# **ANNUAL REPORT**

2021-2022



# poor li taan kaa payaamakuh **Helping Build Brighter Futures**



Providing high quality programs and services to our students, clients, and stakeholders

Being accountable and transparent

Being responsive to clients, to labour market needs, and to communities

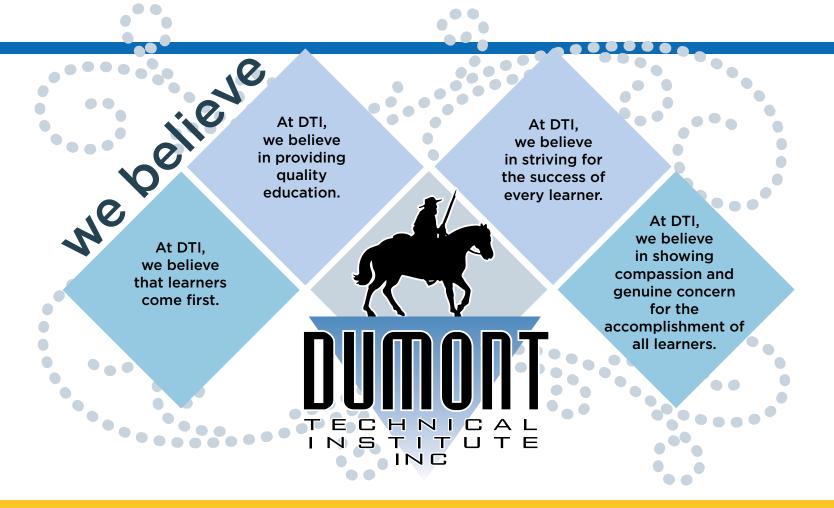
Ensuring that
Métis culture
is a critical
component of all
Institute
programming

Building and maintaining mutually beneficial and respectful relationships



# **Mission Statement**

of NATIVE STUDIES and APPLIED RESEARCH



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





# **Table of Contents**

- 1 Directors' Messages
- 3 History
- 4 Organizational Chart
- 5 Highlights of 2021-2022
- 7 Results Based Accountability
- 18 Adult Basic Education Overview
- 19 ABE Programs 2021-2022
- 21 Skills Training Overview
- 22 Skills Training Programs 2021-2022
- 24 Driver Training Program
- 25 Continuing Care Assistant Program
- 26 General Education Development (GED)
- 27 Partnership Stories
- 29 Order of Gabriel Dumont Bronze Award Recipient Anne Bear
- 30 Order of Gabriel Dumont Bronze Award Recipient Frank Roy
- 31 Success Story Tiffany Welsch
- 32 Success Story Bailey Johnstone
- 33 2021-2022 Graduates and Successful Completers

# Director's Message



Brett Vandale Director (2021-2022) Dumont Technical Institute

As I look back over the past twenty-three years of service at Dumont Technical Institute (DTI), with the last eighteen as the Director, I have seen a great deal of progress for the organization and our community. DTI, which is the adult basic education and skills training arm of the Gabriel Dumont Institute. DTI is in a constant state of change, new opportunities and community needs arise on a yearly basis. DTI is designed to provide community-based, culturally relevant training programs to our communities throughout Saskatchewan, each community is unique and requires programs and services that best serve its needs. DTI strives to meet community need while aligning programs with the labour market.

Over the years there have been many successes and many challenges that the organization has overcome. To have success and to overcome challenges takes a great team, DTI has had very strong and committed staff to help fulfill the mission and mandate of the organization and ensure that students get the best service possible to help build brighter futures.

Some key highlights in DTI from my time:

- ∞ The adoption of the "What we believe" as a cornerstone philosophy that guides staff in how to approach our services for students/clients.
- ∞ The modernization of the DTI SaskPoly Federation Agreement in 2011.
- The DTI Practical Nursing Training Programs in Saskatoon, Regina, and Prince Albert. Over 300 nurses have graduated at this time.
- The way that the staff and the organization managed the COVID-19
   Pandemic − focus was always on students' health and wellbeing.
- ∞ In 2018-2019 DTI provided services to 940 students with 710 graduating and/or completing their program.
- ∞ In 2021-2022 DTI had record revenues of \$9,019,799.
- Finally, from 2003-2004 to 2021-2022 12,393 students have received education services in community-based educational programs in over 30 communities across Saskatchewan.

There is so much more that I could highlight, but I want to end by thanking the board of governors and staff over the years for their dedication and commitment, the hundreds of program partners over the years for working with DTI, and last but not least, the students who have chosen a DTI program as their program of choice. As I move on to a new journey within the GDI family of programs and services, I am comforted in knowing that DTI is in good hands with all of the staff as they remain committed to supporting our students and community members in achieving their career goals and life aspirations.

# Director's Message

Coming into the role of Director this year has given me a new career challenge, but also has given me the chance to work with wonderful staff that are really a large part for this success. It's given me a chance to evaluate what DTI truly succeeds at, how we can take what we are doing now and ensure the success continues. Over the past six months there has been program challenges, recruitment challenges, and student funding challenges. Staff have gone above and beyond to ensure students and programs are successful, the staff are truly a huge part of DTI is so successful and it's because they care about the communities and the students in their programs. I am so proud of every staff member; everyone works together to ensure students are served and have the best possible experience in education.

Post-Covid seems to be a different world in education that DTI will continue to adapt to. Programs continued to be offered in a hybrid model in 2021-2022, the overall success of the hybrid model is outstanding, it allows students to study at home when they are not able to be face-to-face and access instructor assistance from a distance. DTI's students have shown consistent determination to complete programs and succeed in them. DTI faculty are looking forward to seeing more students face-to-face in 2022-23.

Going into 2022-2023, new opportunities are sure to arise, over time the new opportunities will give DTI the chance to become engaged in new projects, building new partnerships, and reaffirming existing partnerships all while doing what DTI does best - offering community-based education opportunity to Métis people in Saskatchewan. I look forward to being part of DTI and working alongside so many wonderful staff.



Michelle McNally
Director (2022-2023)
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 an institution that focuses on employment training and education, within a cultural framework.

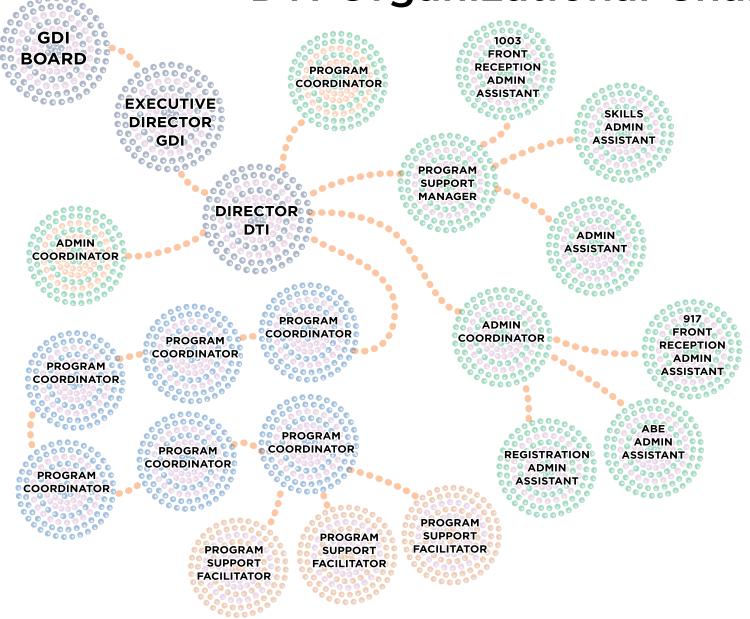
GDI is an affiliate of the Métis Nation-Saskatchewan (MN-S). GDI is structured as a parent company that owns five incorporated, non-profit companies: Dumont Technical Institute (DTI), Gabriel Dumont Institute Training & Employment (GDIT&E), Gabriel Dumont College (GDC), Gabriel Dumont Institute Culture 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 provides a foundation for collective planning and facilitates the delivery of Saskatchewan Polytechnic certificate and diploma programs by DTI to Métis people. DTI also enters into partnerships with Regional Colleges, Saskatchewan Apprenticeship and Trade Certification Commission (SATCC), Prairie Arctic Trades Training Centre, and Saskatchewan Indian Institute of Technology (SIIT) for delivery of selected programs.

# **DTI Organizational Chart**



# Highlights of 2021-2022

#### Number of ABE Programs delivered: 15

ABE Enrolment: 218

ABE Completers/Successful Completers/Graduates: 130
ABE Completer/Successful Completer/Graduate Rate: 59%

#### Number of STA Programs delivered: 23

STA Enrolment: 273

STA Completers/Successful Completers/Graduates: **232** STA Completer/Successful Completer/Graduate Rate: **85%** 

#### **Total Enrolment: 491**

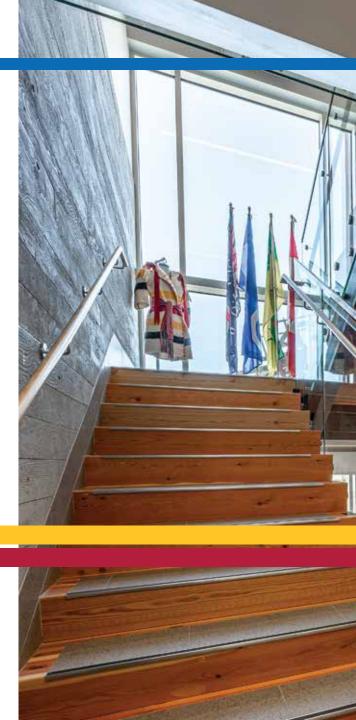
Total Completers/Successful Completers/Graduates: **362**Overall Completer/Successful Completer/Graduate Rate: **74%** 

SaskJustice Enrolment: 49

SaskJustice Completers/Successful Completers: 48

#### **Driver Training:**

The Driver Training Program visited the communities of Beauval, Buffalo Narrows, Cumberland House, Pinehouse Lake, and Regina. 63 students took their driver training with 51 successfully achieving Class 7 or Class 5.





#### **Number Communities Present In: 11**

BalcarresÎle-à-la-CrossePrince AlbertBeauvalLa LocheReginaBuffalo NarrowsMoose JawSaskatoon

Cumberland House Pinehouse Lake

## Locations with planned programming by had to postpone/cancel: 4

La Ronge Regina Lloydminster Yorkton

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

Number Contacted: 97

Number Employed/Furthering Education: 89

#### **Skills Follow Ups:**

Number Contacted: 165

Number Employed/Furthering Education: 134



# 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)	2021/2022 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: 537 Overall Enrolment with MEC and Corrections Baseline: 601 Corrections Enrolment Baseline: 58 MEC Enrolment Baseline: 6	491 540 49 0	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: 13	13	and labour market trends. (MAE, page 6)
	1.3 Number of Métis Regions Served Baseline: 9 1.4 a) Number of ABE	7	
	Programs (including ESWP) offered	16	
	Baseline: 18 b) Number of Skills Training Programs offered Baseline: 20	23	
	1.5 Number of students with a Career Action Plan Baseline: 270	235	

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2021/2022 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: 117	117	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: 437 b) Number of First	423	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	Nation and Other students enrolled Baseline: 87	61	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: 164 1.9 Number of Skills	116	
	Training students that are youth Baseline: 59	68	

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2021/2022 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: 253 b) ABE enrolment. Baseline: 294 c) ABE graduation/ completion rate.	a. 202 b. 218 c. 130	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)
	Baseline: 200 2.2 Skills Training a) Skills training seats offered. Baseline: 256 b) Skills training enrolment.	a. 307 b. 273	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
	Baseline: 249 c) Skills training graduation/completion rate. Baseline: 205	c. 217	community organizations to incorporate work-integrated learning opportunities for students. (MAE, page 6)
	a) Number of clients that have gained employment or furthered education 2 months after completion.	ABE: 89 out of 97 students contacted are employed or furthering ed Skills: 134	
	Baseline: 247 b) Percentage of graduates that gain employment or furthered education 2 months after	out of 165 students contacted are employed or furthering ed ABE: 91%	

	ATEGY Y ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2021/2022 Results	Connections to Ministry of Advanced Education and Ministry of Immigration and Career Training Strategies
reta	o at <mark>tr</mark> act and in qualified is staff.	3.1 Percentage of Head Office staff at DTI that have a Métis heritage. Baseline: 86% 3.2 Percentage of staff that support and deliver Métis programming	30%	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)
		Baseline: 36% 3.3 Percentage of Métis staff that are permanent Baseline: 89% 3.4 Percentage of Métis staff that are long term	88%	Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)  Support partnerships between
		employees a) 5 years b) 10 years c) 15 years	a. 24% b. 17% c. 20%	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 3.6 Percentage of staff that are engaged in PD.	21	
		Baseline: 22% 3.7 Number of Métis staff that are new hires. Baseline: 5 3.8 Number of long-term	4	
		contracts (2-4 year) Baseline: 11.7 3.9 Number of long-term	19	
		contracts (5year to permanent) Baseline: 12	<b>11</b>	

#### 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)	2021/2022 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	88%	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
	cultural awareness and had a positive cultural experience at DTI. Baseline: 80%		Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	1.2 Number of Cultural Workshops/Guest Speakers Baseline: 27	11	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: 73%	77%	
2. To revitalize and promote the Michif language where appropriate.	2.1 Number of programs that involved relevant language inclusion Baseline: 16	13	
	2.2 Number of students introduced to the Michif	113	
	to Go application Baseline: 174		

#### 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)	2021/2022 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: 86%	88%	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. 24% b. 17%	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
	a) 5 years b) 10 years c) 15 years	c. 20%	Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)
	1.3 Staff approved for Professional Development Baseline: 19	21	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)	2021/2022 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: 11 b. Number of communities/locations visited. Baseline: 12	a. 7 b. 11	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: 263 b. Number of MN-S	a. 41 b. 11	Improve the employment rate of groups who are under-represented in the workforce. (MICT, page 4)
to the GDI brand to increase investment and enrolment.	regions engaged.  Baseline: 11		Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
enrolment.	Baseline: \$98,241.99 2.2 Number of methods of advertising used Baseline: 11	10	Identify training needs and support programs that align with the economy and labour market trends. (MAE, page 6)
	2.3 Number of community	25	Support partnerships between employers, post-secondary, and community
	engagement meetings. Baseline: 32		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)		021/2022 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: 34	23	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: 153	103	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. (MAE, page 7)

STRATEGY (KEY ACTION)	PERFORMANCE INDICATOR (SUCCESS MEASURE)	2021/2022 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: 7	14	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: 176	198	Increase the enrolment and educational attainment of Indigenous Students. (MAE, page 4)
			Identify training needs and support
	2.3 Revenue obtained from grants and proposals	\$1,331,524	programs that align with the economy and labour market trends. (MAE, page 6)
	Baseline: \$1,432,612.67		Support partnerships between employers, post-secondary, and community
	2.4 Number of students served through grants Baseline: 153	103	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: \$321,696.36	\$156,663	Identify opportunities to encourage collaboration and manage costs. (MAE, page 7)
	2.6 Resources from partnerships Baseline: \$1,439,490.48	\$1,289,117	
	2.7 Funding received Baseline: \$5,216,766	\$5, <mark>395,20</mark> 0	

#### 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
- ∞ 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 Credit	Location & Length	Seats	Enrolled	Completers	Graduated/ Successfully Completed	Total Completers, Graduates, and Successful Completers	Program Funding
Level 3	Île-à-la Crosse Sept. 27/21-June 28/22	10	8	2	2	4	DTI ABE (MICT)
Level 4	Île-à-la Crosse Sept. 1/21-June 28/22	15	12	2	4	6	DTI ABE (MICT) Partnership with NLSD#113 and Rossignol High School
Level 1&2	La Loche Sept. 27/21-June 28/22	7	6	5	1	6	DTI ABE (MICT)
Level 3	La Loche Sept. 27/21-June 28,/22	11	10	0	8	8	DTI ABE (MICT)
Level 4	La Loche Sept. 27/21-June 28/22	11	10	2	2	4	DTI ABE (MICT)
Level 3 Prince Albert	Prince Albert Sept. 27/21-June 28/22	16	19	4	6	10	DTI ABE (MICT)
Level 4 Prince Albert	Prince Albert Sept. 27/21-June 28/22	20	24	8	4	12	DTI ABE (MICT)
Level 4	Regina Sept. 27/21-June 28/22	15	18	3	7	10	DTI ABE (MICT)
Level 3	Saskatoon Sept. 27/21-June 28/22	16	30	0	14	14	DTI ABE (MICT)
Level 4	Saskatoon Sept. 27/21-June 28/22	16	33	6	12	18	DTI ABE (MICT)
		co	ntinued next	page			

	continued from previous page								
ABE Credit	Location & Length	Seats	Enrolled	Completers	Graduated/ Successfully Completed	Total Completers, Graduates, and Successful Completers	Program Funding		
GED	Online Sept. 7/21-Dec. 10/21	14	14	8	4	12	GDI Training & Employment		
GED	Online Jan. 24/22-May 13/22	14	14	7	3	10	GDI Training & Employment		
GED	Lloydminster Cancelled	16	0	0	0	0			
Workplace 101: Early Childhood Ed Level 1	Saskatoon Oct. 18/21 - Feb. 18/22	12	9	0	8	8	DTI ESWP (MICT)		
Workplace 101: Lodging, Hospitality, & Culinary Services	Pinehouse Lake May 2/22-June 23/22	12	11	0	8	8	DTI ESWP (MICT)		
Workplace 101 Partnership Parkland College	Balcarres						DTI ESWP (MICT)		
Workplace 101 Partnership Northlands College	La Ronge Cancelled								
15 ABE & ESWP Programs Ran	Total Locations: 7	205	218	47	83	130			

# **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 communitybased 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.

DTI Skills Training Programs 2021-2022

Program	Location & Length	Seats	Enrolled	Completers	Graduated/ Successfully Completed	Total Completers, Graduates, and Successful Completers	Program Funding
Heavy Equipment Operator	Beauval July 5, 2021 -Aug. 6, 2021	6	5	0	5	5	DTI Skills (MICT)
Heavy Equipment Truck & Transport Technician	Prince Albert Sept. 7, 2021 -June 24, 2022	12	11	2	8	10	DTI Skills (MICT) GDI Training & Employment
Heavy Equipment Operator	La Loche Aug. 9, 2021 -Sept. 10, 2021	6	6	0	6	6	DTI Skills (MICT)
Enhanced Intro to Carpentry & Solar Panel Installation	La Loche July 5, 2021 -Aug. 31, 2021	12	8	1	3	4	DTI Skills (MICT)
Multi-Sector Safety Tickets	Moose Jaw Mar. 4, 2022 -Mar. 19, 2022	16	11	6	4	10	DTI Skills (MICT)
Multi-Sector Safety Tickets (Part of Beauval HEO)	Beauval July 5, 2021 -Aug. 6, 2021	4	4	4	0	4	DTI Skills (MICT)
Intro to Welding	Regina Apr. 25, 2022 -June 24, 2022	12	11	1	7	8	DTI Skills (MICT)
Intro to Welding	Saskatoon Feb. 14, 2022 -Apr. 14, 2022	12	12	5	6	11	DTI Skills (MICT)
Scaffolding	Regina Cancelled	12	0	0	0	0	
Educational Assistant	lle-a-la Crosse Sept. 7, 2021 -June 30, 2022	18	8	0	5	5	DTI Skills (MICT)
Office Administration	Regina Sept. 7, 2021 -June 30, 2022	16	15	1	13	14	DTI Skills (MICT)
SAGE 50 Accounting	Online Mar. 12, 2022 - Apr. 2, 2022	12	18	4	13	17	PLEDCO
Practical Nursing	Prince Albert Sept. 1, 2021 -June 30, 2022	16	17	2	12	14	DTI Skills (MICT) GDI Training & Employment

continued next page

# DTI Skills Training Programs 2021-2022

continued from previous page							
Program	Location & Length	Seats	Enrolled	Completers	Graduated/ Successfully Completed	Total Completers, Graduates, and Successful Completers	Program Funding
Practical Nursing (Yr 1)	Regina Aug. 30, 2021 -Feb. 18, 2022	16	16	15	0	15	DTI Skills (MICT) GDI Training & Employment
Practical Nursing (Yr 2)	Regina Feb. 28, 2022 -June 30, 2022	16	15	12	0	12	DTI Skills (MICT) GDI Training & Employment
Practical Nursing	Saskatoon Sept. 1, 2021 -June 30, 2022	16	16	0	12	12	DTI Skills (MICT) GDI Training & Employment
Continuing Care Assisant	Buffalo Narrows Sept. 20, 2021 -June 3, 2022	14	11	1	9	10	DTI Skills (MICT)
Continuing Care Assistant	Regina Sept. 20, 2021 -June 3, 2022	14	12	0	10	10	DTI Skills (MICT)
Continuing Care Assisant	Saskatoon Sept.20, 2021 -June 3, 2022	14	14	0	14	14	DTI Skills (MICT)
Class 5 Driver Training	Beauval Mar. 7, 2022 -Apr. 8, 2022	17	17	14	0	14	GDI Training & Employment
Class 5 Driver Training	Cumberland House Dec. 21, 2021 -Jan. 2022	15	10	10	0	10	GDI Training & Employment
Class 5 Driver Training	Buffalo Narrows July 5, 2021 -Aug. 15, 2021	12	7	7	0	7	GDI Training & Employment
Class 5 Driver Training	Pinehouse Lake Apr. 11, 2022 -May 13, 2022	16	16	0	11	11	GDI Training & Employment
Class 5 Driver Training	Regina May 9, 2022 -July, 2022	14	13	9	0	9	GDI Training & Employment
Class 5 Driver Training	Yorkton Postponed						
TOTAL Skills Training Programs: 23 TOTAL Locations: 11		318	273	94	138	232	

# **Driver Training**



DTI has been offering the driver training program since 2017. The program was put on hold in previous years due to the COVID-19 pandemic. Within the past year, DTI has offered multiple Class 5 driver training programs in different communities across the province. These took place in Buffalo Narrows, Cumberland House, Beauval, Pinehouse Lake, and Regina.

The program consists of an in-class portion to prepare students for the Class 7 learners' exam. It also includes six hours of driving, which is mandatory for the SGI Driver Education Course. The in-class and driving portions are completed over a span of twenty-five days.

In 2021-2022, 51 students completed the program, obtaining their Class 7 learners license. After nine months students are eligible to take the test to receive their Class 5 driver's license. GDI Training & Employment partnered to make this program possible. Because of their financial contribution, there was no cost for Métis applicants to complete program. DTI plans to continue offering the driver training program in the future. It is beneficial for all individuals as it can be utilized in every-day life, whether that be for employment, education, or recreation.

# **Continuing Care Assistant**

In 2021-2022 Dumont Technical Institute offered the Continuing Care Assistant (CCA) program in Saskatoon, Regina, and Buffalo Narrows. The CCA program is a one-year certificate program where students learn to become personal care providers for those that cannot complete daily living activities on their own. There were 14 graduates from Saskatoon, 10 from Regina, and 9 from Buffalo Narrows. After completing the program, students found employment in care homes, hospitals, and long-term care facilities. CCA's are also qualified to work as companion care givers for individuals with disabilities.



The CCA program consists of classroom and practical learning components. DTI begins the program with 2-3 weeks of prep, where students get the TLR, PART, and first aid certifications required to take the program. This sets DTI apart from other programs because normally students would be responsible for obtaining these certifications on their own. The program also includes two clinical rotations where students shadow more experienced CCA's in care home and hospital settings. These clinical rotations are one of the highlights of the program. Students learn their strengths and get an idea of where they would like to specialize.

DTI prioritizes indigenizing the Saskatchewan Polytechnic curriculum as much as possible. This past year, the program began with gauging where the students were at with their understanding of indigenization and reconciliation. From there, culture was incorporated in any way possible. Instructors discussed how medicine has changed and the contributions Indigenous people have had on medicine. Guests were also brought in to teach birchbark biting and pointillism.

The COVID-19 pandemic had many impacts on the program. It was more difficult to include cultural components because of social distancing and isolation. One of the biggest challenge was that there were more restrictions on what the students could do during clinicals. There were also more absences than previous years due to people being sick. Despite all of the challenges and adaptations that had to be made, DTI's CCA programs were all successful in training passionate and knowledgeable Continuing Care Assistants.

# General Education Development (GED)

In 2021-2022, DTI offered the online GED program to Métis individuals across the province. The GED program helps individuals obtain the academic skills and knowledge expected of high school graduates. It is a fourteen-week, full time program. The program was offered in the fall of 2021 from September to December. Twelve students wrote the GED exam and completed the program. The program was offered again in 2022 from January to May, and ten students successfully completed it.

DTI saw a need for the program because of the limitations and challenges COVID-19 created for the institution and for students. Offering the program online provided the opportunity for students to achieve their academic goals while continuing to keep themselves and others safe.

The program consists of live sessions led by an instructor, followed by allotted time for questions and assignments. By the end of the program students are prepared to take the GED exam. This exam is comprised of five areas of testing: reading, writing, mathematics, science, and social studies. Completion of the program and passing the GED exam is equivalent to a grade 12 diploma. This program gives students the opportunity to apply for post-secondary education.

One of the highlights of the program is DTI's success rate. 76% of students who wrote the GED exam have passed it. The online GED program could not have been possible without the support and financial contribution from GDI T&E. DTI plans to continue offering the program in years to come.



# PARTNERSHIP — Northlands College **STORIES**



DTI has worked in partnership with Northlands College for many years. Over the years this partnership has provided many opportunities for students to further their education. Some of these opportunities include the Adult Basic Education programs, Essential Skills for the Work Place programs, and trades programs.

In 2021-2022, DTI and Northlands College both contributed financially to make the Adult Basic Education Level 4 program possible at Rossignol High School in Ile-a-la Crosse. This partnership with Northlands College, Rossignol High School, and Ile-a-la Crosse School Division allows the level 4 students to continue their education without relocating to a different community. By not having to provide the full cost of the program, DTI is able to use that money for other programs and training. The partnership is beneficial for Northlands College because it gives them the opportunity to be active in the community.



# Prairie Arctic Trades Training Center

DTI and Prairie Arctic Trades Training Center (PATTC) have had a partnership for nearly ten years. DTI hires PATTC to deliver training for programs across Saskatchewan. DTI relies on their expertise and accreditation. The students benefit from this partnership by being introduced to the union before beginning their careers. They also get access to training that is generally not offered in the public system.

Over the years PATTC have been involved in the welding, scaffolding, carpentry, millwright, and solar installation programs that DTI has offered. DTI plans to continue this partnership with the upcoming residential housing maintenance worker program in the fall of 2022.

# Primrose Lake Economic Development Corporation

This past year, Primrose Lake Economic Development Corporation (PLEDCO) partnered with DTI to run the SAGE 50 program. This program is a 24-hour micro credential accounting course, which PLEDCO fully funded.

Over the years, PLEDCO has worked with DTI for other programs such as the business certificate program. In the past they have also provided funding for students' tuition and travel. The partnership is beneficial to PLEDCO because it provides them with the opportunity to serve their clients in the northern communities. The partnership is especially important and beneficial to the students because with PLEDCO, they have access to funding opportunities that DTI normally can not provide.







Order of Gabriel Dumont Bronze Award Recipients

### **Anne Bear**

Anne Bear is one of the most resilient people one could meet. She has overcome many obstacles in her life, yet she lives with optimism and courage. She is 59 years old and successfully completed the Continuing Care Assistant (CCA) program in Saskatoon. Anne was funded for this program through Gabriel Dumont Institute Training & Employment. Anne showed dedication to her education by enrolling at Dumont Technical Institute as an adult learner to complete her adult education, and successfully achieved Level 3 and 4 which allowed her to meet the program entrance requirements for the CCA program.

In her younger life, Anne struggled with alcoholism, and due to her addiction was unable to properly care for her children herself. Anne ensured that her children were well cared for by family members while she found sobriety. Anne found connection to her Métis heritage that helped her to face her demons and this remains a very important aspect of her identity which she cultivates this connection at every opportunity.

Anne has a learning disability and required assistance in her studies. She remains focused on her goals and has developed strategies that work for her success. Anne completed the CCA program near the top of her class academically. She is curious about every aspect of school and will be a lifelong learner.

Anne was a leader in the classroom by encouraging other students. She was the "go-to" person when there were questions in the class about Métis culture. Anne is an inspiration to many and will continue to be a positive role model for others.



Frank Roy attended Dumont Technical Institute's Level 3 Program in Saskatoon. He has shown dedication and pride to learning, understanding and educating others on Métis culture and the importance of our right to identify as Métis people. Frank has taken it upon himself to complete his education and seek out all of the information that he can on understanding Gabriel Dumont Institute's history and services so that he can share this information with others.

Frank has excelled in all of his classes but has taken a real shine to Métis Studies and understanding the history of the Métis. Frank's character shows natural leadership; he is humble and he is understanding of his peers and people he meets in the community.

Frank has made incredible strides in the classroom academically and otherwise. One of Frank's most notable progressions has been in the area of technology; Frank's proficiency with computers and smartphones has progressed rapidly, leading him to be comfortable in accessing the utilizing various applications on a daily basis. Frank's grades have always been top notch, but he has a true passion for being present, a part of the community, and he loves being a student at Dumont Technical Institute.

Frank's desire to be a part of the Métis community includes his previous employment at the North Battleford Indian Métis Friendship Centre. Frank will undoubtedly share his knowledge and passion with the Métis community and help others in seeking out future opportunities to continue DTI's adage, "helping build brighter futures".



Order of Gabriel Dumont Bronze Award Recipients

# Success Story - Tiffany Welsch

Tiffany Welsch was a student in Dumont Technical Institute's Continuing Care Assistant program in Regina. She showed excellent inclusivity in both classroom and clinical settings. Her kind nature and resilience during these difficult times with Covid-19 helped her keep a smile on her face and has also motivated her to be dedicated to her studies and Métis culture.

Tiffany is a mother of three, and was recently diagnosed with a condition that had been affecting her schooling. She overcame this well, reaching out for help when she needed to. Tiffany's determination and dedication to her program was impressive as she had been juggling online learning, her three children, and a full house as she had family members staying with her.

Tiffany is outstanding in clinical settings. Her interaction with the residents during her practicum "was lovely to witness" said her instructor. Tiffany encourages others daily and is an inspiration to others.



# **Success Story - Bailey Johnstone**



Bailey is an exceptional nursing student who embodies professionalism, responsibility and kindness. Her academic performance is well above the level of a first year Practical Nursing student. She is engaged, timely and takes her role as a future health professional very seriously. She excels both in the classroom as well as in the clinical setting.

Bailey travels over an hour one way to attend school, which proves her dedication to the program. The Practical Nursing program requires approximately 2-3 hours of homework per night, which she manages to stay on top of while also balancing being a mother of two.



# **2021-2022 Graduates and Completers**

#### ADULT BASIC EDUCATION

**Level 1&2 -** La Loche Rona Herman

**Level 3** - Île-à-la-Crosse Stacey Kyplain Sheena Laliberte

#### Level 3 - La Loche

Bonnie Herman Channel Herman Tatum Herman April Janvier Norma Janvier Ronita Lemaigre Shelley Lemaigre Ronalda Park

#### Level 3 - Prince Albert

Kelli Elderkin Michelle Lawton Shawna MacDonald Madison Matsalla Johnathan Ross Joyce Turner

#### Level 3 - Saskatoon

Gregory Burdey
Tianna Camponi
Cameron Demontigny
Erin Ginther
Brian Janvier
Owen Kosar
Angel Laliberte
Jenelle Larson
Christopher Love
Kaylene Mckay
Joshua Remenda
Frank Roy
Simone Trotchie
Michael Vermette

#### Level 4 - La Loche

Tyanne Cougan Candace Herman

#### Level 4 - Prince Albert

Candyce Georget Violet LaFaver Carly McKay Lesley Neufeld-Sinclair

#### Level 4 - Regina

Nina Deschene Melanie Fisher Kara Gallinger Rachel Henning Christopher Luce Deborah Neskar Christine Walter

#### Level 4 - Saskatoon

Crystal Caron
BobbieJo Cronin
Larissa Daigneault
Cassandra Desjarlais
Melissa Dumont
Kanesin Gardiner
Travis Gudbranson
Velvet Logan
Mary Jane Morin
Waylon St. Germaine
Angel Trotchie
Ryan Klyne

#### Online GED

Jordan Iron Ryan Patterson Melanie Pritchett Brandon Hanson Melissa Klassen Bradley Marchycha Cody McLeod

#### ESSENTIAL SKILLS FOR THE WORKPLACE

#### Workplace 101: Hospitality, Lodging, and Culinary Services

- Pinehouse Lake
Iron Sterling
Alyssa Lariviere
Amy Lariviere
Keegan Misponas
Bonnie Misponas
Daylon Natomagan
Jerry Natomagan
Marcia Smith

#### Workplace 101: Early Childhood Education Level 1 - Saskatoon

Megan Fisher Crystal Giesbrecht-Cook Jenna Giesbrecht Julia Kyplain Jade Schofield Robyn Sugar Sara Tourand Lanie Werminsky

#### SKILLS TRAINING PROGRAMS

#### Continuing Care Assistant

- Buffalo Narrows

Charity Aubichon Jayda Chartier Melissa Corrigal Steffanie Ericson Caitlin Herman Shawna Laliberte Trista Morin Dayna Norton Karina Norton

#### Continuing Care Assistant - Regina

Jennifer Anderson Shera Carter Cassandra-Marie Demery Shawn Kish Tiffany MacLeod Tanya Matechuck Jakara Reavie Amy Robinson Jamie Walter Tiffany Welsch

#### **Continuing Care Assistant**

- Saskatoon

Anne Bear
Brandon Caisse
Trinity Desjarlais
Paula Durocher
Erin Fleury
Alaina Greenlaw
Aaliyah Hanton
Taya Hanton
Karla Nordquist
Jodi Piper-Laplante
Taya Renaud
Morgan Scott
Christine Tarasoff
Crislyn Watier

#### **Educational Assistant**

- Île-à-la-Crosse

Clara Daigneault Hillarie Daigneault Samantha Desjarlais Stephanie Gardiner Robyn Larocque

#### Enhanced Intro to Carpentry & Solar Panel Installation - La Loche

Cory Herman Kaylin Janvier John LaPrise

#### Heavy Equipment Operator - Beauval

Brent Daigneault Ronald Eldridge Shay Laliberte Justin Maurice Dylan McCallum

#### Heavy Equipment Operator - La Loche

Benson Herman Terry Herman Marty Janvier Dustin Montgrand Kerry Morin Roseanne Toulejour

#### Heavy Equipment Truck & Transport Technician

- Prince Albert

Jarrin Alcrow
Justin Bissky
Linda Caisse
Troy Constant
Paul Natomagan
Morgan Prpich
Dayna Sanderson
Chris Swain
Mark Thatcher

#### Intro to Welding - Regina

Kiya Crowe Kevin Johnson Zachary Klyne Terell Larose Brandi MacDonald Damon Pichette Tyson Worm-Sunshine

#### Intro to Welding

#### - Saskatoon

Michelle Fiddler Jeanine Forgue Heather Hunt Taryn Misponas Chris Robinson Amanda Sielski

#### Multi Sector Safety Tickets - Moose Jaw

Scott Anakaer Dwight Caplette Leslie Lich Adrian Robert

#### Office Administration

#### - Regina

Meghan Beckel Allanna Bondzuk Dail Burkart Lisa Ficzel Shalene Keepness Sandra Leblanc Sherry Leblanc Mark Levesque Kristen Medernach Monica Payne Giselle Sagel Sydney Sinclair-Faubert Michelle Wintonyk

#### Practical Nursing (Yr 1)

#### - Prince Albert

Amy Bergen
Jesse Dennett
Amanda Given
Bailey Johnstone
Brittany Kwan
Jolene Lepine
Shynyce Little
Christina Morin
Justine Scarrow
Brittany St. Dennis
Jennifer St. Germain
Laura Whitford

#### Practical Nursing (Yr 1)

#### - Saskatoon

Melanie Bradley
Bailey Buller
Leah Dorion
Rebecca Dzurka
Dustin Gerow
River Janzen
Chanseler Kipp
Krystal Kirchner
Chantel Moosewaypayo
Elizabeth Patteeuw
Shae-Lynne Petit
Kelly-Rae Trotchie

#### Driver Training - Beauval

#### Driver Training

#### - Buffalo Narrows

Kenneth Aubichon Nicholas Belanger Stephanie Corrigal Richard Hansen Quincy Lemaigre Ryder Shatilla-Chartier Dylan Shatilla

#### Driver TrainingCumberland House

Betsy Bird
Randy Buck
Missy Budd
Norbert Chaboyer
Jarron McKay
Forest McKenzie
Kevin Nabess
Keena Pelly
Agnes Settee
Larissa Stewart

#### Driver Training

#### - Pinehouse Lake

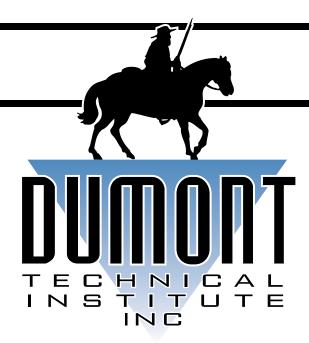
Thomas Boyd Lacey Durocher Christen Lariviere Owen Lariviere Sophia Lariviere Vera Lariviere Viola Lariviere Louis Natomagan Michelle Natomagan John Smith Ricky Smith

#### **Driver Training** - Regina

Jaryd Desjarlais Jennifer Harris Jessica Keleman Clarence Klyne Ramona Nelson Joshua Ormerod Sarah Phillips Dalen Trakalo Jamie Walter







Toll Free: 1-877-488-6888 Our website: www.gdins.org

#### Saskatoon

917-22nd Street West Saskatoon, Saskatchewan S7M OR9 Phone: (306) 242-6070

Fax: (306) 242-0002

#### Regina

1235-2nd Avenue North Regina, Saskatchewan **S4R 0X5** 

Phone: (306) 352-5620 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