

ANNUAL REPORT

2020-2021



Helping Build Brighter Futures

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Aen ooshihtaahk mitooni kaykway
poor li taan kaa payaamakuhk



Gabriel Dumont Institute

A large, stylized, light blue circular graphic on the left side of the page. Inside the circle is a profile of a man's face, facing right. The man has a high forehead, a prominent nose, and a full beard. The circle is composed of concentric rings, with the innermost ring being white and the outer rings being light blue. The background of the entire page is white, with a thick blue horizontal bar at the top and a thick yellow horizontal bar at the bottom.

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.

Mission

CULTURE
QUALITY
RESPECT
RESPONSIVENESS
ACCOUNTABILITY

Values

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 2020-2021 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. During the 2020-2021 program year Dumont Technical Institute incorporated a new learning management system and offered a blended/hybrid approach to program delivery across the province to ensure the safety of our students and staff as the COVID-19 pandemic continued to disrupt the daily lives of everyone. Program delivery had reduced seats to ensure physical distancing, masking mandates, and reduced time spent in the classroom with greater work from home strategies for both students and staff to help support the safety of everyone.

During these tremendous challenges, the focus of the staff and organization remained on the benefit and success of the students. This was evident in many areas; GDI/DTI continued to offer student emergency financial benefits, mental health support for students through telephone or video conferencing services, and provided or loaned technology (chromebooks and laptops) to allow students to continue to engage in their studies remotely as necessary. Every student in a skill training program that required a laptop was provided with one. Every student in DTI adult basic education programs had access to chrome books to support the blended learning approach of delivery. These are the key examples of 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 world-class Métis 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 2020-2021 program year in the midst of the pandemic, DTI offered services to 509 students and delivered thirty-six (36) programs in twelve (12) communities across the province and postponed seven (7) 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 Essential Skills and Adult Basic Education programs, and continues to provide Class-5 Driver Training throughout the province. During this reporting period, DTI had an enrolment of 244 students in the Adult Basic Education programs with 161 learners graduated and/or completed their programs, with an overall graduation/completion rate of 66%. In addition, twenty-seven (27) students enrolled in the Ministry of Justice Adult Basic Education partnership program with twenty-six (26) completing their course of study. There was an enrolment of 238 students in Skills Training programs; with 205 learners graduating/completing their respective Skills Training program. This translates into a completion rate of 86%.

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. As we look at the past year's challenges, students and staff of the organization continued to demonstrate to be resiliency that exists within our community. We look forward to the opportunities and challenges as we progress into the 2021-2022 program year. Continue to stay safe and do what you can to support our society in reducing the impact of COVID-19.



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

Due to the COVID-19 pandemic, the 2020-2021 year was unpredictable. DTI took many precautions to ensure safety for its staff and students. Staff members worked from home when able, and practiced social distancing in the workplace. A mask mandate was put in place for everyone, along with a daily screening questionnaire for students and guests. To decrease the risk of transmission, enhanced cleaning protocols were put into place and multiple sanitization stations were made available. In addition to these precautions, DTI followed the Government of Saskatchewan, the Chief Medical Health Officer, and the Ministry of Advanced Education's protocols and suggestions. GDI, GDI T&E, and DTI were fortunate in that there were no outbreaks in the workplace; the staff continues to work hard to maintain this.



The most significant impact the pandemic had on DTI was on its programs, specifically the transition to online learning. In the 2020-2021-year DTI had the opportunity to offer hybrid learning – a combination of online and in person. Online learning was a difficult adjustment, but together, the students and instructors, worked through the technical difficulties. Many Adult Basic Education and Skills Training programs were offered, but with reduced seat capacity to ensure student safety. This year was also used to deliver the programs that were postponed in the 2019-2020 school year when the pandemic initially began. Unfortunately, DTI had to postpone the driver training programs in all locations until 2021-2022.

COVID-19 created many challenges for DTI, but it was also a beneficial learning experience. DTI students and staff learned how to quickly adapt and problem solve. In the beginning online learning was frustrating and intimidating for many, but it helped students and staff become more comfortable with technology. Guidelines and protocols were constantly changing; however, DTI's staff, students, and clients were flexible and understanding.

Although the restrictions in Saskatchewan have been lifted, the pandemic is not over. In the upcoming year, DTI will continue to prioritize the safety of its staff, students, and community.

Highlights of 2020-2021

Number of ABE Programs delivered: 16

ABE Enrolment: 244

ABE Completers/Successful Completers/Graduates: 161

ABE Completer/Successful Completer/Graduate Rate: 66%

Number of STA Programs delivered: 20

STA Enrolment: 238

STA Completers/Successful Completers/Graduates: 205

STA Completer/Successful Completer/Graduate Rate: 86%

Total Enrolment: 482

Total Completers/Successful Completers/Graduates: 366

Overall Completer/Successful Completer/Graduate Rate: 76%

SaskJustice Enrolment: 27

SaskJustice Completers/Successful Completers: 26

Driver Training:

DTI was unable to provide any Driver Training Programs this year due to COVID-19 restrictions. Six communities will see Driver Training offered in the 2021-2022 program year.

Number Communities Present In: 12

Buffalo Narrows - NR2

Cole Bay - NR3

Cumberland House - ER1

Fort Qu'Appelle - ER3

Île-à-la-Crosse - NR3

La Loche - NR2

La Ronge - NR1

Meadow Lake - WR1

Prince Albert - WR2

Regina - WR3

Saskatoon - WR2A

Yorkton - ER2A

Locations with planned programming but had to postpone: 7

Beauval - NR3

Buffalo Narrows - NR2

Cumberland House - ER1

La Loche - NR2

Prince Albert - WR2

Regina - WR3

Yorkton - ER2A

ABE Follow Ups:

Number Contacted: 137

Number Employed/Furthering Education: 103

Skills Follow Ups:

Number Contacted: 188

Number Employed/Furthering Education: 128

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)	2020/2021 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
1. To provide access to programs and services that help to support student and client success.	1.1 Enrolment Baseline: 638	482	<p>Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)</p> <p>Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)</p> <p>Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)</p>
	Overall Enrolment with MEC and Corrections Baseline: 729	509	
	Corrections Enrolment Baseline: 76	27	
	MEC Enrolment Baseline: 22	0	
	1.2 Number of Métis Communities with programming Baseline: 13.67	12	
	1.3 Number of Métis Regions Served Baseline: 10	10	
	1.4 a) Number of ABE Programs (including ESWP) offered Baseline: 18	17	
	b) Number of Skills Training Programs offered Baseline: 22	20	
	1.5 Number of students with a Career Action Plan Baseline: 299	226	

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STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2020/2021 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
	<i>(continued)</i>		
1. Provide community-based educational programming throughout Saskatchewan	1.6 Number of students that participated in a workplace experience Baseline: 139	104	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
	1.7 a) Number of Métis students enrolled Baseline: 527	374	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	b) Number of First Nation and Other students enrolled Baseline: 99	107	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: 207	147	
	1.9 Number of Skills Training students that are youth Baseline: 74	62	

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2020/2021 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
2. To provide access to programs and services that help to support student and client success.	2.1 ABE a) ABE Seats offered. Baseline: 300	a. 211	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
	b) ABE enrolment. Baseline: 361.6	b. 244	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	c) ABE graduation/ completion rate. Baseline: 282	c. 161	
	2.2 Skills Training a) Skills training seats offered. Baseline: 287	a. 246	Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)
	b) Skills training enrolment. Baseline: 283	b. 238	Support partnerships between employers, post-secondary, and community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)
	c) Skills training graduation/completion rate. Baseline: 244	c. 205	
	2.3 a) Number of clients that have gained employment or furthered education 2 months after completion. Baseline: 265	ABE: 103 out of 137 students contacted are employed or furthering ed. Skills: 128 out of 188 students contacted are employed or furthering ed.	
	b) Percentage of graduates that gain employment or furthered education 2 months after completion.	ABE: 68.8% Skills: 76%	

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2020/2021 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: 86%	82%	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 Baseline: 41%	37%	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	3.3 Percentage of Métis staff that are permanent Baseline: 90%	89%	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) 5 years b) 10 years c) 15 years	a. 15% b. 17% c. 20%	Support partnerships between employers, post-secondary, and community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)
	3.5 Staff approved for Professional Development Baseline: 19	17	
	3.6 Percentage of staff that are engaged in PD. Baseline: 22%	20%	
	3.7 Number of Métis staff that are new hires. Baseline: 11	7	
	3.8 Number of long-term contracts (2 year) Baseline: 7.6	8	
	3.9 Number of long-term contracts (5year) Baseline: 12.3	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)	2020/2021 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%	81%	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
	1.2 Number of Cultural Workshops/Guest Speakers Baseline: 49	42	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	1.3 Inclusion of Métis culture in courses Baseline: 72%	71%	Support partnerships between employers, post-secondary, and community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)
2. To revitalize and promote the Michif language where appropriate.	2.1 Number of programs that involved relevant language inclusion Baseline: 20	11	
	2.2 Number of students introduced to the Michif to Go application Baseline: 226	130	

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)	2020/2021 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 staff.	1.1 Percentage of Head Office staff at DTI that have a Métis heritage. Baseline: 86%	82%	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
	1.2 Percentage of Métis staff that are long term employees a) 5 years b) 10 years c) 15 years	a. 15% b. 17% c. 20%	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	1.3 Staff approved for Professional Development Baseline: 22	20	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)

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)	2020/2021 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: 29 b. Number of communities/locations visited. Baseline: 18	a. 0 b. 12	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 to the GDI brand to increase investment and enrolment.	2.1 a. Number of visits/contacts with community/partners. Baseline: 513 b. Number of MN-S regions engaged. Baseline: 11 c. Yearly advertising costs for DTI. Baseline: \$90,533.63 2.2 Number of methods of advertising used Baseline: 11 2.3 Number of community engagement meetings. Baseline: TBD	a. 77 b. 10 c. \$110,428 12 39	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 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)

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.

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2020/2021 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
1. To develop a diverse group of funding partners and relationships.	1.1 Listing of existing partnerships. Baseline: 44	33	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
	1.2 Number of clients served through proposals and grants. Baseline: 181	175	<p>Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)</p> <p>Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)</p> <p>Support partnerships between employers, post-secondary, and community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)</p> <p>Identify opportunities to encourage collaboration and manage costs. (MAE, page 7)</p>

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2020/2021 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	9	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: 198	172	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	2.3 Revenue obtained from grants and proposals Baseline: \$1,491,740.67	\$1,488,298	Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)
	2.4 Number of students served through grants Baseline: 181	175	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: \$390,201.33	\$447,259	Identify opportunities to encourage collaboration and manage costs. (MAE, page 7)
	2.6 Resources from partnerships Baseline: \$1,514,677.22	\$1,519,717.43	
	2.7 Funding received Baseline: \$5,124,366.67	\$5,137,100	

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

During the 2004 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.

In 2019, GDI completed an 8,000sq ft addition to the head office at 917, 22nd Street West, in Saskatoon, Sk. The new facility is a source of pride for the Métis community and the organization. GDI has a world class museum and an infrastructure that establishes its presence in Saskatchewan, 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 to achieve their goals which may include:

- ∞ Increasing education
- ∞ Gaining certified educational levels
- ∞ Enhancing life skills/becoming independent and self-sufficiency
- ∞ 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)
- ∞ ABE-ESWP (Essential Skills in the Workplace) also called “Workplace 101”



ABE Credit	Location & Length	Seats	Enrolled	Completers	Graduated/ Successfully Completed	Total Completers, Graduates, and Successful Completers	Program Funding
Level 3	Île-à-la-Crosse Oct. 1/20 - June 30/21	15	11	3	4	7	DTI ABE (MICT)
Level 4	Île-à-la-Crosse Sept. 8/20 - June 30/21	16	16	4	1	5	DTI ABE (MICT) Partnership with Rossignol High School & Northlands College
Level 1&2	La Loche POSTPONED	0	0	0	0	0	DTI ABE (MICT)
Level 3	La Loche Oct. 1/20 - June 30/21	15	17	0	8	8	DTI ABE (MICT)
Level 4	La Loche Oct. 1/20 - June 30/21	14	16	8	0	8	DTI ABE (MICT)
Level 3	Prince Albert Oct. 1/20 - June 30/21	14	22	8	7	15	DTI ABE (MICT)
Level 4	Prince Albert Oct. 1/20 - June 30/21	14	27	15	5	20	DTI ABE (MICT)
Level 4	Regina Oct. 1/20 - June 30/21	20	21	2	17	19	DTI ABE (MICT)
Level 3	Saskatoon Oct. 1/20 - June 30/21	14	29	2	10	12	DTI ABE (MICT)
Level 4	Saskatoon Oct. 1/20 - June 30/21	14	19	5	11	16	DTI ABE (MICT)
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<i>ABE Credit</i>	<i>Location & Length</i>	<i>Seats</i>	<i>Enrolled</i>	<i>Completers</i>	<i>Graduated/ Successfully Completed</i>	<i>Total Completers, Graduates, and Successful Completers</i>	<i>Program Funding</i>
GED/Trades	Prince Albert Feb. 1/21 - June 18/21	16	14	7	3	10	GDI Training & Employment
ESWP - Intro to Early Childhood Ed	Buffalo Narrows Feb. 8/21 - June 11/21	12	11	3	5	8	DTI ESWP (MICT) - Partnership with Northlands College
ESWP - BEAHR	Cumberland House April 24/21 - June 21/21	12	12	0	8	8	DTI ESWP (MICT) - Partnership with Northlands College
ESWP - Intro to Early Childhood Ed	Île-à-la-Crosse Feb. 1/21 - May 31/21	12	6	2	1	3	DTI ESWP (MICT)
ESWP - Tourism	Prince Albert Nov. 9/20 - Feb. 12/21	1	1	0	1	1	DTI ESWP (MICT) Partnership with Saskatchewan Tourism Education Council
ESWP - Intro to Early Childhood Ed	Regina Mar. 1/21 - June 25/21	10	10	1	8	9	DTI ESWP (MICT)
ESWP - Intro to Construction/Trades	Yorkton May 19/21 - June 30/21	12	12	8	4	12	DTI ESWP (MICT)
Saskatchewan Justice Partnership		27	27	26	0	26	
TOTALS <i>17 Adult Basic Education Programs</i> <i>17 ABE Programs Ran (includes SaskJustice)</i>		238	271	94	93	187	
ABE Programs ONLY <i>(not including SaskJustice)</i>		211	244	68	93	161	

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.

Driver Training:

DTI was unable to provide any Driver Training Programs this year due to COVID-19 restrictions. Six communities will see Driver Training offered in the 2021-2022 program year.



DTI Skills Training Programs 2020-2021

<i>Program</i>	<i>Location & Length</i>	<i>Seats</i>	<i>Enrolled</i>	<i>Completers</i>	<i>Graduated/ Successfully Completed</i>	<i>Total Completers, Graduates, and Successful Completers</i>	<i>Program Funding</i>
Heavy Equipment Operator	Beauval POSTPONED	0	0	0	0	0	–
Multi-Sector Safety Tickets	Cole Bay May 10/21 - May 21/21	12	16	9	7	16	DTI Skills (MICT)
Heavy Equipment Operator	Cumberland House Sept. 14/20 - Oct. 19/20	6	6	0	6	6	DTI Skills (MICT), NCQ, GDITE
Enhanced Intro to Carpentry - Solar Panel Installation	Fort Qu'Appelle Aug. 10/20 - Oct. 9/20	12	11	0	5	5	DTI Skills (MICT) IAI
Heavy Equipment Operator	Ile-a-la-Crosse Oct. 19/20 - Nov. 20/20	6	6	0	6	6	DTI Skills & Northern Career Quest (NCQ)
Enhanced Intro to Carpentry - Solar Panel Installation	La Loche POSTPONED	0	0	0	0	0	–
Multi-Sector Safety Tickets	La Loche June 14/21 - June 25/21	16	16	12	4	16	DTI SKILLS (MICT)
Office Administration	La Loche Sept. 28/20 - June 30/21	16	17	1	7	8	DTI Skills (MICT), Northern Career Quest (NCQ)
Early Childhood Education	La Ronge TBD	–	–	–	–	0	DTI Skills (MICT) & Northlands College
Heavy Equipment Operator	Meadow Lake Aug. 10/20 - Sept. 18/20	6	6	0	6	6	DTI Skills (MICT), NCQ, GDITE
Enhanced Intro to Carpentry - Solar Panel Installation	Nipawin Cancelled	0	0	0	0	0	–
Multi-Sector Safety Tickets	Porcupine Plain Cancelled	0	0	0	0	0	–
<i>continued next page</i>							

DTI Skills Training Programs 2020-2021

<i>continued from previous page</i>							
<i>Program</i>	<i>Location & Length</i>	<i>Seats</i>	<i>Enrolled</i>	<i>Completers</i>	<i>Graduated/ Successfully Completed</i>	<i>Total Completers, Graduates, and Successful Completers</i>	<i>Program Funding</i>
Heavy Equipment Truck & Transport	Prince Albert Sept. 8/20 - June 10/21	12	10	2	8	10	DTI Skills (MICT), GDI Training & Employment
Practical Nursing Yr 2	Prince Albert Sept. 4/20 - June 25/21	14	8	0	8	8	DTI Skills (MICT), GDI Training & Employment
Continuing Care Assistant	Regina Sept. 21/20 - June 4/21	14	14	0	13	13	DTI Skills (MICT)
Office Administration	Regina Sept. 8/20 - June 30/21	16	15	5	10	15	DTI Skills (MICT)
Practical Nursing Yr 1	Regina Jan. 18/21 - Feb. 3/23	14	16	16	0	16	DTI Skills (MICT), GDI Training & Employment
Practical Nursing Yr 2	Regina Sept. 1/20 - Dec. 18/21	14	13	0	11	11	DTI Skills (MICT), GDI Training & Employment
Scaffolding Pre- Employment	Regina March 15/21 - May 21/21	12	12	5	4	9	GDI Training & Employment
Continuing Care Assistant	Saskatoon Sept. 21/20 - June 4/21	14	15	1	13	14	DTI Skills (MICT)
Intro to Welding	Saskatoon Apr. 6/21 - June 4/21	12	11	4	3	7	DTI Skills (MICT)
Millwright	Saskatoon May 31/21 - July 30/21	12	10	1	4	5	DTI Skills (MICT)
Multi-Sector Safety Tickets	Saskatoon Aug. 10/20 - TBD	24	24	11	11	22	GDI Training & Employment
Practical Nursing Yr 2	Saskatoon Sept. 1/20 - June 25/21	14	12	0	12	12	DTI Skills (MICT), GDI Training & Employment
TOTALS <i>30 Skills Training Programs</i> <i>20 Skill Training Programs Ran</i>		234	238	67	138	205	

Heavy Equipment Operator Program

In 2020-2021 Dumont Technical Institute (DTI) offered the Heavy Equipment Operator (HEO) program in Meadow Lake, Île-à-la-Crosse, Cumberland House, and Beauval. Four programs were offered due to the high demand for training. Normally, students would need to travel great distances to access this training, but DTI and its many partners were able to deliver this program directly to these communities.

Six students were trained in each program. The training allowed the students to gain hands on practical experience with equipment such as the excavator, dozer, grader, and articulated truck. With this training, students have the opportunity to work in the oil field, forestry, mining, road construction, and community infrastructure. Many students applied to the program with job offers already in hand pending the completion of their training.

This program was unique because it allowed students to experience the trade in a realistic environment. To prepare the

students for the expectations of the industry, training took place six days a week, with a total of sixty hours per week. Despite the long hours, attendance was close to perfect in all programs. This reflects the students' determination and commitment. The program was also unique because the projects completed in training gave back to the community. Some of these projects included reclamation work and subdivision development.

DTI had many partners that contributed to the HEO program. Gabriel Dumont Institute Training and Employment and Northern Career Quest both contributed financially. Practicum Training Institution played a role in training delivery, and A2Z Safety provided safety training. The Métis Nation Area Directors and local mayors of each location also helped make this program happen. These partnerships were crucial to the program's success, and it would not have been possible without them.



Essential Skills for the Workplace

- Early Childhood Education Level 1

This past year Dumont Technical Institute (DTI) offered the Essential Skills for the Workplace - Early Childhood Education (ESWP-ECE) Level 1 program in Regina. It provided students with the skills and abilities needed to care for and educate young children. The program began in March 2021 and ended in June 2021. Within these few months, the program was successful in training eight students. Completing the ECE Level 1 program gave these students a variety of options to secure employment. These options include childcare centers, licensed childcare homes, pre-kindergarten programs, and childhood intervention programs.

Due to the COVID-19 pandemic, the program switched to online delivery at the end of March 2021. Although it was inconvenient, online learning impacted the students and instructors in a positive way. The students were able to create a sense of community over video chat not only with themselves, but also with the class in Buffalo Narrows. Learning virtually helped the students gain confidence and become more comfortable with technology. They adapted to the change and did not let it affect their education.

Over the course of the program, many guests were brought in to share inspiration, guidance, and experience with the students. After moving online, guests continued to attend virtually. Representatives from the Ministry of Education and the Ministry of Social Services shared how they support families, their responsibility in keeping children safe, and their responsibility in preventing child neglect. Elder Larry Oaks and ladies from the Michif Early Learning Program also shared wisdom and resources for working with children.

The ECE Level 1 program offered at DTI stands out from others because it prioritized incorporating culture into the program. Conversations with students about their connection to their culture were encouraged from the beginning. Mondays were dedicated to “show and share”, where students had the opportunity to share items that were special and represented Indigenous culture. Culture was not only expressed for the students’ sake, but also for the children the students will one day work with. Gabriel Dumont Institute provided children’s literature and resources about Métis culture and history that students will be able to use throughout their career. Prioritizing culture was crucial because the strong connection to culture the students now have can be passed on to the children they will work with in the future.

ESWP-ECE Level 1 Instructor Nadeema Omar says, “It has been an incredible experience to be able to take a Sask Polytech program and tailor it to fit the needs of the community that the staff and educators work in.”



Practical Nursing Saskatoon, Regina, Prince Albert



Dumont Technical Institute (DTI) has offered the Practical Nursing (PN) program to Métis individuals across Saskatchewan for over twenty years. Practical Nursing is a two-year diploma program, where students learn how to provide compassionate and professional care to individuals of all ages. DTI offers the program in partnership with GDI Training & Employment, and brokers the program from Saskatchewan Polytechnic. The program is offered in Regina, Prince Albert & Saskatoon. It is known for having a lot of student interest, as well as high success rates.

In June of 2021 both the Saskatoon and Prince Albert cohorts completed their 2-year program. In Saskatoon there were twelve graduates, and in Prince Albert there were eight. Regina's cohort completed their program in December of 2020 with eleven graduates, all of which have secured employment. Once the students have successfully completed their programming they write the Canadian Practical Nurse Registration Examination (CPNRE) which will provide them with the license they require to practice as a Licensed Practical Nurse (LPN). Once graduated they will have opportunities to work in acute care, long-term care, or community settings.

Like many programs for healthcare careers, the PN program has a heavy course load. Classroom hours are Monday to Friday from 9:00 am to 4:00 pm, with additional hours for homework. The material is taught through a combined theory and practical approach. The theory portion covers a wide variety of material over a short time. Each semester contains the same classes. This is because students begin by building a foundation of knowledge, and then continue to build on to that knowledge each semester. The material gets more difficult and more detailed as the course progresses. The two-year program is divided into six semesters, and each semester has a practicum or clinical rotation. Students

Instructor Appreciation

spend time in the lab learning the nursing skills they will be performing during their clinical rotations. Each semester their skill sets become more diverse and advanced. The first year of the students' practical experience is spent in long term care, and the second is spent in acute care, obstetrics, medicine, and surgery. The students in the program are dedicated and skilled at prioritizing and multitasking. These qualities are what help them get through the intense program.

COVID-19 created many challenges for the PN program. In March 2020 the program switched to an online delivery. This was challenging for many students because the isolation affected their motivation and their mental health. There was also a variety of technical abilities between the staff and students, which created uncertainty and anxiety for those that were unfamiliar with technology. The biggest challenge for instructors was constantly changing and adapting to the Saskatchewan Health Authority (SHA) guidelines and keeping students on the track to success. There was also a significant impact on the practical aspect of the program. The clinical placements were impacted the most because many units were not accepting students or accepting smaller groups sizes than normal. Despite the many challenges, DTI's students and staff persevered through this difficult time.

DTI genuinely cares about its students and wants them to have the best experience possible. The program offered at DTI is unique from other PN programs because of its cultural content and inclusion. It's also unique because of its small student to instructor ratio. There are two full time instructors for sixteen students, allowing for a comfortable and supportive learning environment. DTI is fortunate to have its own state-of-the-art lab on site in Saskatoon and Regina. To prepare the students for their future careers, DTI continually ensures they have up to date and efficient equipment to use. There is always a need for nurses, and DTI looks forward to the next intake of students in Fall 2021.

Taryn Ward has been working at Dumont Technical Institute (DTI) for the past seven years. She began her journey with DTI in February 2015. Before Taryn came to DTI, she was teaching elementary school. When she came across an ad posted by DTI to instruct adults, she jumped at the opportunity. Taryn first started her DTI career in La Loche, where she spent five years.

Taryn never imagined herself teaching adults, but she found her niche and fell in love with the job. Each year was a new adventure with a new group of students. There were always new challenges and surprises. Each day was a new opportunity for Taryn to share her knowledge and life experiences with her students. Taryn strongly believes that "knowledge is power, and what you do with your knowledge can impact another's outlook on life."

As a result of the global pandemic, DTI had to transition to an online format. Taryn stepped away from her teaching position to take on the role of educational technologist. In this position, Taryn's responsibility was to learn about Brightspace and Microsoft Teams, both of which were used for the new online learning platform. The transition happened quickly, and both Taryn and the instructors had to rapidly adapt to ensure success in the following school year. Taryn found ways to structure the online platform to be easily accessible for the students and instructors.

Taryn Ward

For Taryn, the biggest challenge this year was switching from working in a classroom to behind a computer screen. Like many others, Taryn found the shift from being in-person to online difficult. For Taryn, the biggest challenge this year was switching from working in a classroom to behind a computer screen. Despite the difficulties and challenges of technology, Taryn believes there are many exciting opportunities that come with online learning.

Taryn views online learning not as a downfall, but as an opportunity to do amazing things. Transitioning to an online platform opened many doors for students across Saskatchewan. Online classes allowed students to stay in their home communities with their friends and family. DTI was

also able to offer programs to more people as class size did not apply to the online format. Taryn says, “I am excited to see how far we can take online learning and what we can do with it in the future.”

DTI is a wonderful place for students to receive their education because it is extremely student-driven. The mission statement is “Learners come first.” When Taryn took on her new role, she began working with instructors across Saskatchewan. She saw firsthand how the instructors went above and beyond to help their students succeed. Online learning was not easy for many students, but DTI found ways to ensure all students received all they deserved and needed to help them achieve their goals.

Taryn's favourite part about DTI is that “it is a Métis organization founded and created by the people for the people”. DTI has a strong student focus making sure that each student knows they are cared for and respected. Taryn loves that DTI wants to help communities across Saskatchewan ensure the people within those communities can get an education and secure employment.

Taryn emphasizes that “Once you're a part of the DTI family, you are forever in the family.”



Partnership with the Ministry of Highways

Dumont Technical Institute (DTI) has had a partnership with the Ministry of Highways for over twelve years. The partnership initially began because of the government's desire to promote truck and transport mechanic as a career for Indigenous people. DTI, being an Indigenous institute, saw this as a great opportunity to create a partnership. The first year of the partnership was a success, and it continues to be successful many years later.

The partnership is beneficial to both DTI and the Ministry of Highways in many ways. Over the years, the Ministry of Highways has provided training space, equipment, specialty tools, and employment opportunities. They have also provided program specific interviewing experience for the students to

prepare them for industry interviews. As for the Ministry, this partnership helps them achieve their goal of having more Indigenous people qualified to work in the trade.

The partnership makes DTI programs unique from others because it gives the students an amazing opportunity to work on equipment few people get to see and work with.

Program Coordinator Daniel Downs says,

"Even though COVID tested the ability of DTI and the government to safely coexist and cohabit, it has made us stronger partners in the end."



Success Story – Kristy Checkosis

Licensed Practical Nurse – Saskatoon

Kristy Checkosis showcased tremendous strength and determination throughout her time in the Practical Nursing program at DTI. Kristy lived in Humboldt while attending the PN program in Saskatoon, meaning she drove back and forth from Humboldt and Saskatoon every day. Although Kristy had to travel, she was always prepared for class and handed in her assignments on time. While she was enrolled in the course, Kristy lost her grandmother, with whom she was extremely close to. Despite this difficult time, she continued to work hard to achieve her goal of becoming a nurse.

Kristy is a wife, mother, grandmother, and friend. She has three children; the youngest is in junior school. In her spare time, Kristy likes to get involved in her community by participating in different activities. Unfortunately, this was put on hold due to COVID-19.

When Kristy's instructors were asked to describe her personality, they used the words mature and responsible. She had great relationships with her classmates, and was the one that many confided in. Kristy was always a diligent student and presented herself well in both practicum and preceptorship. She arrived early to the nursing units and was always prepared for work. Kristy also went out of her way to pick up her fellow students for practicums, allowing parking costs to be shared. Kristy's instructors have expressed their great respect for Kristy. She put time and effort into studying, and she was professional in the classroom. After graduating from the PN program, Kristy applied for an LPN position in Humboldt. DTI is confident she will make a remarkable nurse.



Success Story – Justyna Juraville



Regina – Continuing Care Assistant (CCA)

Justyna Juraville faced many personal obstacles as she worked through her schooling. Being a single mother of two daughters, she learned how to prioritize her school and home life. Justyna has been described by her classmates and instructors as kind, happy, gentle, and always smiling. No matter the obstacles Justyna was facing in her personal life, she did not let them affect her within the classroom. She is an extremely dedicated and hardworking student, always offering to help other students in the class. No matter the task at hand, Justyna did not let obstacles get in her way of completing and giving her all and completing the program.

Justyna described her experience at DTI positively. She felt that the teachers did an awesome job working through these difficult times of the COVID-19 pandemic. She applauds the teachers for being available to text or call if any questions came up throughout her learning; they were always there to lend a helping hand. Justyna says “DTI has made me feel like they want me to achieve my goals and they are super supportive.” She continued to express how DTI is set apart from other schools - from the staff, to the smaller class sizes, and the financial help GDI offers with regard to school supplies and other expenses in her life.

Between Justyna’s incredible work ethic and her natural leadership qualities, her experiences from the Continuing Care Assistant program will help her further her future goals of becoming a licensed practical nurse (LPN). Justyna says, “*Taking the Continuing Care Assistant Program has opened the door for me to one day become an LPN. The best is yet to come!!!*”

Success Story – Megan Morin

Buffalo Narrows – ECE Level 1

Megan Morin enrolled in the Early Childhood Educator (ECE) Level 1 program, to one day become an ECE in her home community of Buffalo Narrows. She prioritized her schooling while being the best mom possible to her daughter. Megan had to overcome the obstacles of making sure her daughter had a safe place to be while Megan attended school. She continues to be a positive role model for her daughter, showcasing how important education is.

In the classroom, Megan has been described as being a quiet, caring, and dedicated student. She is always willing to help her fellow classmates, and is a positive influence when it comes to study habits. When it comes time to doing group projects, Megan plays a major role by supporting her fellow group members throughout the entirety. Megan shared with the class how to bead with different sets of techniques. She embodies professionalism and a growth mindset attitude.

When Megan isn't hard at work with her schooling she spends time with her daughter. The people in Megan's community talk very highly of her, recognizing her kind-spirited heart. Megan wants to continue her learning journey, with hopes of getting into the ECE Level 2 program.



2020-2021 Graduates and Completers

ADULT BASIC EDUCATION

LEVEL 3

Île-à-la-Crosse

Clay Ahenakew
Carmen Laliberte
Trent Maurice
Gena Morrison

La Loche

Glenna Herman
Paige Herman
Vanna Herman
Aime Janvier
April Janvier
Erica Janvier
Ronita Lemaigre
Joshua Montgrand

Prince Albert

Briana Aubichon
Brianna Bouvier
Christine Bouvier
Paige Clarke
Brendon Korecki
Shaleen MacDonald
Shawna MacDonald

Saskatoon

Farrah Clarke
Bobbi Jo Cronin
Larissa Daigneault
Cassandra Desjarlais
Melissa Dumont
Kanesin Gardiner
Travis Gudbranson
Velvet Logan
MaryJane Morin
Kimberly Powder

LEVEL 4

Île-à-la-Crosse

Jessica Morrison

Prince Albert

Rachelle Fiddler
Eugene Fosseneuve
Amanda Given
Conway Herman
Mercede Hradec

Regina

Cassandra-Marie Demery
Meghan Dixon
Cheryl Eashappie
Lisa Ficzel
Jessica Keleman
Adrianna Luce
Shayanne Marynick
Kerri-Ann Maurer
Cody McKenzie
Kristen Medernach
Destinee Meister
Joshua Omerod
Gwen Ross
Shane Roy
Joshua Steeves
Michelle Wilton
Deanna Wood

Saskatoon

Raylen Anderson
Anne Bear
Chad Blanchard
April Durocher
Hailey Gallant
Jailah Kayseas
Jesse Mullens
Jodi Piper-LaPlante
Clinton Skorlatowski
Christine Tarasoff
Andrew Tinker

GED/Trades

Prince Albert

Kyle Daigneault
Tristan Remy
Kyle Perlitz

WORKPLACE 101

Buffalo Narrows

- Early Childhood Education Level 1

Jade Chartier
Samantha Cummings
Nicketa Moberly
Megan Morin
Stephanie Pederson

Cumberland House

- BEAHR

Cody Chaboyer
Sean Deschambeault
Lynda-Gale Flett
Wade McAuley
Britney McKay
Ayana McKenzie
Angus Thomas
Edward Thomas

Île-à-la-Crosse

- Early Childhood Education Level 1

Candace Crookedneck

Prince Albert - Customer Service/Tourism

Janaya Bell

Regina

- Early Childhood Education

Level 1

Lyndon Blondeau
Melissa Fisher
AmyLynn Kaiswatum
Raylynn Kequahtoway
Brandi Longman
Christina Longman
Tanis Pelletier
Kristen Strong

Yorkton -

Intro to Construction

Kendall Durocher-McNab
Nicholas Ketchemonia
Dallas Quewezance
Lemont Shingoose

SKILLS TRAINING

Regina

- Continuing Care Assistant

Jerrica Birrell
Rochelle Daniels
Colin Erdmann
Arienne Erhardt
Amy Hilts
Justyna Juraville
Brooke-Lynn Lafferty
Brenna Lerat
Stephanie Miller
Amanda Peltier
Kyla Poitras
Joey Ross
Sierra Wilk

Saskatoon

- Continuing Care Assistant

Priscilla Blunt
Andrea Bouvier
Cassandra Bouvier
Mari-Anne Desjarlais
Charlene Durocher
Brooklyn Falcon
Trista McCallum
Kaelan McDougall
Roberta Morin
Venessa Torrence
Sara Tourand
Christal Trudel
Jade Urban

Fort Qu'Appelle

- Enhanced Intro to Carpentry - Solar Panel Installation

Chantelle Delorme
Shane Moosemay
Jaimee Papequash
Mandan Starr
Ione Swanson

Cumberland House

- Heavy Equipment Operator

Emile Bouvier
Lawrence Chaboyer
Preston Crane
Jarron McKay
Patrick McKenzie
Daniel Thomas

Île-à-la-Crosse

- Heavy Equipment Operator

Austin Button
Andrew Durocher
Clarence McCallum
Eric McCallum
Clayton Morin
Trudy Murray

Meadow Lake
- Heavy Equipment Operator

Silas Hough
Roxanne Hunt
Edward Kennedy
Cole Murray
Eric Roy
Parker Vandale-Niccolls

Prince Albert
**- Heavy Equipment and
Truck & Transport Technician**

Alexander Blacksioux
Greggory Blacksioux
Matthew Hansen
Jayden McCallum
Devin McLeod
Jodi Ross
David Sanderson
Quenton Swaby

**Saskatoon - Industrial
Mechanic/Millwright**

Brenden Agarand
Paul Clarke
Chace Nypuik
Sam Pura

Saskatoon
- Intro to Welding

Anne Gardiner-McCallum
Aidan Gardiner
Helen Ninnie

Cole Bay
- Multi-Sector Safety Tickets

Wanda Bouvier
Tashia Corrigan
Francine Coullonneur
Paulette Coullonneur
Ryan Laliberte
Joseph Lariviere
Joey McCallum

La Loche
- Multi-Sector Safety Tickets

Austin Herman
Conway Herman
Dusty Lemaigre
Dougie Montgrand

Saskatoon
- Multi-Sector Safety Tickets

Robert Caron
Sheldon Chicoose
Brett Daigneault
Gordie Lemaigre
Brett Smokeyday
Roxanne Bear
Brian Durocher
Derek Littlepine
Keith Peters
Anthony Pritchard
Harley Yahyahkeekoot

La Loche
- Office Administration

Caitlin Herman
Sheri Herman
Candace Janvier
Sherry Lemaigre
Paula Montgrand
Danisa Petit
Priscilla Regan

Regina
- Office Administration

Michelle Carr
Jessica Fayant
Samantha Green
Desiree Guillemain
Kayla Pelletier
Jennifer Redwood
Enya Revoy
Paige Richard
Kayla Schmidt
Bethany Wintonyk

Prince Albert
- Practical Nursing Year 2

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

Regina
- Practical Nursing Year 1

Sarah Agopsowicz
Logan Begonia
Sarah Blondeau
Rebecca Darmokd
Chelsea Deschambeault
Allyssa Durant
Brittany Hayden
Sarah Leader
Amber Ledoux
Keri Legare
Kylie Lizotte
Madison Pelltier
Jamelee Rocheleau
Cari Ryan
Leah Thomas
Breyll Ulmer

Regina
- Practical Nursing Year 2

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 Year 2

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

Regina
- Pre-Employment Scaffolding

Eldon Cyr
Theoren Delorme
Krystle Moise
Tyler Walker





DUMONT

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