# ANNUAL REPORT

2019-2020



Helping Build Brighter Futures

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Aen ooshihtaahk mitooni kaykway poor li taan kaa payaamakuhk



# Gabriel Dumont Institute

To promote the renewal and development of Métis culture through research, materials development, collection and the distribution of those materials and the design, development and delivery of Métis-specific educational programs and services.

CULTURE QUALITY
RESPECT
RESPONSIVENESS
ACCOUNTABILITY

# **Dumont Technical Institute**

At DTI, we believe that learners come first.

At DTI, we believe in providing quality education.

At DTI, we believe in striving for the success of every learner.

At DTI, we believe in showing compassion and genuine concern for the accomplishment of all learners.







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# Director's Message

It is my honor and privilege to provide you with Dumont Technical Institute's Annual Report for the 2019-2020 program year.

In March of 2020, Saskatchewan confirmed its first case of COVID-19 which marked the beginning of significant changes within our communities and the rest of the world. To help protect not only our students, but our communities and province, on March 23, 2020 Dumont Technical Institute cancelled classes and moved to full distance delivery of all programming. These were challenging and unprecedented times for DTI, but in times of crisis, the character and resilience of our organization rose to meet the challenge. I am proud to say that the staff and students within DTI demonstrated enormous courage and character. DTI staff found ways to provide continued quality education to our students, and the students found ways to stay engaged with their learning and the pursuit of their educational and career goals.

During these tremendous educational changes, the focus of the staff and organization remained on the benefit and success of the students. This was evident in many areas; GDI/DTI offered student emergency financial benefits, added Mental Health support for students through telephone or video conferencing services, and provided and loaned technology (Chromebooks and Laptops) to allow students to continue to engage in their studies remotely. At DTI, twenty-three (23) percent of students borrowed technology from the Institute to support their educational journey under these unique circumstances. These are just some of the key examples of the supports provided by DTI during this difficult time.

Dumont Technical Institute (DTI) continues to be unique within the Saskatchewan post-secondary system. DTI is a worldclass Metis specific Indigenous training institute, and has a provincial mandate to serve the training needs and priorities of our communities while supporting both local and provincial labour markets. DTI is part of the Gabriel Dumont Institute (GDI) and delivers Adult Basic Education and Skills Training programs throughout Saskatchewan. DTI strives to help build brighter futures for our people and communities and follows a philosophy of "Learners Come First". DTI has been instrumental in helping reshape the lives and communities of Métis people across the province for over twenty-five years.

During the 2019-2020 program year in the midst of the pandemic. DTI offered services to 755 students and delivered thirty-eight (38) programs in fourteen (14) communities across the province and postponed nine (8) programs due to the pandemic. In response to labour market demands, DTI placed a training emphasis on Health, Business, and Trades/Industrial programs. In addition, DTI continues to advance services in Adult Basic Education programs. and continues to provide Class-5 Driver Training throughout the province. During this reporting period, DTI had an enrolment of 420 students in the Adult Basic Education programs with 308 learners graduated and/or completed their programs, with an overall graduation/completion rate of 73%. In addition, ninetynine (99) students enrolled in the Ministry of Justice Adult Basic Education partnership program with ninety-nine (99) completing their course of study. There was an enrolment of 236 students in Skills Training programs: with 193 learners graduating/completing their respective Skills Training program. This translates into a completion rate of 82%. DTI also continued its partnership with the Excellence in Manufacturing Consortium (EMC) and offered the Manufacturing Essentials Certification to a number of employers and had 19 people complete the program. Not only did this program provide skill development for individuals already employed with a variety of manufacturing employers, it also provided a unique opportunity for a couple of DTI Adult Basic Education students to join the skill development sessions and gain some valuable manufacturing knowledge and skills with employers and employees of companies.

DTI continuously strives to ensure that our training meets client and community need; ensuring that clients obtain the skills and training necessary to gain access into today's competitive labour market. With strong partnerships with Saskatchewan Polytechnic, Saskatchewan Health Authority, Saskatchewan Ministry of Highways and Infrastructure, and the Métis Nation of Saskatchewan, DTI is well positioned to engage our communities and support student-development through community based. culturally affirming, and provincially and nationally accredited education. As DTI continues to change to better meet the diverse needs of our Métis clients, we will continue to follow GDI's Strategic Plan and organizational goals. The strategic goals that guide the organization includes: Enhancing Métis culture. Managing human resources, governance and leadership. Developing our financial resources, Establishment of a Métis center of excellence, and Communication/marketing. While the DTI Business Plan and GDI Strategic Plan are an expression of DTI's role and mandate in Métis education, both documents also compliment the strategic directions set out by the Saskatchewan Ministry of Advanced Education and the Ministry of Immigration and Career Training. GDI/DTI have embraced a Results-Based Accountability (RBA) framework that helps to provide concrete measures of the successes and achievements of these strategic goals. As GDI/DTI continues to grow and develop, we look forward to training and educating the next generation of Métis leaders and professionals.

DTI staff extends a thank you to the GDI Board of Governors for their leadership and ongoing support of the organization, as well as the communities and clients that we have the honor and privilege of serving. We look forward to another busy year delivering programs that meet the needs of Métis people and communities across Saskatchewan.



Brett Vandale Director Dumont Technical Institute

# History

The Gabriel Dumont Institute (GDI) was created in 1980 by members of the Association of Métis and Non-Status Indians of Saskatchewan. The creation of GDI was the end result of planning initiated at the Métis Cultural Conference in 1976 in Saskatoon. The Institute's mission is:

To promote the renewal and development of Métis culture through research, materials development, collection and the distribution of those materials and the design, development and delivery of Métis-specific educational programs and services.

GDI is unique in Canada providing a Métis-directed educational and cultural experience for students. Since its inception, GDI has evolved from an institution focused primarily on education and cultural renewal to encompass employment training and education, within a cultural framework.

GDI is an affiliate of the Métis Nation-Saskatchewan (MN-S). GDI is structured as a parent company that owns five incorporated, non-profit companies: Dumont Technical Institute (DTI), Gabriel Dumont Institute Training & Employment (GDIT&E), Gabriel Dumont College (GDC), Gabriel Dumont Institute Culture and Heritage Department, and Gabriel Dumont Scholarship Foundation. These companies are governed by the GDI Board of Governors that, along with overseeing the operation of these

subsidiaries, is responsible for the development of GDI policies and procedures; the development and approval of programs; and GDI's strategic direction. The Board of Governors is comprised of 12 representatives from each of the 12 MN-S Regions of the province, plus an elected official from the MN-S (Minister of Education).

DTI was established in 1991 and serves the educational and skills training needs of the province's Métis through the provision of community-based adult upgrading and skills training programs. In the interest of promoting strong, independent individuals and communities with the ultimate goal of self-governance, DTI's mission is to deliver courses and provide quality educational opportunities for Métis people in Saskatchewan.

DTI is academically federated with Saskatchewan Polytechnic. The DTI-Saskatchewan Polytechnic Federation Agreement, originally signed in 1994 and again in 2016, provides a foundation for collective planning and facilitates the delivery of Saskatchewan Polytechnic certificate and diploma programs by DTI to Métis people. DTI also entered into partnerships with Regional Colleges, Saskatchewan Apprenticeship and Trade Certification Commission (SATCC), Prairie Arctic Trades Training Centre, and the Saskatchewan Indian Institute of Technology (SIIT) for delivery of selected programs.

# **DTI Organizational Chart**



# **COVID-19 Impact on Dumont Technical Institute**

The COVID-19 pandemic affected DTI operations during 2019-2020Adult Basic Education programs had the option to end the year on March 13th or continue distance/online learning, certain programs were postponed to the 2020-2021 program year, and the head office staff at DTI were relocated to work from home (with a few staff members in the office to ensure there is a small presence).

One of the major impacts the pandemic has had on the Institute is the shift from face-to-face learning to distance education/online learning. The Adult Basic Education Programs (with the exception of Level 1&2, GED and Essential Skills for the Workplace Programs) were able to transition to online learning following the lead of the Ministry of Education and Ministry of Advanced Education. There were also certain Skills Training Programs that transitioned to online learning to allow for the students to finish the required course load for the program year following the lead of our brokering partner Saskatchewan Polytechnic and the Ministry of Immigration and Career Training. Some Skills Training Programs were postponed until the 2020-2021 program year.

DTI staff put in hard work to ensure the those who continued with distance/online delivery had the best opportunity possible. Since the timeline to prepare for distance/online programming was very short a Learning Management System had yet to be adopted, however for the 2020-2021 year a plan is in place. With the adoption of a new learning model DTI will see an increase in costs to the Core Operating Budget in the 2020-2021 program year to account for the extra costs the distance/online delivery and traditional in class learning hybrid model. The extra costs will be centered around the technology cost increase that comes with distance/online learning and increase in the need of IT support and equipment. DTI will continue to follow the direction of the Government of Saskatchewan's Chief Health Medical Officer and the Ministry of Advanced Education.



# Highlights of 2019-2020

Number of ABE Programs delivered: 22

ABE Enrolment: 519

ABE Completers/Successful Completers/Graduates: 407
ABE Completer/Successful Completer/Graduate Rate: 78%

Number of STA Programs delivered: 16

STA Enrolment: 236

STA Completers/Successful Completers/Graduates: 193 STA Completer/Successful Completer/Graduate Rate: 82%

**Total Enrolment: 755** 

Total Completers/Successful Completers/Graduates: 600 Overall Completer/Successful Completer/Graduate Rate: 79%

SaskJustice Enrolment: 99

SaskJustice Completers/Successful Completers: 99

#### **Driver Training:**

The Driver Training Program visited the communities of Buffalo Narrows, Weyakwin, and Meadow Lake. 19 students took their driver training with 17 successfully achieving Class 5 or Class 7 to date. DTI planned to offer the Driver Training Program in the communities of Beauval and Regina, but was required to postpone due to COVID-19.

#### Number Communities Present In: 14

Beauval - NR3 Buffalo Narrows - NR2 Ft. Qu'Appelle - ER3 Ile-a-la-Crosse - NR3 Lloydminster - WR1A Meadow Lake - WR1 Melfort - ER2 Patuanak - NR3 Pinehouse Lake - NR3

Prince Albert - WR2 Regina - WR3 Saskatoon - WR2A Weyakwin - NR1

#### Locations with planned programming but had to postpone:

Beauval - NR3

La Loche - NR2

Cumberland House - ER1

Fort Qu'Appelle - ER3 (started program but was required to postpone)

La Loche - NR2 Meadow Lake - WR1 Nipawin - ER2 Regina - WR3

Saskatoon - WR2A

#### **ABE Follow Ups:**

Number Contacted: 254

Number Employed/Furthering Education: 189

#### Skills Follow Ups:

Number Contacted: 149

Number Employed/Furthering Education: 104

# Results-Based Accountability

(Goals, Objectives, Key Actions, and Measures)

Gabriel Dumont Institute / Dumont Technical Institute has adopted a results-based accountability structure to its strategic plan approach. This approach starts with a clear definition of the desired results or goals, defining the results/goals, then developing specific strategies to achieve those goals. The following are DTI's specific strategies and performance measures that align and support the GDI Strategic Plan and provide the organization with tools and structures to evaluate the programs and services we offer. Review of the performance measures will enable DTI to identify areas for improvement, while continually improving the quality of services provided to our clients.

#### Result (Goal):

#### Increase the well-being in Métis communities

The Gabriel Dumont Institute will support and manage human resource development by providing access to programs and services to help support our communities and support students and clients. In addition to providing services to communities, clients and students; GDI will work towards attracting and retaining qualified Métis people for the programs and services it offers.



STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2019/20 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
1. To provide accesto programs and services that help to support student and client success.	Baseline: 694 Overall Enrolment	637 755 99 19	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)  Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)  Identify training needs and support programs that align with the economy
	1.2 Number of Métis Communities with programming Baseline: 14.5	14	and labour market trends. (MAE, page 6)
	1.3 Number of Métis Regions Served Baseline: 10 1.4 a) Number of ABE	10	
	Programs (including ESWP) offered	22	
	Baseline: 17 b) Number of Skills Training Programs offered Baseline: 22	25	
	1.5 Number of students with a Career Action Plan Baseline: 287	348	

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2019/20 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
	(continued)		
1. Provide community- based educational programming throughout	1.6 Number of students that participated in a workplace experience Baseline: 157	130	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
Saskatchewan	1.7 a) Number of Métis students enrolled Baseline: 581 b) Number of First	515	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	Nation and Other students enrolled Baseline: 96	92	Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)
	1.8 Number of ABE students that are youth Baseline: 239 1.9 Number of Skills	228	
	Training students that are youth Baseline: 108	48	

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STRATEGY (KEY ACTION)	PERFORMANCE	2019/20 Results	Connections to Ministry of Advanced Education and Ministry of Immigration
(KET ACTION)	(SUCCESS MEASURE)	Results	and Career Training Strategies
	(SOCCESS FILASORE)		and career manning strategies
2. To provide	2.1 ABE		Improve the employment rate of groups
access to programs	a) ABE Seats offered.	a. 346	who are under-represented in the
and services that help to support	Baseline: 305 b) ABE enrolment.	b. 420	workforce. (MICT, page 4)
student and client	Baseline: 391.5	D. 420	Increase the enrolment and educational
success.	c) ABE graduation/	c. 308	attainment of Indigenous Students.
	completion rate.		(MAE, page 4)
	Baseline: 286		
	2.2 Skills Training  a) Skills training seats	a. 215	Identify training needs and support programs that align with the economy
	offered.	u. 213	and labour market trends. (MAE, page 6)
	Baseline: 308		
	b) Skills training	b. 236	Support partnerships between
	enrolment. Baseline: 307		employers, post-secondary, and community organizations to incorporate
	c) Skills training	c, 193	work-integrated learning opportunities
	graduation/completion		for students. (MAE, page 6)
	rate.		
	Baseline: <b>259 2.3</b>		
	a) Number of clients	ABE: 26	
	that have gained	out of 254	
	employment or	students	
	furthered education	contacted are	
	2 months after completion.	employed. Skills: 51	
	Baseline: 263	out of 149	
	b) Percentage of	students	
	graduates that gain	contacted are	
	employment or furthered education	employed. ABE: 115	
	2 months after	Skills: 96	
	completion.		

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2019/20 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
3. To attract and retain qualified Métis staff.	3.1 Percentage of Head Office staff at DTI that have a Métis heritage.  Baseline: 88%	89%	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
	3.2 Percentage of Head Office staff that support and deliver Métis programming	41%	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	Baseline: 34% 3.3 Percentage of Métis staff that are permanent Baseline: 90%	90%	Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)
	3.4 Percentage of Métis staff that are long term employees	a. 21%	Support partnerships between employers, post-secondary, and community organizations to incorporate
	a) 5 years b) 10 years c) 15 years	b. 19% c. 17%	work-integrated learning opportunities for students. (MAE, page 6)
	3.5 Staff approved for Professional Development Baseline: 22	20	
	3.6 Percentage of staff that are engaged in PD. Baseline: 25% 3.7 Number of Metis	24%	
	staff that are new hires. Baseline: 17 3.8 Number of long-term	3	
	contracts (2 year) Baseline: 8.5	8	
	3.9 Number of long-term contracts (5year) Baseline: 12.75	12	

#### Result (Goal): Enhancing Métis Culture

Culture is a critical feature of the Gabriel Dumont Institute's mission and forms that basis of the work that we do. GDI is in a position to promote Métis culture and help support the retention of language. We aim to preserve and promote our culture and help support the revitalization and promotion of Michif language where appropriate.

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2019/20 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
1. To preserve and promote our Métis Culture.	1.1 Percentage of students that feel their experience at DTI increased their cultural awareness and had a positive cultural experience at DTI.  Baseline: 80%	70%	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)  Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	1.2 Number of Cultural Workshops/Guest Speakers Baseline: 74	69	Support partnerships between employers, post-secondary, and community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)
	1.3 Inclusion of Métis culture in courses Baseline: 72%	71%	
2. To revitalize and promote the Michif language where appropriate.	2.1 Number of programs that involved relevant language inclusion Baseline: 24.5	24	
	2.2 Number of students introduced to the Michif to Go application Baseline: 340	410	

#### Result (Goal): Governance and Leadership

The Institute's affairs and resources will be managed in a manner that is accountable and responsive to the demographic and labour market needs and interests of Métis people. GDI will ensure methods are in place to attract and retain highly dedicated, skilled and professional staff.

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2019/20 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
1. To attract and retain highly dedicated, skilled and professional	1.1 Percentage of Head Office staff at DTI that have a Métis heritage. Baseline: 88%	89%	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
staff.	1.2 Percentage of Métis staff that are long term employees	a. 21% b. 19%	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	a) 5 years		Identify training needs and support
	b) 10 years c) 15 years	c. 17%	programs that align with the economy and labour market trends. (MAE, page 6)
	1.3 Staff approved for Professional Development Baseline: 22	20	Support partnerships between employers post-secondary, and community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)

#### Result (Goal): Communications and Marketing

The Gabriel Dumont Institute is an important part of the Métis community and the Province of Saskatchewan. Gabriel Dumont Institute and its programs and services arms are key pieces of the Indigenous Post Secondary System in Saskatchewan and plays an important role in the preservation and increase awareness of our culture and history as a people. Within this context it is important that we help to educate our people and the world about the Institute, Métis culture, and the important role we play in supporting our people and communities with a hope to attract awareness to the GDI brand and increase investment and enrolments.

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2019/20 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
1. To educate our people and the world.	1.1 a. Number of events with DTI participation. Baseline: 44 b. Number of communities/locations visited. Baseline: 19	a. 27 b. 14	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)  Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
2. Cultivating a strong understanding and connection	2.1 a. Number of visits/contacts with community/partners. Baseline: 695 b. Number of MN-S	a. 671 b. 12	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
to the GDI brand to increase investment and	regions engaged.  Baseline: 11  c. Yearly advertising	c. \$88,462	Increase the enrolment and educational attainment of Indigenous Students.
enrolment.	costs for DTI.	C. \$00,402	(MAE, page 4)
	Baseline: \$87,471 2.2 Number of methods of advertising used Baseline: 10.25	11	Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)
	2.3 Number of community	15	Support partnerships between employers, post-secondary, and community
	engagement meetings. Baseline: 13		organizations to incorporate work- integrated learning opportunities for students. (MAE, page 6)

#### Result (Goal): Developing our Financial Resources

GDI will seek to enhance our reputation as a good partner, to build on the good work already accomplished, and to develop a diverse group of funding partners and relationships. In addition, GDI is working to create long term financial sustainability.

Support partnerships between employers, post-secondary, and	STRATEGY (KEY ACTION)		019/20 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
1.2 Number of clients served through proposals and grants.  Baseline: 189  Increase the enrolment and educational attainment of Indigenous Students.  (MAE, page 4)  Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)  Support partnerships between employers, post-secondary, and community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)  Identify opportunities to encourage collaboration and manage costs.	diverse group of funding partners	existing partnerships.	45	who are under-represented in the
Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)  Support partnerships between employers, post-secondary, and community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)  Identify opportunities to encourage collaboration and manage costs.		through proposals and grants.	180	attainment of Indigenous Students.
employers, post-secondary, and community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)  Identify opportunities to encourage collaboration and manage costs.				programs that align with the economy
collaboration and manage costs.				employers, post-secondary, and community organizations to incorporate work-integrated learning opportunities
				collaboration and manage costs.

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2019/20 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
2. To create long term financial sustainability.	2.1 Number of new partnerships. Baseline: 4	20	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
	2.2 Number of clients funded through GDI Training & Employment Baseline: 205	157	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	2.3 Revenue obtained from grants and proposals	\$1,433,278	Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)
	Baseline: \$1,516,728  2.4 Number of students served through grants Baseline: 189	180	Support partnerships between employers, post-secondary, and community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)
	2.5 Revenue obtained through grants and proposals (not including GDI T&E) Baseline: \$371,855	\$361,167	Identify opportunities to encourage collaboration and manage costs. (MAE, page 7)
	2.6 Resources from partnerships Baseline: TBD	\$1,509,637	
	2.7 Funding received Baseline: \$5,069,500	\$5,118,000	

#### Result (Goal): Centre of Excellence

In 2004 during its strategic planning process, the GDI Board of Governors outlined the desire to establish a larger centralized building to increase Métis presence and house various programs. Over the years this concept was never lost and strategic decisions were made to purchase property in Saskatoon, upgrade existing infrastructure, consolidate GDI operations, programs and services provided in Saskatoon in one facility. In the summer of 2019, GDI was able to complete an 8000sq ft addition to the head office at 917, 22nd Street West. This addition provided the opportunity for GDI's Culture and Heritage arm to move to the new facility. The new facility is a source of pride for the Métis community and the organization. GDI now has a world class museum and an infrastructure that establishes its presence in Saskatoon, in the Province of Saskatchewan, and in Canada.





# **ABE Overview**

Adult Basic Education (ABE) is a universal term that references a wide range of educational programs that are credited and non-credited. The ABE programs are designed to enable adult learners achieve their goals which may include:

- ✓ Increase education
- ∞ Gain certified educational levels
- ∞ Learning new skills in several areas

In Saskatchewan, there are various levels of Adult Basic Education which are delivered through the following programs:

- ∞ Levels 1 & 2 (combined program)
- ∞ Level 3
- ∞ Level 4 (Adult 12)
- ∞ The General Education Development (GED)
- ∞ Level 4 Flex

The Level 4 Flexible learning program gives our students the opportunity to work on the Grade 12 classes that they need in order to graduate, while giving them the flexibility to attend school when it fits into their existing schedule.



# DTI Adult Basic Education Programs 2019-2020

АВЕ	Credit	Location & Length	Seats	Enrolled	Completers	Graduated/ Successfully Completed	Total Completers, Graduates, and Successful Completers	Program Funding
Le	vel 4	Beauval Sept. 3/19 - May 29/20	20	24	1	18	19	DTI ABE (MICT)
Le	vel 3	lle-a-la-Crosse Sept. 3/19 - May 28/20	15	16	8	3	11	DTI ABE (MICT)
Le	vel 4	Île-à-la-Crosse Sept. 3/19 - May 28/20	20	15			0	DTI ABE (MICT) Partnership with Rossignol High School
Leve	el 1&2	La Loche Sept. 3/19 - May 28/20	12	13	4	5	9	DTI ABE (MICT)
Le	vel 3	La Loche Sept. 3/19 - May 28/20	20	24	2	15	17	DTI ABE (MICT)
Le	vel 4	La Loche Sept. 3/19 - May 28/20	20	23	5	15	20	DTI ABE (MICT)
Le	vel 4	Pinehouse Lake Sept. 3/19 - May 29/20	20	22	4	11	15	DTI ABE (MICT)
Le	vel 3	Prince Albert Sept. 3/19 - May 29/20	20	29	14	7	21	DTI ABE (MICT)
Le	vel 4	Prince Albert Sept. 3/19 - May 29/20	24	33	12	13	25	DTI ABE (MICT)
Le	vel 4	Regina Sept. 3/19 - May 29/20	20	29	8	17	25	DTI ABE (MICT)
Le	vel 3	Saskatoon Sept. 3/19 - May 28/20	20	35	4	20	24	DTI ABE (MICT)
Le	vel 4	Saskatoon Sept. 3/19 - May 28/20	20	28	5	16	21	DTI ABE (MICT)
Leve	l 4 Flex	Saskatoon Sept. 3/19 - May 28/20	20	29	5	15	20	DTI ABE (MICT)

			continu	ed from prev	ious page			
	ABE Credit	Location & Length	Seats	Enrolled	Completers	Graduated/ Successfully Completed	Total Completers, Graduates, and Successful Completers	Program Funding
	GED/Apprenticeship	Buffalo Narrows Jan. 6/20 - June 20/20	12	13	8	0	8	GDI Training & Employment
	ESWP - Workplace 101: ECE Level 1	Île-à-la-Crosse Postponed due to Covid-19						DTI ESWP (MICT)
)	ESWP - Workplace 101: Customer Service & Tourism	Lloydminster Sept. 16/19 - Dec. 13/19	12	12	6	5	11	DTI ESWP (MICT)
	ESWP - Workplace 101: ECE Level 1	Meadow Lake Sept. 9/19 - Dec. 6/19	6	3	0	3	3	DTI ESWP (MICT)
	ESWP - Workplace 101: Service & Hospitality	Meadow Lake Sept. 9/19 - Dec. 4/19	6	6	0	0	0	DTI ESWP (MICT)
	ESWP - Workplace 101: Customer Service	Melfort Jan. 13/20 - Apr. 9/20	12	15	0	15	15	DTI ESWP (MICT)
	ESWP - Workplace 101: Customer Service & Health Entry	Prince Albert Nov. 18/19 - Feb. 28/20	12	14	1	9	10	DTI ESWP (MICT)
	Tolko Workplace Essentials	Meadow Lake Jan. 6/20 - Feb. 14/20	16	18	15	0	15	GDI Training & Employment
	Manufacturing Essentials	Saskatoon Oct. 2019 - Feb. 2020	19	19	0	19	19	MEC
	Saskatchewan Justice Partnership		99	99	0	99	99	
	TOTALS 23 Adult Basic Education Programs 22 ABE Programs Ran (includes SaskJustice)		445	519	102	305	407	
		rams ONLY og SaskJustice)	346	420	102	206	308	

# Skills Training Overview

Dumont Technical Institute (DTI) clients want to acquire relevant skills and knowledge that will prepare them for gainful employment in their chosen career. Skills training includes a variety of programs and services, including health, trades, industrial, business and many other industry-related programs that have a direct connection to employment. However, many of our students have difficulties leaving their home communities due to family and other commitments. DTI strives to bring programs to students all over Saskatchewan with our community-based programming approach. In partnership with key stakeholders, DTI offers Skills Training programs that have a direct link to employment and are tailored to the industry and business needs of the community. DTI understands the importance of Skills Training as many students gain the knowledge and skills that enable them to enter careers that will be beneficial for themselves, their families, community and province.



# Skills Training Programs 2019-2020

	Program	Location & Length	Seats	Enrolled	Completers	Graduated/ Successfully Completed	Total Completers, Graduates, and Successful Completers	Program Funding
	Office Administration	Buffalo Narrows Sept. 30/19 - June 26/20	20	13	2	2	4	DTI SKILLS (MICT) GDI Training & Employment CCDF
	Heavy Equipment Operator	Cumblerland House Postponed due to Covid-19						DTI SKILLS (MICT) GDI Training & Employment
	Enhanced Intro to Carpentry & Solar Panel Installation	Fort Qu'Appelle Postponed due to Covid-19						DTI SKILLS (MICT) IAI
	Enhanced Intro to Carpentry & Solar Panel Installation	La Loche Postponed due to Covid-19						DTI Skills (MICT)
)	Safety Tickets	La Loche	16	32	0	32	32	DTI SKILLS (MICT) GDI Traiing & Employment
	Heavy Equipment Operator	Meadow Lake Postponed due to Covid-19						DTI SKILLS (MICT) GDI Traiing & Employment
)	Enhanced Intro to Carpentry & Solar Panel Installation	Nipawin Postponed due to Covid-19						DTI Skills (MICT)
	Chainsaw Safety & Safety Tickets	Patuanak Oct. 21/19 - Nov. 2/19	16	20	2	17	19	DTI Skills (MICT) Northlands College
	Heavy Equipment Operator	Pinehouse Lake Sept. 9/19 - Nov. 29/19	12	12	0	12	12	DTI Skills (MICT) Northern Village of Pinehouse
	Heavy Equipment Truck & Transport	Prince Albert Sept. 3/19 - June13/20	12	12	8	4	12	DTI SKILLS (MICT) GDI Training & Employment
	Practical Nursing	Prince Albert Sept. 3/19 - June 30/20	14	16	0	8	8	DTI SKILLS (MICT) GDI Training & Employment
	Continuing Care Assistant	Regina Sept. 23/19 - June 5/20	16	16	3	11	14	DTI SKILLS (MICT)

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Program	Location & Length	Seats	Enrolled	Completers	Graduated/ Successfully Completed	Total Completers, Graduates, and Successful Completers	Program Funding
Office Administration	Regina Sept. 3/19 - June 30/20	20	23	7	9	16	DTI SKILLS (MICT)
Practical Nursing Yr 1	Regina Jan. 14/19 - Feb. 14/20	14	17	0	12	12	DTI SKILLS (MICT) GDI Training & Employment
Practical Nursing Yr 2	Regina Feb. 24/20 - Dec. 18/20	14	13	12	0	12	DTI SKILLS (MICT) GDI Training & Employment
Continuing Care Assistant	Saskatoon Sept. 23/19 - June 5/20	16	17	2	9	11	DTI SKILLS (MICT)
Indigenous Birth Support Worker	Saskatoon Sept. 3/19 - Oct. 25/19	12	9	0	9	9	GDI Training & Employment SHA STC
Practical Nursing	Saskatoon Sept. 5/19 - June 30/20	14	17	1	14	15	DTI SKILLS (MICT) GDI Training & Employment
Safety Tickets	Saskatoon Postponed due to COVID-19						GDI Training & Employment
Driver Training	Beauval Postponed due to Covid-19						GDI Training & Employment
Driver Training	Buffalo Narrows Aug. 29/19 - Oct. 30/19	10	10	2	7	9	GDI Training & Employment
Driver Training	Meadow Lake Dec. 2/19 - Dec. 19/19	3	3	2	0	2	GDI Training & Employment
Driver Training	Regina Postponed due to Covid-19						GDI Training & Employment
Driver Training	Weyakwin Oct. 24/19 - Nov. 22/19	6	6	2	4	6	GDI Training & Employment
TOTALS 24 Skills Training Programs 16 Skill Training Programs Ran		215	236	43	150	193	

# Program and Partnership Story: Office Administration – Buffalo Narrows Clarence Campeau Development Fund

In 2019-2020, the Clarence Campeau Development Fund (CCDF) contacted Dumont Technical Institute (DTI) to start an Office Administration program in Northern Saskatchewan. This was an exciting venture by two Métis organizations that would create training opportunities for Métis people and result in employment. We decided that the Office Administration program would be delivered in the community of Buffalo Narrows beginning in September 2019. With initial conversations beginning in June, and the program running by September, it was a very short time to get everything in order to run the program. The great communication between DTI and CCDF, and the hard work of staff on both ends, made this program possible.

"This partnership between DTI and CCDF is a special one. It was really great to work with another organization that is focused on the growth and betterment of Métis people. DTI and CCDF work with Métis people, Métis communities, and ultimately want to build brighter futures. It was nice to do this together", said Dylan Pelletier, Program Coordinator.

Both CCDF and DTI had the shared goal of students finding employment in their home communities upon successful completion of the Office Administration program. Students in the program were from Buffalo Narrows and the neighbouring communities of La Loche and Ile-a-la-Crosse.

The students have been very dedicated to their program, driving the distance to school for those who commuted daily up until the program delivery was moved from in-class face-to-face learning to virtual learning as a result of the Covid-19 pandemic. The program instructor and the Institute in general

provided support to the students and helped them through the new challenges they faced.

Regarding the partnership, Dylan Pelletier, Program Coordinator says: "CCDF was super helpful and played a large role in setting up work placements for the students. They were very involved, and were actually willing to pay for a student to travel to Saskatoon, and billet them in their home while carrying out a work placement with the CCDF office. You don't often see a commitment to students like that. It just makes you realize the kind of caring people you are working with."



## Program and Partnership Story: Tourism Saskatchewan – Ready to Work – Melfort

Dumont Technical Institute (DTI) partnered with Tourism Saskatchewan to deliver the Ready to Work Program for 15 students in Melfort, Saskatchewan. This job readiness and career training program included on the job work experience which prepared the students for employment in remote camps, hotels, resorts, casinos, restaurants, and retail environments. Occupations in these industries include, but are not limited to: general help, kitchen help, housekeeping, front desk/reservation agents, tour guides, dock hands, maintenance, cashiers, inventory control, bar tenders, food and beverage servers, and many others.

DTI and Tourism Saskatchewan worked together to recruit program participants, pooling the resources and expertise of each organization to ensure success of the program. Tourism Saskatchewan and DTI share a common desire to see students be successful – Tourism Saskatchewan program facilitators went the extra mile to pick up and drop off students who were without transportation to make sure they were able to attend their classes. This removed a barrier that would have otherwise hindered the 100% success rate of this program.

The Ready to Work Program featured presentations from Cumberland College, Tourism Saskatchewan, and DTI. It involved career exploration opportunities for students that included visiting various businesses such as Wapiti Ski Resort, Northern Lights Casino, the Canalta Hotel and Co-Op in Melfort. Each business provided a tour, described different jobs available, with some featuring hands on experience and the importance of teamwork.

Lynne Kennedy of Tourism Saskatchewan said, "It was great to partner with DTI on this program, it was a pleasure and I hope we can do it again."



## Program and Partnership Story: Indigenous Birth Support Worker – Saskatchewan Health Authority and Saskatoon Tribal Council

The Indigenous Birth Support Worker Program (IBSWP) was the first of its kind offered by Dumont Technical Institute (DTI). This was an exciting programming opportunity for DTI and was initiated by the Saskatchewan Health Authority (SHA) to answer the Truth and Reconciliation Calls to Action (TRC), and was intended to provide students with the skills and knowledge to offer support to Indigenous pregnant mothers in an important time of their lives. The Saskatoon Tribal Council (STC) also had an important role as a partner and provided funding. The partnerships between DTI, STC and SHA allowed the three organizations the opportunity to work together and was found to be very successful.

The students flourished in the program, and the program was well received with the students. Since the IBSWP was the first of its kind, DTI had to construct a program that fit well into Indigenous culture, SHA policies, and the practices of a doula. The IBSWP emphasized the importance of prenatal health and birth, culture and prenatal support in a nurturing and informative way. However, the IBSWP did not come without its own set of unique challenges in the development stage. Since a local certified Indigenous doula trainer was difficult to locate within Canada, DTI Program Coordinator Marilyn Black contracted a pair of consultants, who were specialists in their respective fields: certified doula trainer, Erin Tenney (\*DONA International) and an Indigenous Doula/Midwife/Healer trainer, Dorene Day, both from the United States of America. The instructors were excellent for the program and followed the necessary requirements of DTI.

The IBSWP was a success with nine of the students successfully completing the program, and providing excellent reviews of their learning experiences. What the students achieved on an academic level and a personal level throughout the program exceeded expectations. All nine of the students were offered positions with the SHA after the program completed, and currently eight students are working within the SHA. "All of the Indigenous Birth Support Workers who applied to the Jim Pattison Hospital were offered a position. They continue to help empower and provide support for Indigenous mothers while developing their own foundational knowledge and practices. We are thankful to the SHA for recognizing this area of need and partnering up with Dumont Technical Institute (DTI) to acknowledge and answer the TRC Calls to Action." (Program Coordinator, Marilyn Black).



The SHA was an integral stakeholder in the program as a partner. Classroom space at the Royal University Hospital was provided for the program by SHA and they also included clinical placements to incorporate a hands-on learning experience. The cohesive partnership between SHA and DTI provided the students with a supportive learning environment and the chance to pursue their careers as Indigenous Birth Support Workers.

STC was a supportive partner throughout the process, from the initial discussions of the program to the completion of the program. The funding that was provided to DTI by STC contributed to the success of the program and in turn the students. At the IBSWP graduation luncheon STC acknowledged the hard work of the students and congratulated them in person at the event.

As a program that was the first of its kind, it has addressed systemic barriers and has allowed trained professionals to enter the health care system and support Indigenous pregnant mothers. The collaboration to provide the program with STC and SHA gave DTI the opportunity to deliver the IBSW Program at an important time for Indigenous women. Now more than ever it is important to continue to support Indigenous women and mothers. "Covid-19 has put programming on hold for now, but, DTI will continue to explore ways to support Indigenous women, families and communities. Métis health and wellness is a top priority," said Program Coordinator, Marilyn Black.

Saskatchewan





### Instructor Appreciation - Darlene Deschambault

Darlene Deschambault has been an instructor at Dumont Technical Institute (DTI) since September 2014. Her connection to Gabriel Dumont Institute began in 1980, when she joined the first inaugural cohort of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) in Regina. She graduated with a bachelor of education degree from SUNTEP in 1983.

Darlene then worked as a teacher at the Regina Public Schools for five years, before moving to Regina Catholic Schools where she taught for 25 years until her retirement in 2014. Upon retirement, Darlene was looking for something new to try, and decided to apply for a part-time teaching position with the DTI Adult Basic Education program.

Her desire to experience teaching adults turned into a passion and she became a full time instructor within the second year of teaching with DTI.



Darlene says, "I am very happy and love my job. I enjoy watching my students evolve into hard working individuals with dreams of their future, and realizing that they actually can reach their dreams."

Darlene's favourite aspect of teaching is getting to know the students and watching them grow in their personal lives as the year progresses. "It is amazing to watch the transformation as the students reach their goals," says Darlene. "A lot of my students stay in touch when they leave to go onto to their next level of education. It is so nice to see them be so successful. At least three of my former students will be graduating from the Regina Practical Nursing Program in December of 2020. What an amazing accomplishment on their part," she says.

Darlene's dedication and continued connection to students is very clear. Student feedback forms rarely miss mentioning the "amazing instructor who cares about the success of every student."

Darlene believes that DTI is a great place for students because of the support that they receive from the entire organization. "The students are given all of the supports available within our Institute, we don't just give up on them when a problem arises. I believe that the process we use gives them hope that they can learn and do this." She adds, "Like many Indigenous students, many of my students have experienced barriers in obtaining their education. Our Administrative Staff provide excellent supports as needed when we encounter any issues."

DTI is proud to have staff on board that are as focused on student success as Darlene, and would like to extend a sincere thank you to her for her years of service and dedication.

# Success Story - Courtney Ballendine



#### Saskatoon - Adult Basic Education

Courtney Ballendine has faced the COVID-19 pandemic with determined effort and took to online learning quickly. She was very resilient as unforeseen obstacles popped up, and tackled them with fortitude. Courtney's overall average was sitting at an impressive 95.5% and she chose to not only continue to work on her studies when she could have accepted her marks as they were, but she added an additional two classes to her workload. Courtney excelled at these classes, completing one of them an entire month earlier than time allowed for.

Instructor Jennifer Mahlberg describes Courtney as "dedicated to her learning, and patient with everything that we have faced during this time of uncertainty with COVID-19. Courtney is resilient as she excelled during a very difficult and unpredictable time. She is a caring and loving individual who will do well in the health care field."

Courtney plans to take the Medical Radiologic Technology two year diploma program offered at Saskatchewan Polytechnic, and thanks the staff and students at DTI for her "short but memorable experience."

"Regardless of obstacles, big or small – if the determination is there to better your future, you will always succeed. Thank you DTI for being a big part of my step towards my future."

- Courtney Ballendine

# Success Story - Anne Bear

#### Saskatoon - Adult Basic Education

Anne Bear joined the DTI Adult Basic Education Level 3 Program in Saskatoon and has worked very hard to learn how to use technology and improve her writing and math skills. These subjects are difficult, but whenever Anne ran into a challenge she remained positive and determined to succeed. Each day she worked hard and put her best effort forward.

Anne is described as determined, steadfast, and having a good sense of humour. She is always willing to share her rich Métis cultural knowledge with the class and staff members. Anne lives with her adult children and her hobbies include beading, crocheting, and spending time with her family. Anny tries to be a positive role model to those around her.

Anne says, "I am so happy that I found a home with DTI. I am part of a family and that matters most to be as a Métis woman, grandmother, and student. Merci DTI, my heart is with you for helping me find my way and give me a place to call home."

Anne hopes to pursue the Continuing Care Assistant program at DTI in the future. DTI wishes you all the best Anne!



# Success Story - Jessica Daigneault

#### La Loche - Adult Basic Education

Jessica Daigneault moved to La Loche because she had made so many good friends, and felt that the people in the community treated her and her daughters like family.

When Jessica started the Adult Basic Education Level 3 program at DTI, she did not have a stable home setting. However, her homelessness did not deter her from attending school and doing her best. Jessica's instructor Jeannie Murray says, "Jessica is a kind and friendly student. She would help other students without being asked. She has so much respect and patience, and had no problem developing a rapport with the other students."

Jessica has since found a home for her and her daughters and looks forward to finishing her grade twelve and post secondary education in Office Administration.



# Success Story - Samantha Ironchild



#### Regina - Office Administration

Samantha Ironchild is full of positive energy and continually brings an air of joy with her wherever she goes. Sam has been dedicated to her career goals and put her plan into action last year by returning to school to get her grade 12 and then move on to pursue the Office Administration program offered by DTI.

Sam is a mother to two young boys, and proud to be Métis. Her family values are engrained in the Métis spirit – she grew up jigging and has taught her children how to jig. "Being Métis is who I was born to be," says Samantha. She is proud of her sash and what it represents, and she is making sure that her children have a deeply engrained sense of who they are as Métis people in this world.

Samantha did not receive her student loan funding until after the Christmas break but she pushed herself to continue through her schoolwork even though she was struggling financially. She attributes much of her success to the staff at DTI to make sure she was informed of different bursaries that could lighten the financial burden she was facing.

Sam is planning to utilize her previous work experience in a fast paced customer service industry and combine it with her new Office Administration Certificate to take on a position as an Administrative Assistant. She looks forward to opportunities opening up.

"The students and teachers in our program became a little family. We all quickly became comfortable with one another and I have never seen so many students rooting and supporting one another as I have through DTI. It's been an amazing experience and I have so many awesome memories to take with me from this program!"

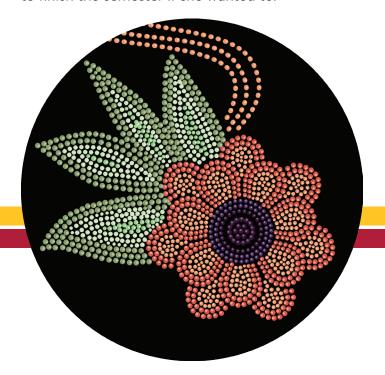
- Samantha Ironchild

# Success Story - Aimee-Lynn Dagenais

#### Prince Albert - Adult Basic Education

Aimee-Lynn Dagenais started off as a Level 3 student with DTI in the 2018-2019 school year. She then moved into Level 4 at the beginning of this school, and had a much different experience than the previous year. Aimee-Lynn demonstrated hard work ethic and a commitment to her education. As Aimee-Lynn became more and more comfortable in the grade 12 classroom, she had a shift in her goals and desires and expressed interest in furthering her education in the field of corrections.

At the beginning of this school year, Aimee-Lynn's home was broken into and nearly everything was stolen. This was very hard on her as she lost everything and was now afraid to live in her home. Aimee-Lynn was pregnant when she began the school year, and was due to have her baby at the end of March. This was an incredibly stressful school year for her, but she remained determined to be successful. Aimee-Lynn was worried that having her baby in March would mean that she wouldn't be able to continue her studies and that she would need to wait until the following year to complete and obtain her grade 12. The staff assured Aimee-Lynn that this was not the case, and that she could have the opportunity to have her baby and return to school to finish the semester if she wanted to.



As March brought about wonderful things for Aimee-Lynn with the birth of her daughter, COVID-19 created new challenges as students were faced with accepting their marks as they were, or moving to an online platform for their learning. Aimee-Lynn remained on top of her work, and tried her best to do everything to the best of her abilities. She showed just how committed she was to getting her grade 12 education as she was submitting assignments while in labour at the hospital!

Aimee-Lynn's instructors say, "Aimee is an example of a strong woman. She showed that she was dedicated to getting her education in order to better her life for herself and her children, being the best mom that she could be."

"DTI is an amazing school and I enjoyed everything about it. Being proud of my Métis culture, I was happy to be able to learn more about my heritage. I could never have accomplished what I did without my awesome teachers and supportive Program Coordinator. They all went above and beyond for me to help me through and support me when I needed it. I would definitely recommend DTI to anyone who wants to better themselves and go back to school."

- Aimee-Lynn Dagenais.

# **Success Story - Richard Thomson**

#### Regina - Adult Basic Education

Richard Thomson came to DTI as a mature student. He commuted daily from Moose Jaw to Regina and rarely missed classes despite weather conditions, sickness, and family responsibilities. His attendance was amazing, and he had exceptional academic standing.

Richard has an ability to blend in and get along with everyone. He is a great sport and will join in and have fun in the class - he is a great sport.

Richard has adult children and a grandson and is involved in the hockey community. He enjoys golfing and fishing, and keeps busy maintaining his yard.

Richard has been accepted to take the Business Diploma program at Saskatchewan Polytechnic in Moose Jaw and will be funded by GDI Training and Employment.

Richard describes his experience as a student at DTI as "life changing."

He says, "My time at DTI has given me the skills, knowledge, and courage I needed to pursue my education even further. This would still only be a dream for me if it had not been for DTI. I am forever thankful and truly honored to have been a student at this incredible institution. Dreams can come true."





# 2019-2020 Graduates and Completers

#### **ADULT BASIC EDUCATION**

#### LEVEL 1 & 2

#### La Loche

Curtis Fontaine Aimee Janvier Allistair Janvier Randall Janvier Joyce D. Lemaigre

#### **LEVEL 3 (ADULT 5-10)**

#### Beauval

Miranda Alcrow Sherra Buffin Kelly Burnouf Randall Caisse Craig Corrigal Brendon Hansen Roxanne Hansen Sandra Hood Shane Laliberte Susan Laliberte Jeremy Lariviere Marissa McCallum Dawn Morin Tiffeny Natomagan Kirk Rov Melissa Roy Rachel Roy Vincent Roy

#### Île-à-la-Crosse

Francois Daigneault Colleen Laliberte Terrance Ratt

#### La Loche

Jamie Clarke Jessica Daigneault Canacee Herman Marsha Herman Martina Herman Patrick Herman
Gary Janvier
Margaret Janvier
Stevie Janvier
Valina Janvier
Dixie LaPrise
Shelley LaPrise
Barbara Montgrand
Terra Park
Amable Toulejour

#### Prince Albert

Conway Herman Mercede Hradec Ashton McCallum Kevin Misponas Leeann Parentau Thalia Pompu Tyson Ross

#### Saskatoon

Jobi Adamson Anne Bear Luke Broste Catherine Caisse Devin Caron Farrah Clarke Rance Durocher Jeanine Forque Jasmine Haaland Renessa Gladue Lionel Larson Michael Lepage Joshua Morin Amy Olson Emma Pobran Clinton Skorlatowski Derek Smith Christine Tarasoff Andrew Tinker Sara Tourand

#### LEVEL 4 (ADULT 12)

Miranda Alcrow

#### Beauval

Sherra Buffin Kelly Burnouf Randall Caisse Craig Corrigal Brendon Hansen Roxanne Hansen Sandra Hood Shane Laliberte Susan Laliberte Jeremy Lariviere Marissa McCallum Dawn Morin Tiffeny Natomagan Kirk Rov Melissa Roy Rachel Roy Vincent Roy

#### La Loche

Marissa Herman Benny Janvier Frankie Janvier Judy Janvier Kaylin Janvier Macey Janvier Natalie Janvier Nicholas Janvier John LaPrise Felicia Lemaigre Jessine Lemaigre Jessine Lemaigre Sky Montgrand Lenny Sylvestre Valisha Sylvestre Percy Toulejour

#### Pinehouse

Lorinda Charles Patricia Iron Blaine Lariviere Vernon Lariviere Jayden McCallum
Kent Misponas
Carisa Natomagan
Delaine Natomagan
Kathleen Natomagan
Jackie Smith
Leeann Smith

#### Prince Albert

Aimee-Lynn Dagenais Donalda Daigneault Rachelle Fiddler Kyle Halliday Sterling Iron Brody Markowski Aimee McKay Cory McKay Colleen Morin Tamara Morin Leeann Parenteau Amber Pederson Dustin Roberts Brandon Shaw

#### Regina

Janelle Bruneau

Priscilla Chief Jaryd Desjarlais Nicole Dieter Melissa Fisher Cindy Hinsburg Rachel Leader Sarah Leader Amber Ledoux Valerie Milburn Tamara Missens Sarah Pickering Jamielee Rocheleau Joey Ross Jordan Roy Richard Thomson Bethany Wintonyk

#### Saskatoon

Gloria Brown Tvson Bueckert **Brandon Caisse** Matt Desiarlais Kimberly Harris Kristin Kalk Frances (Lisa) Moberly Joshua Morin Jesse Nateways Shelly Nesdole Gillis Norton Tyler Ramsay Morgan Ratt Morgan Scott Jack Shorter Shaun Vandale

#### LEVEL 4 FLEX

#### Saskatoon

Kasie Ausland
Courtney Ballendine
Shawna Battersby
Georgia Dolter
Destiny Dzik
Richard Johnson
Ryan Klyne
Brandon Larocque
Shelly Morin
Breanna Poitras
Tyanna Seright
Katlyn Sharp
Dawn St. Germain
Ryan Thompson
Brandi Tourand



#### Lloydminster -Workplace 101: Tourism & Customer Service

Donna Evans Leanne Faithful Nichole Larson Reanna Opissinow Dede Quinney

Meadow Lake -Essential Skills for the Workplace: ECE Level 1 (Partnership)

Leora Krivoshein Natasha McKay Justina Millar

#### Melfort -Workplace 101: Tourism & Customer Service

Denise Burns
Leo Burns
Chantelle Constant
Morningstar Head
Lena McKay
Courtney McLeod
Marie Opoonechaw
Liudmyla Redko
Melanie Routledge
James Sanderson
Roxanne Sanderson

Valerie Sanderson Vicki Sanderson Saydie Whitehead Trace Whitehead

#### Prince Albert -Workplace 101: Tourism & Customer Service

Olivia Bear Janaya Bell Catherine Bird Vanessa Bird Virginia Charles Garren Desjarlais Daniel Laliberte Barry Smith Wanda Smith

#### SKILLS TRAINING PROGRAMS

#### Regina - Continuing Care Assistant

Sarah Agopsowicz Justine Genaille Crystal Kline Katherine Monaghan Shyla Moore Kira Morrissette Michelle Phillips

# 2019-2020 Graduates and Completers

Mary Ruane Amanda Sylvester Breyll Ulmer Deanna Wood

#### Saskatoon - Continuing Care Assistant

Deborah Alcrow
Cassidy Ketcheson
Tracy Lizotte
Christina McCallum
Elizabeth Patteeuw
Alysha Peters
Charlotte Sauvie
Debbie Westfield
Kim Zaleschuk

#### Patuanak -Chainsaw Safety & Safety Ticket Training

Jimmy Apesis
Robert (Christopher)
Apisis
Hilton Aubichon
Quentin Aubichon
Tobi Aubichon
Mitchell Black
Collin D'Jonaire
Duane Laliberte
Chad Lariviere
Ivan Lariviere
Richard Lariviere

Emilien Maurice Garett Maurice Shaneil Maurice Keenan McIntyre Ray McIntyre Tayvan Sanderson

#### Buffalo Narrows -Driver Training

Keygan Coe-Piche Bianca Desjarlais Jarod Desjarlais Samantha Janvier Sheron Janvier Rodney McCallum Doris Toulejour

#### Weyakwin -Driver Training

Destiny Bradfield Dolton Lariviere Kegan Natomagan Mervin Natomagan

#### Pinehouse Lake - Heavy Equipment Operator

Clint Durocher Alex Lariviere Lyndon Lariviere Adrian McCallum Brent Misponas Creed Misponas Nathan Morin Braydon Natomagan Jordan Natomagan Randy Natomagan Ian Sanderson Scott Smith

#### Prince Albert -Heavy Equipment and Truck and Transport Technician

Jonathan Basaraba William Crawford Kelsey Dueck Ronan Keays

#### Saskatoon - Indigenous Birth Support Worker

Delores Dumais Katelyn Gamble Jennifer Gardiner Keara Laverty Kiona Sanderson Raegan Stanley-Nippi Christine Theoret Angela Tomkins Dalanie Wahobin

#### Buffalo Narrows -Office Administration

Heather Montgrand Kyle Werminsky

#### Saskatoon -Office Administration

Lynette Chalifoux Arienne Erhardt Salieena Harvey Sara Healey Samantha Ironchild Loralei Linklater Amanda Lowe Linda McCrindle Steven McNeil

#### Prince Albert -Practical Nursing

Shanna Dumais Sherri Fiddler Jessica Hourie Rachel McQuarrie Myra Morin Dana Spriggs Elisha Tweidt Renee Villeneuve

#### Regina -Practical Nursing

Caillie Carifelle Leah Davis Alecia Eiswerth Angela Flavel Tiffany Forrest Taylor Fyhn Jana LaRose Tiffany Newby Logan Ruf Toni Schoenthal Candace Stone Nicki Sunchild

#### Saskatoon -Practical Nursing

Kristy Checkosis
Pierce Crawford
Debbie Desjarlais
Carrie Durocher
Cassidy Eikel
Amber Furniss
Jocelyn Inksetter
Nichole Kyplain
Karie Love
Randy Love
Tanee Piche
Kristen Ruszkowski
Robyn Watt
Taylor Weir

#### La Loche -Safety Tickets

Robin Clarke Glen Fontaine Liam Gibbons Della Hanson Benson Herman Chester Herman Colin Herman Harley Herman Kvrel Herman Lloyd Herman Lvle Herman Neil Herman Nicholas Herman Patrick Herman Peter Herman Rvan Herman Sharmen Herman Sheri Herman Travis Herman Wavne Herman Cody Janvier David Janvier Marilyn Janvier Rodnev Janvier Terry Janvier Cole LaPrise Paula Montgrand Shianna Montgrand Grayden Park Rudv Park Yvette Petit Wade Sylvestre



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Fax: (306) 352-5623

La Loche D5 La Loche Ave Box 910 La Loche, Saskatchewan SOM 1GO

Phone: (306) 822-2812 Fax: (306) 822-3038 Prince Albert 48-12 Street East Prince Albert, Saskatchewan S6V 1B2

Phone: (306) 763-8202 Fax: (306) 922-0203