future
  - Needing safe places to learn
- We developed two new programs in response to the needs of our young people:
  1. Developed land-based programs
  2. Established safe, warm, welcoming academic environments in two major high schools (Porter Creek, F.H. Collins)
- Our land-based programs were designed to build relationships, teach healthy alternatives supporting mental health and re-invigorate a love of learning in our many disengaged teens. Following a summer on the land while engaged in our land-based programs, youth went back to school with the pride developed over the summer, and they continued to see the familiar faces of the Elders they connected with on the land.
- We established a consistent presence at F.H. Collins, supporting teacher Annie Bernard to deliver cultural programming in her classroom and building relationships with over 100 students in grades 8–12.
- Since January 2022, we have supported staff at Porter Creek in designing a safe cultural space called the Porter Creek Culture Room (soon to be renamed in the Southern Tutchone language). Students can get food, talk with an Elder and receive tutoring help. Since March break, this space serves between 40–50 students a day.
- We created a firewood program: developing chainsaw and fire smart skills in our youth, and delivering wood to and providing snow removal services for Elders.
- We provided attendance incentives, including trapping, hunting and fishing with Elders on the weekends.
- We supported youth in school by offering hand games tournaments, fish camps, bison hunts, cooking classes, residential school workshops and various cultural activities.

Reconnecting our generations has prompted youth to engage in a way that is both brand new and ancient. We are seeing our youth rediscover their talents of leadership, contribution and community.

Not long ago, we were fighting to get into schools, and now we are being begged to never leave.







## ÄTÀ KÙ

During the summer of 2021, we supported Elder Russell Burns to develop his family trapline at Annie Lake into a land-based learning campus that could facilitate larger numbers. Russell named the camp Ätå Kù (Father's Place in Southern Tutchone) and dedicated it to his father and uncle. Over the summer, and under the guidance of Red Seal carpenter Howard Macintosh, 16 Junior Advocates and 4 Mini Juniors painted cabins, dug outhouse holes, built a wall tent frame to house a classroom and kitchen, fixed up the smoke shack and trapline cabins, and made the family camp safe for students from Yukon schools to attend.

The Ätå Kù land-based summer program involved a team ranging in age from 8 to 80. They cut trails for hiking, set lines for fishing, and learned how to safely prepare traditional foods, such as wild meat, fish and berries, from various members of the Burns family and honoured Elders. Listening to stories from Uncle Charlie around the fire, the youth discovered their Clans and traditional

names, and learned how to introduce themselves in their traditional languages. The last week of Ätå Kù found the youth following Russell along Red Ridge, a craggy mountain behind camp, on a 5-day journey to harvest a moose.

Students slept in wall-tents, woke in the frost, sweated through buck brush and swamps during the day, and cooked salmon and bannock over the fire before falling exhausted into their sleeping bags each night. Students went from mocking Howard's daily breakfast of dehydrated hash browns and fried Spam to begging him for this culinary delight each morning. They spotted wild sheep and caribou, picked blueberries and cranberries, and returned to Ätå Kù at the end of the week muddy, blistered, wet and smiling from ear-to-ear. These are the events they participated in, but the true construction over the summer was that of a community.



## BY THE NUMBERS:

- 1 TEAM LEAD
- 2.5 OCCUPATIONAL THERAPISTS
- 3 SPEECH AND LANGUAGE PATHOLOGISTS
- 2 COUNSELLORS
- 4 WELLNESS WORKERS
- 2 CONTRACT WORKERS (EDUCATIONAL PSYCHOLOGIST, VISION SCREENING SPECIALIST)

## MOBILE THERAPUTIC UNIT HIGHLIGHTS

The Mobile Therapeutic Unit (MTU) is a holistic allied health service led by YFNED. It is a two-pronged approach, marrying the work of health professionals and wellness experts.

The MTU team works closely with each Yukon First Nation to ensure the services reflect the distinct culture of each Nation. The MTU visits each Yukon community and works with each Yukon First Nation's staff, Elders and families to understand the needs of their children.

YFNED believes children are best served when everyone works together. The MTU staff reached out to schools, regional social workers, community nursing stations, daycares and more to build relationships and ensure continuity of care as children begin utilizing our services.

The MTU focuses on working and implementing programs to support children in rural Yukon (Old Crow, Ross River, Carmacks, Teslin, Watson Lake, Carcross, Haines Junction, Burwash, Beaver Creek, Pelly, Mayo and Dawson).

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**MORE MTU NUMBERS:**

NUMBER OF INDIGENOUS LEARNERS: **907**

VISION SCREENING CLIENTS: **126**

HEARING SCREENING CLIENTS: **18**



## PROGRAMMING TYPES

- > MURAL DESIGN / MAKING
- > DJING AND MUSIC PRODUCTION
- > LYRIC WRITING
- > TRADITIONAL DRUM MAKING
- > SILK-SCREENING / T-SHIRT PRINTING
- > HORSE CAMP
- > BREAK DANCING
- > FORM LINE / TRADITIONAL ART
- > ILLUSTRATION / GENERAL ART
- > CANOE TRIP
- > FLATWATER CANOE COURSE / BASICS
- > MASK CREATION

KIDS WHO  
WORKED WITH OUR  
SPEECH LANGUAGE  
PATHOLOGISTS: **147**

KIDS WHO  
WORKED WITH OUR  
OCCUPATIONAL  
THERAPISTS: **64**

## WELLNESS TEAM ACTIVITY SUMMARY

TOTAL VISITS BY  
COMMUNITY

CARCROSS: **5**

CARMACKS: **4**

DAWSON CITY: **2**

FARO: **3**

HAINES JUNCTION: **4**

MAYO: **9**

OLD CROW: **2**

PELLY CROSSING: **2**

ROSS RIVER: **2**

TESLIN: **1**

WATSON LAKE: **4**

**TOTAL: 36**



ON  
AVERAGE  
OUR  
COOKS  
PRODUCE  
**1115**  
MEALS  
PER DAY.

## NUTRITION HIGHLIGHTS

Our Nutrition Program is funded by Jordan's Principle and provides equitable and healthy food to Indigenous children aged 0–18 in Whitehorse through the Urban Nutrition Program and in First Nations communities through the Rural Nutrition Program.

### URBAN NUTRITION SCHOOL-BASED PROGRAM

YFNED employs a team of 20 cooks and cook helpers that work in eight Whitehorse-based schools. Our Nutrition team provides daily breakfasts, hot lunches and snacks to Indigenous students. The team has integrated into each school community and has developed strong relationships with the Indigenous students we serve. Currently our team is in the following schools:

- Elijah Smith Elementary School
- F.H. Collins Secondary School
- Golden Horn Elementary School
- Hidden Valley Elementary School
- Individual Learning Centre
- Jack Hulland Elementary School
- Porter Creek Secondary School
- Selkirk Elementary School



## MEAL DELIVERY PROGRAM

For schools that do not have YFNED cooks in their kitchens, YFNED works with local caterers and restaurants to deliver meals to Indigenous students.

## YFNED CURRENTLY HAS PARTNERSHIPS WITH:

- Bullet Hole Bagels
- Gravy Train
- Home Sweet Home
- Kit's Kitchen
- Tony's Pasta & Seafood House
- Zillman's Grill

## SCHOOL SNACK SERVICE

As of February 2021, classroom teachers can order a range of healthy snack options for their Indigenous students on a weekly basis at no cost. Funded through Jordan's Principle, the School Snack Service ensures nutritious food is available to Indigenous learners – which is an essential component of YFNED's wrap-around service model.

Snack orders are delivered every Tuesday.





## SPECIAL EVENTS

### Yukon First Nation Graduation, June 2021

- YFNED Nutrition Team provided the feast for the 2021 Yukon First Nations Graduation Ceremony of 122 Indigenous graduates.

### Salmonpalooza, June 2021

- YFNED once again distributed a truckload of BC wild-caught salmon to Indigenous families in Whitehorse.
- 30,000 pounds of ocean-caught chum salmon was frozen whole, frozen into steaks and canned.
- This was in partnership with Second Harvest and Agriculture Canada's Surplus Food Rescue Program.

### Five Family Feasts between August 2021 and March 2022

- Family feasts offer a chance for people to come together and enjoy a special meal.
- Due to COVID-19 restrictions, 4 feasts were drive-thru and 1 feast was an in-person celebration.
- 856 Indigenous children were served.

### Winter Break Hampers

- YFNED gifted food hampers to all Whitehorse-based Indigenous families with children between the ages of 0–18 years of age. This was funded through Jordan's Principle Urban Nutrition Program.
- The food hampers included ingredients for a turkey dinner, a pancake breakfast, a gingerbread house and some holiday staples.
- Over two weekends in December, YFNED staff and volunteers distributed over 850 hampers to Whitehorse-based Indigenous families, reaching over 1300 Indigenous learners aged 0–18.

### Grocery Bag Program

- YFNED has a small-scale grocery bag program that offers evening meal support to Indigenous families working with our First Nation Education Advocates and Early Years Visitor teams.
- A bi-weekly grocery bag is delivered to the family's home and includes groceries for one to two meals, as well as a recipe that the family can follow along and cook together.
- This program is intended to be temporary and families are signed up for 3 months.
- There are currently 92 families part of this program.



## RURAL NUTRITION

The Rural Nutrition Program is funded by Jordan's Principle and provides equitable and healthy food to all Indigenous children aged 0–18 in 12 rural First Nations communities. Jordan's Principle funding for the Rural Nutrition Program flows directly to each rural Yukon First Nations government. YFNED supports the administration and funding proposal process for each. All 12 rural First Nations communities now provide regular food hampers, daily breakfasts and lunches at all schools and daycares, as well as opportunities for youth to participate in traditional harvesting practices.

### COMMUNITY TRAVEL:

Although COVID-19 slowed down some community travel, YFNED's Rural Nutrition Coordinators have been busy travelling throughout the Yukon, visiting many Rural Nutrition Programs. In 2021–2022, the Rural Nutrition Team visited:

- Dawson City
- Old Crow
- Faro
- Ross River
- Mayo

### BI-ANNUAL RURAL NUTRITION ROUNDTABLES:

In addition to community travel, YFNED's Rural Nutrition Coordinators have hosted two Rural Nutrition Roundtables. Hosted in September 2021 and March 2022, the Rural Nutrition Roundtables welcomed our community partners to Whitehorse for a day of discussion and reflection on the Rural Nutrition Programs.

### OUTCOMES OF THE RURAL NUTRITION ROUNDTABLE INCLUDED:

- Supporting networking, collaboration and interaction between rural Yukon First Nations governments and the YFNED.
- Identifying successes, struggles and best practices associated with Rural Nutrition Programs.
- Identifying relevant actions, projects and events to support Rural Nutrition Programs.

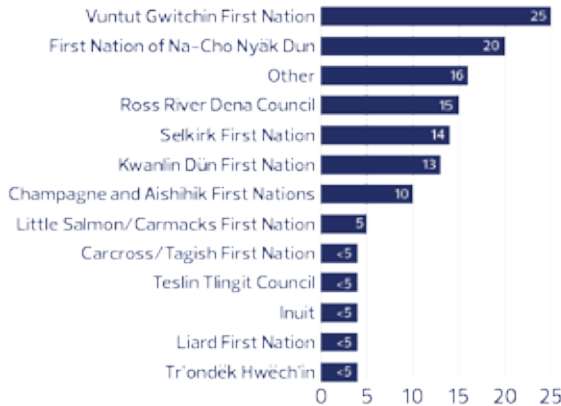
### WINTER BREAK HAMPERS

- Funded by Jordan's Principle, each Rural Nutrition Program gifted food hampers to Indigenous families with children between the ages of 0–18 years of age in their communities.
- The YFNED Rural Nutrition Coordinators assisted in the coordination of the food hampers for a number of First Nations governments.
- In total, YFNED coordinated 1650 food hampers to be distributed across the territory during the first two weeks of December, 800 of these hampers were distributed to rural communities.

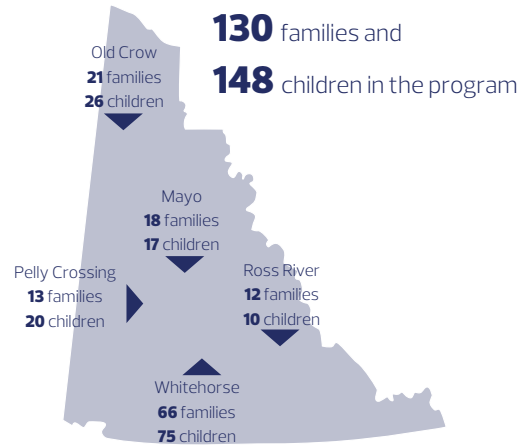


**YUKON  
FIRST NATION  
EDUCATION  
DIRECTORATE**

The Yukon Early Years is a collaboration between the Yukon First Nation Education Directorate (YFNED) and the Martin Family Initiative (MFI). Since launching in Whitehorse and four rural communities in September 2021, the Early Years program, which supports parents/caregivers with their children ages 0 to 5, has grown quickly. The program has been very well received with many families joining within the first few months, and due to high demand, creating a program waitlist.



Affiliated First Nation/Indigenous Identity of Program Participants



**THE EARLY YEARS**  
 SEPT 2021/  
 APR 2022

## PARTICIPANT AND COMMUNITY ENGAGEMENT

For 75% of survey respondents, one of their favorite parts of the program is to communicate and share moments with their Early Years Visitors.

**333** family visits;  
62% at participant's home

**62%** of families in Whitehorse self-referred to the program



**350** connections with families in between visits

## HEALTHY PREGNANCIES AND MATERNAL WELL-BEING

A registered nurse is available for consultation with families about breastfeeding, sleep training, baby's first food, and more. She also offers support and guidance to the Early Years Visitors.



Self-care packages distributed to all families throughout the pandemic

## PLAY-BASED LEARNING

**16** drop in activity sessions at the Early Years building



"I love that my Visitor always comes with new ideas of activities and things to do at home."

## PRIDE IN IDENTITY AND CULTURE

**8** Elders and Knowledge Keepers involved with the program **6** group gatherings and events



"I enjoy the group gatherings and being able to bring my daughter to those. I loved the group with the Elders and learning new ways to bead and make earrings."

## PARENTING CAPACITY AND FAMILY WELL-BEING

"I love the recipes we get every two weeks. It's fun to challenge myself to try new things."



**600** recipe boxes delivered to families

**45** rides for participants to access community services

## LANGUAGE DEVELOPMENT AND SCHOOL READINESS

**2** professional development days organized for daycare centres

**150** children's books distributed to families







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## EARLY YEARS HIGHLIGHTS

We launched the Early Years Program in October 2021, and in less than a year established programs in Whitehorse, Old Crow, Ross River, Pelly Crossing and Mayo. We have 6 visitors in Whitehorse and 1 in each community (except in Pelly Crossing where 2 workers share one full-time position). We provide family visits, which can happen at home, at our Family Space or even outside (we can go for a walk, play at the park, go for a coffee, etc.). We also offer drop-ins twice a week and bi-weekly group gatherings. So far, we have held events like open houses in our various locations, beading circles, smudging ceremonies, sharing circles and cooking classes.

The Early Years Visitors are using toolbox cards to guide their visits with families and provide the basis for the content of group gatherings. The toolbox cards outline simple conversation topics, parenting strategies and playful learning activities, providing relevant information about early learning and child development from conception to 48 months. The toolbox cards are also there to highlight the strengths parents/caregivers already have and provide opportunities for the Visitor to celebrate, encourage and support parents/caregivers to continue nurturing their children's growth. The toolbox cards were adapted in 2021 to reflect the culture of Yukon First Nations and the culture of our organization.



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# LAUNCH OF EARLY YEARS PROGRAM

## TIMELINE 2021-2022

### JULY 2021

Program Manager, Rural Coordinator and Admin. Assistant are hired.

The family space & office space are organized to welcome the team and the future Early Years families.

### AUGUST 2021

First Early Years Visitors are hired in Whitehorse.

Vuntut Gwitchin First Nation officially join the program and the Early Years Visitor is hired through YFNED.

### SEPTEMBER 2021

Ross River Dena Council officially join the program and the Early Years Visitor is hired through the First Nation.

The team starts working on the 60-hour course "Understanding the Early Years".



## OCTOBER 2021

The program is officially launched in Whitehorse, Old Crow and Ross River. Families are registering to join the program.

## DECEMBER 2021

Selkirk First Nation officially join the program and two Early Years Visitors, sharing a full-time position, are hired through the First Nation.

## JANUARY 2022

Na-Cho Nyak Dun First Nation officially join the program and the Early Years Visitor is hired through YFNED.

## FEBRUARY 2022

The first drop-ins and group gatherings are happening in Whitehorse. Due to the pandemic, the previous ones have been canceled.





## EDUCATION ANALYSTS

The Education Analysts have been working on several projects over the past year related to research, programs and initiatives. One of the initial projects this year focused on researching and supporting the implementation of an Indigenous Academy. This was launched at F.H. Collins Secondary School in the Fall of 2021, and several members of the YFNED team provided support and plan to continue to work with the Academy next year.

There was also work done in curriculum development as part of the Locally Developed Curriculum Committee, including the creation of the Peer Mentorship 11 and YFN Leadership 10 courses. YFNED has been supporting the accreditation process for the Youth for Dignity course that is being offered by the Liard Aboriginal Women's Society as well.

The Analyst team contributed to the development of a Grad Planner and posters for students and school administrators, outlining requirements for high school graduation and providing information about resources available to students and families. There are also plans to develop a web-based app and to create workshops to continue sharing this information with students, school staff and families.

The team has been working on analyzing data about student successes and challenges, including the How Are We Doing reports, graduation rates, and Yukon University upgrading and trades related data. We've also been continuing to build a partnership with Yukon University to look at barriers to post-secondary enrolment. The YFNED team has been attending meetings with the Data Working Group and continues to request additional data to analyze trends and opportunities over the long term.

We contracted The Firelight Group to complete research on Indigenous Early Years Assessments, Indigenous Academies and Indigenous Approaches to math. Regarding the Early Years assessments, we are working toward adapting existing assessments or creating new assessments that incorporate Indigenous worldviews, and emphasize more connection with parents and families.

We worked with the Institute of Indigenous Self Determination to help identify and categorize local Indigenous educational resources during the "Ecosystem Mapping" process. Discussions then shifted to determining their effectiveness, along with the potential to streamline current processes and develop strategies to fill in any of the identified gaps.



We are continuing to develop our partnership with the Yukon Native Language Centre to discuss options for increasing the availability of Yukon Native Language programming for Indigenous students, both within the K–12 school setting, as well as outside of the public-school system.

The Analyst team has also been working with Bob Sharp, an outdoor experiential educator, to help reimagine how schools and teachers can better conceptualize and deliver their curriculum. This has included the development of new courses, role modelling lesson planning and engaging in hands-on science activities.

We are continuing to develop 14 versions of the Seasonal Round, an interactive classroom resource that teachers can use in the planning of their long-range plans. The Analyst team is also working on some longer-term projects, such as the development and implementation of changes for students related to the Review of Inclusive and Special Education.

One of the main priorities for the team has been to continue to develop partnerships with organizations to find creative and impactful ways to support students. Some of the current partnerships include: Yukon Government – Health Promotions Unit, BYTE (Bringing Youth Toward Equality), Yukon University, Apple Canada and Actua.

## **PRESENTATIONS**

We offered Professional Development sessions for educators across the Yukon in August 2021 on thematic long-range planning.

We hosted a 2-day conference for Education Support Workers titled “Working in Two Worlds”, centred around recognizing the work ESWs do in supporting First Nations students and schools as they work in “two worlds”.

We presented on the “Best Practices in Indigenous Education” at the YFNED Education Conference, based on research conducted over the past year.



## **A COMMON BARRIER TO COMMUNITY ENGAGEMENT IDENTIFIED:**

First Nations partners were able to illustrate the common reluctance to participate in extensive community consultation. Such consultation has occurred over decades, taxing the capacity of the First Nations, raising hopes for change and often resulting in nothing. Although First Nations are excited by the potential in creating a post-secondary model, they are reluctant to expose their community to yet another consultation cycle that results in little or no change. This is the reason for their request for YFNED to make a generic approach that could be used as a starting model, if increased or more flexible funding comes to pass.

## POST-SECONDARY ENGAGEMENT HIGHLIGHTS

Post-Secondary Engagement activities have been utilized to support engagement and access to post-secondary with seven First Nations: Ross River Dena Council, White River First Nation, Kluane First Nation, Dease River First Nation, Liard First Nation, Taku River Tlingit, and Daylu Dena Council. We have contracted a Post-Secondary Navigator Coach, who has begun working with the respective First Nations, continuing on the work plan started last year.

### WORK ACCOMPLISHED:

- Collaboratively created a generic model that can be used as a starting (or ending) point for participating First Nations. The generic model suggests multiple solutions for filling gaps identified in pre-transitions (the public-school experience), transitions (applying to, being accepted by and beginning the journey to post-secondary) and post-transitions (ongoing supports during and after the post-secondary experience).
- Created a staggered follow up to fine tune the generic model to fit with individual First Nations. Meetings were held with Liard First Nation, Daylu Dena Council and Taku River Tlingit in March, with the rest to follow.
- Identified the shared understanding of some of the common barriers to success faced by our students.
- Identified the common understanding of the educational and confidence gaps that appear to be a result of the present public-school experience.
- Identified the next steps required in data collection and community engagement.
- Created a community of inquiry interested in exploring how to better support students and potential students, as well as understanding the economic health and capacity within their communities.
- Created a format for ongoing student and community engagement, supporting the collection of data focused on a community-based post-secondary model.
- Created a post-secondary navigation tool for all First Nations, designed to support the students, parents and community agencies to better support students in making choices and navigating the education system.
- Directly supported students and parents with information regarding applications for funding to post-secondary institutions.
- Analyzed available data to create a growing consensus of the "gaps" that appear in public schools and how this affects student choice in post-secondary education.
- Examined evidence of systems that appear to work better for First Nations students and commissioned research to examine what the common approaches of these systems are.
- Applied the lessons learned by assisting with the creation of a planned approach to help ease some of the academic gaps identified. For example, we have helped create a math project funded through Jordan's Principal and aimed at improving math results for First Nations students in high school.
- Shared findings and potential improvement points with partners, including the First Nation School Board, Yukon Department of Education and Yukon University. This can be further formalized in the future with a written report.

## BY THE NUMBERS:

- 37:** HIRED AND ONBOARDED EMPLOYEES
- 15:** COMPETITIONS COMPLETED
- 20:** JUNIOR ADVOCATES (AGES 15-19) BROUGHT ON AS AUXILIARY-ON-CALL
- 72:** STUDENTS AGED 12 TO 18 GOT PAID JOB EXPERIENCE OPPORTUNITIES
- 61:** % OF THE WORKFORCE IDENTIFIES AS INDIGENOUS



## HUMAN RESOURCES HIGHLIGHTS

2021-22 was another very productive year for our small Human Resources team.

Accomplishments/contributions of Human Resources:

- Developed the Employee Manual policy, which was approved by legal and updates will continue as necessary.
- Implemented and updated Joint Health & Safety Committee (JHSC) workplace practices due to changes to governing legislation.
- Developed and implemented pandemic awareness and workplace protocols.
- Wrote and established interim classifications for many positions.

## EDUCATION LEVELS OF OUR PERM/TERM STAFF ARE AS FOLLOWS:

**3**  
OTHER  
EDUCATION  
(life and other  
experience – did not  
complete high school)

**6**  
HIGH  
SCHOOL  
GRADUATES

**14**  
COMPLETED HIGH  
SCHOOL AND  
HAVE INDUSTRY  
COURSEWORK AND/  
OR ACCREDITED  
POST-SECONDARY  
COURSEWORK

**4**  
FOREIGN  
CREDENTIALS  
WHICH MAY BE  
EQUIVALENT TO  
POST SECONDARY  
DIPLOMAS





- Secured a contractor for the development of a classification system, updating over 35 job descriptions for the classification purposes.
- Worked to support the implementation of the Urban Nutrition Unit: cooks and cook helpers in Whitehorse-based schools, Rural Coordinator and an expediter/delivery person.
- Worked to support the successful implementation of the Early Years program.
- Supported the recruitment and onboarding of 2 Rural Early Year Visitors (Old Crow and Mayo).
- Completed an employee growth and appraisal process, completed by senior management in March 2022 to roll out to staff.
- Supported 3 Yukon First Nations with recruitment initiatives and capacity development (TH, WRFN, KDFN) and provided input to staffing for others as requested.

**8**  
TRADES  
CERTIFICATES,  
DIPLOMAS OR  
JOURNEY PERSON/  
RED SEAL  
CERTIFICATION  
STATUS

**16**  
POST-  
SECONDARY  
CERTIFICATES/  
DIPLOMAS

**18**  
BACHELOR'S  
DEGREES,  
OR DUAL  
DEGREES  
(2 Bachelors)

**2**  
HAVE  
MASTERS  
DEGREES IN  
PROGRESS

**15**  
MASTER'S  
DEGREES

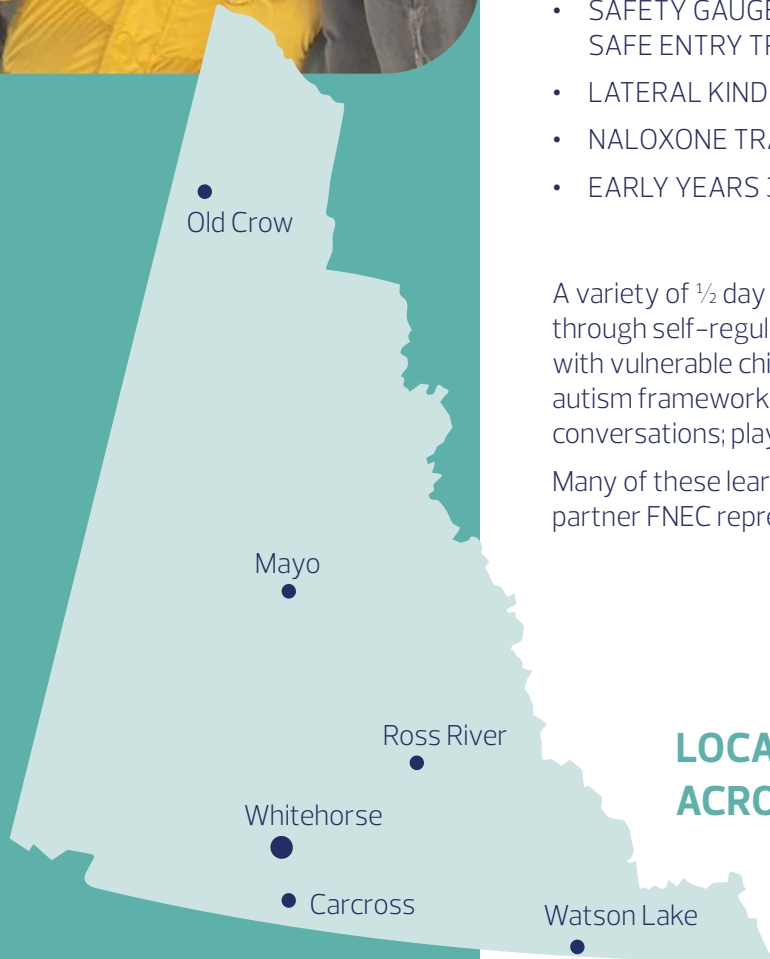


## YFNEP PROFESSIONAL DEVELOPMENT SUPPORTED:

- STANDARD FIRST AID & CPR, INCLUDING CHILD SAVER CPR
- WILDERNESS FIRST AID & CPR
- FOOD SAFE
- WHMIS
- FLAT WATER CERTIFICATION
- MINUTE TAKING
- VARIOUS YUKON FIRST NATION LANGUAGE CERTIFICATION COURSEWORK
- HISTORY OF FIRST NATIONS EDUCATION
- CONTEMPORARY EDUCATION IN YUKON
- YUKON FIRST NATIONS HISTORY & CULTURE – LEGEND SEEKERS
- SAFETY GAUGE TRAINING – WORKING ALONE, SAFE ENTRY TRAINING
- LATERAL KINDNESS, PART 1 & 2
- NALOXONE TRAINING
- EARLY YEARS 35-HOUR TRAINING SERIES

A variety of ½ day workshops on topics, including self-care through self-regulation, language and intention; working with vulnerable children; reading tutoring instruction; autism framework and tools for self-practice; difficult conversations; play therapy 101 for toddlers; and more.

Many of these learning opportunities were shared with partner FNEC representatives.



## LOCATIONS OF YFNEP STAFF ACROSS THE YUKON



## COMMUNICATIONS HIGHLIGHTS

### BY THE NUMBERS:



**225** FOLLOWERS

MOST VIEWED:

*MTU recap* - **1269** VIEWS

MOST LIKED:

*Drymeat* - **200** LIKES



**455** FOLLOWERS

MOST LIKED:

*Elder shout-out* - **93** LIKES

*Moose hunt* - **100** LIKES



**88,710** REACH

**1495** LIKES

TOP POST: *WE DID IT*

**40,692** REACH

**6,325** ENGAGEMENT

**2,373** REACTIONS

**311** COMMENTS

**331** SHARES

## SERVICE COORDINATION

YFNED is a Jordan's Principle service coordinator. The Project Manager of First Nation Initiatives coordinates Jordan's Principle requests, verifies the achievement of various project objectives, contributes to reporting, ensures that funding requirements are met and makes recommendations for the development of future projects.

To date, YFNED has facilitated more than 30 individual requests for First Nations children in Yukon. In addition to individual requests, the Project Manager of First Nation Initiatives is responsible for requesting, monitoring and reporting on YFNED's universal programs and wrap-around services. This position is critical to the success of these programs and the delivery of these services.

INDIVIDUAL REQUESTS: **31**

EQUIPMENT: **19**

SERVICES: **12**

Equipment requests include laptops, sensory supports, reading resources, educational tools.

Services requests include counselling, occupational therapy, music and art therapy, psych eds.



## FIRST NATION SCHOOL BOARD

On February 14, 2021, the Government of Yukon and the CCOE announced the official establishment of the First Nation School Board. The Minister of Education and Chair of the CCOE also signed a Letter of Agreement, establishing an Interim Governance Committee.

This Committee will assume the work and responsibilities of launching the new board until trustee elections are completed this November. This is a necessary step to ensure a successful start to the 2022/23 school year for the 8 schools moving to the new school board.

Eight schools are joining the First Nation School Board commencing with the 2022–23 school year. They are:

- Nelnah Bessie John School;
- Takhini Elementary School;
- Chief Zzeh Gittlit School;
- Grey Mountain Primary School;
- Johnson Elementary School and Watson Lake Secondary School (one referendum);
- Ross River School; and
- St. Elias Community School.

Why the First Nation School Board is an example of **RECONCILIATION IN ACTION**





## 2022 FIRST NATIONS EDUCATION CONFERENCE

At the third annual First Nations Education Conference in late March 2022, we hosted over 300 participants in sessions about:

- Language
- Indigenous learning spaces
- Building resiliency in children and families
- Best practices in Indigenous education
- Academy of Indigenous Studies (at Mount Boucherie Secondary School in Kelowna, BC)
- Martin Family Initiative's Early Years
- Land-based learning and language
- Resiliency, systems thinking and systems mapping for secondary students
- Reconciliation in and outside the classroom
- Walking together – how we walk with the land and water
- Math is for all of us

We also welcomed Ryan McMahon, Anishinaabe comedian, writer, media maker and community activator from Couchiching First Nation in Treaty 3 Territory, and Kendal Netmaker, entrepreneur and founder and CEO of Neechie Gear, as our keynote speakers.



# PART IV

## FINANCIAL REPORTS

## Report from the Department of Finance

The purpose of the financial note within the annual report is to provide data and analysis regarding YFNED operation's financial performance. This financial note is dedicated to the Indigenous students of the Yukon.

On behalf of the Finance department of YFNED, I would like to thank our Elders, Knowledge Keepers, Chief Committee on Education, First Nation School Board Interim Governance Committee, YFNED staff and our funders – without each of you, we would not be experiencing the successes in unifying education in the Yukon for the benefit of all students.

2021/22 saw growth and advancement in programming, staffing, operating facilities, Joint Education Action Plan (JEAP) activities, Auditor General's report and Truth and Reconciliation action items and most important, connection with Indigenous students.

2021/22 was year two of operations for YFNED. In year one, YFNED administered six Jordan's Principal Universal programs and six Education programs. In our second year (2021/22) we administered seven Jordan's Principal Universal programs, seven Education programs, one feasibility study for an infrastructure project and two governance/planning projects. The finance department works closely with the departments within YFNED to ensure the spending within each program is in line with the obligations and the spirit of the funding agreements.

In addition to maintaining and growing our existing programs, a goal for the 2022/23 fiscal year is to secure multi-year core funding for YFNED. It's critical we have zero interruption to the essential work we are doing for Indigenous students in Yukon. Continuity in our efforts will have a direct effect on the time it takes to narrow the achievement gap and to increase graduation and personal success rates for our students.

YFNED continues to provide capacity-building, systems and resources development, second-level education programs and service enhancements, and learner supports.



## 2020/21 PROGRAMS

Jordan's Principal Universal Programs  
Early Years Program  
Education Advocates  
Mobile Therapeutic Unit  
Nutrition Programs (Urban and Rural)

Education Partnership Program  
Structural Readiness  
Partnership Program (PP)

Regional Education Agreement

Research and Innovation Funding

Yukon government (GY) – Education Initiatives

## 2021/22 PROGRAMS

Jordan's Principal Universal Programs  
Early Years Program  
Education Advocates  
Mobile Therapeutic Unit  
Nutrition Programs (Urban and Rural)  
**NEW** \* Numeracy Camps  
**NEW** \* Cultural Wellness/Activities

Education Partnership Program  
Structural Readiness  
Partnership Program (PP)  
**NEW** \* PP: Language Initiative

Regional Education Agreement

Research and Innovation Funding

Yukon government (GY) – Education Initiatives  
**NEW** \* Skills Link – Student Funding  
**NEW** \* CanNor – Phase II, Feasibility Study  
**NEW** \* P&ID Funding: Risk Mgmt System  
(Professional & Institution Dev. Program)  
**NEW** \* PP: P&ID Funding: FN School Board  
Governance/Policy development

YFNED funds are accounted for using the accrual basis of accounting. All funds had total revenues of: \$14,061,582.67 and expenditures of \$13,105,259.00. YFNED has completed an audit of its 2021/22 financials. We continue to meet our responsibilities for sound financial management. The following schedules present a summary of the revenues of the funds for the fiscal year ending March 31, 2022 and the amount and percentage of increases and decreases in relation to prior year revenues.

<b>Revenue</b>	<b>Amount</b>	<b>Percentage of Total</b>	<b>Increase (Decrease) from 2021</b>	<b>Percent Increase (Decrease)</b>
Jordan's Principal (ISC)	\$10,238,430.00	72.81%	\$7,742,300.67	310.17%
Education Programs (ISC)	\$2,584,250.00	18.38%	\$1,583,209.00	158.16%
Post-Secondary Engagement	\$247,112.00	1.76%	\$132,661.00	115.91%
Education Initiatives (GY)	\$735,000.00	5.23%	0	0%
Other Contributions/Income	\$256,791.00	1.83%	\$180,318.00	235.79%
<b>Totals</b>	<b>\$14,061,582.67</b>	<b>100%</b>		

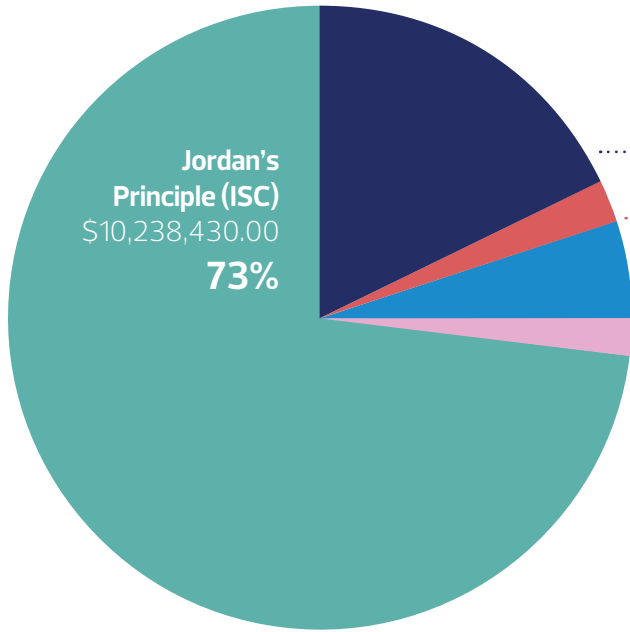
The following schedule presents a summary of expenditures for the fiscal year ended March 31, 2022.

<b>Expenditures</b>	<b>Amount</b>	<b>Percentage of Total</b>	<b>Increase (Decrease) from 2021</b>	<b>Percent Increase (Decrease)</b>
Program Expenses	\$11,043,922.50	84.30%	\$7,343,684.00	198.46%
Administration/Management	\$1,320,352.00	10.05%	\$575,046.90	77.16%
Operations Costs	\$740,984.50	5.65%	\$121,752.43	19.66%
<b>Totals</b>	<b>\$13,105,259.00</b>	<b>100%</b>		

*Excess of revenue over expenses: \$956,322.00*



## Revenue



..... **Education Programs (ISC)** · \$2,584,250.00 · **18%**

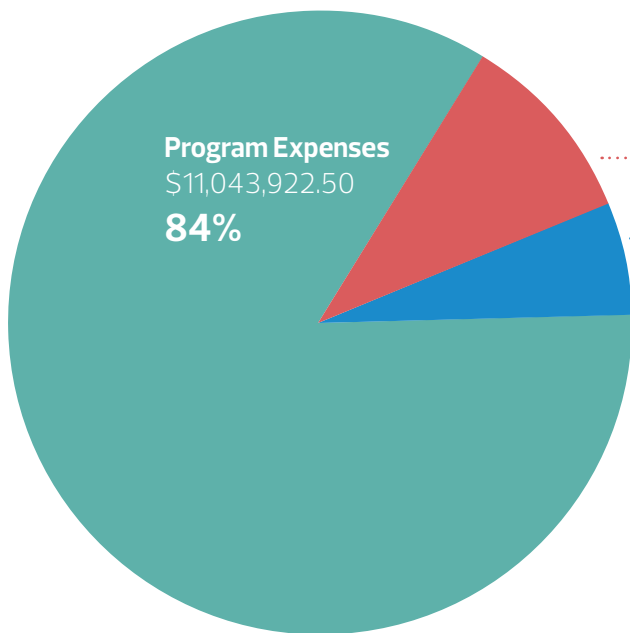
..... **Post-Secondary Engagement** · \$247,112.00 · **2%**

..... **Education Initiatives (GY)** · \$735,000.00 · **5%**

..... **Other Income** · \$256,791.00 · **2%**

TOTAL: **\$14,061,582.67**

## Spending Allocation



..... **Administration/Management** · \$1,320,352.00 · **10%**

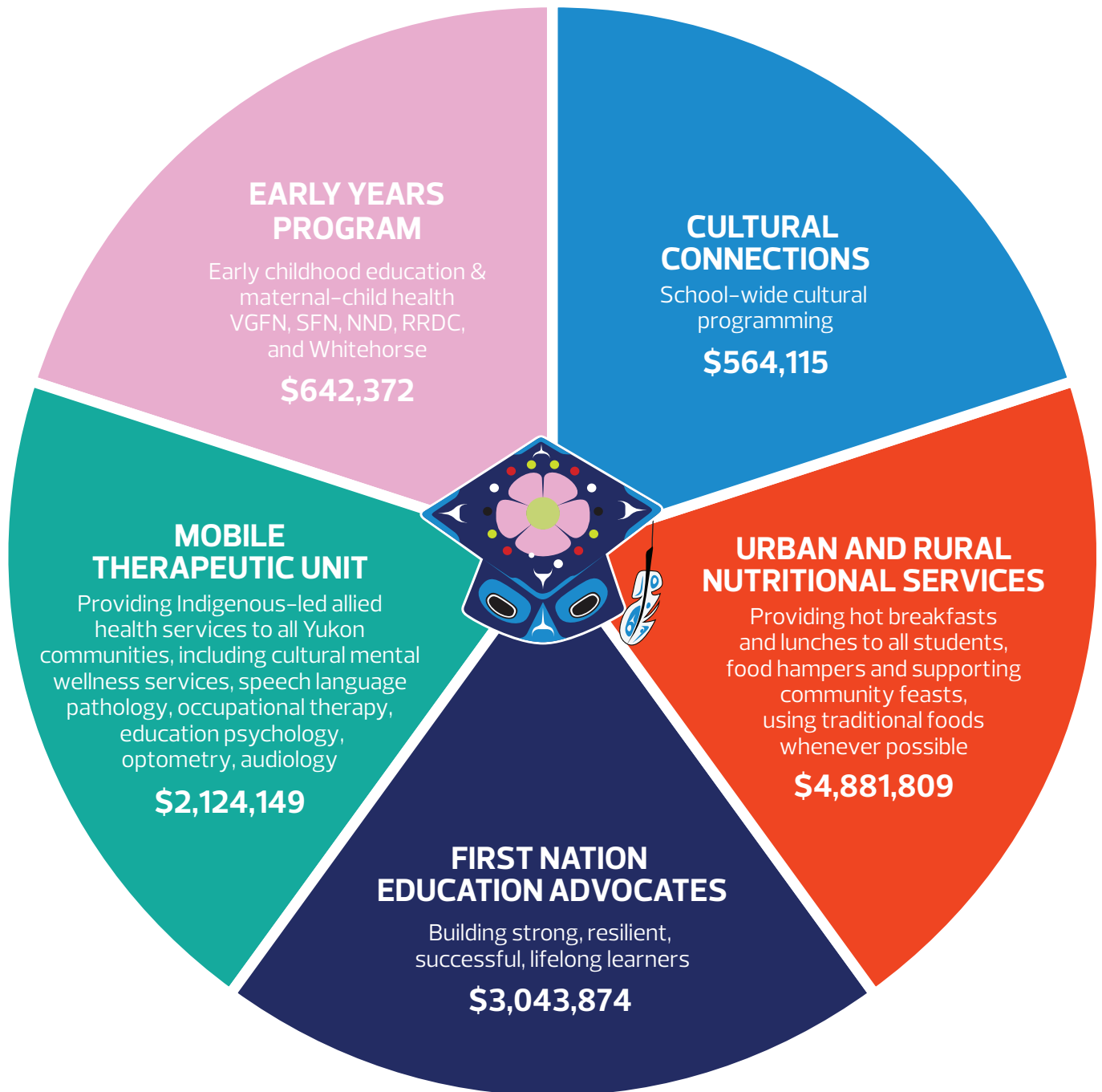
..... **Operations Costs** · \$740,984.50 · **6%**

TOTAL: **\$13,105,259.00**

JORDAN'S PRINCIPLE: A SACRED RESPONSIBILITY

## YFNED Wrap-Around Prevention Services

# TOTAL DIRECT PROGRAM SPENDING OVER TWO FISCAL YEARS





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