

ANNUAL REPORT 2022-2023



Helping Build Brighter Futures
Aen ooshihtaahk mitooni
kaykway poor li taan kaa
payaamakuhk



Gabriel Dumont Institute Mission Statement

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.

Gabriel Dumont Institute Values



Dumont Technical Institute What we believe...



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Director's Message

It is with great pride and pleasure that I can provide you with the Dumont Technical Institute's Annual Report for the 2022-2023 programming year.

Dumont Technical Institute (DTI) is part of the Gabriel Dumont Institute (GDI) and delivers Adult Basic Education and Skills Training programs for Métis people and communities throughout Saskatchewan. With over twenty years of service, DTI has been successful in offering Adult Basic Education and Skills Training programs. 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.

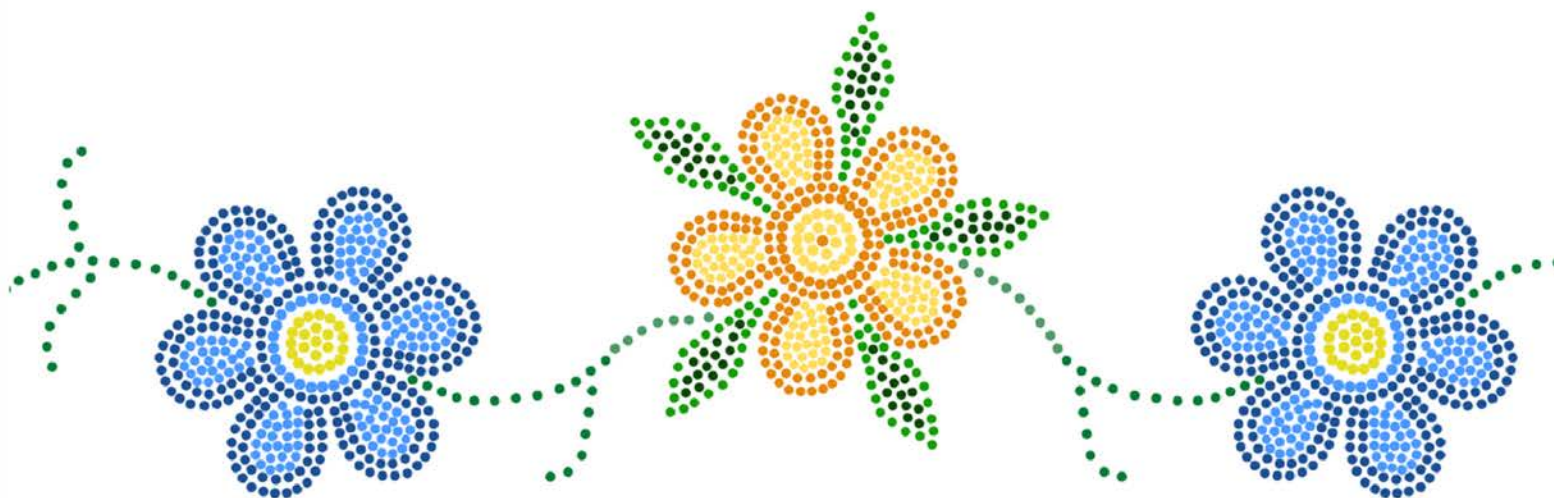


During the 2022-2023 program year, DTI offered services to 449 students and delivered 35 programs across the province. In response to labour market demands, DTI has placed a training emphasis on health, business and trades/industrial programs and continues to advance services in Adult Basic Education programs. During the reporting period, DTI had an enrolment of 230 students in the Adult Basic Education programs; 134 learners graduated and/or completed their programs, with an overall gradation/completion rate of 58%. There was an enrolment of 219 students in Skills Training programs; with 174 learners graduating/completing their respective Skills Training program. This translates into a completion rate of 79%.

DTI is proud of the partnerships and direct links to employers that enable our learners to obtain practicum positions and employment opportunities upon graduation. DTI continues to work with the Saskatchewan Health Authority and continues to utilize the ongoing partnership with our sister organization, Gabriel Dumont Institute Training & Employment. This partnership has resulted in the provision of extra programming opportunities and program support. Practical Nurse training and Heavy Equipment Truck and Transport Technician programming are key programs that DTI delivers to help the province meet some key labour market demands.

DTI has strived to make our own training facilities culturally relevant, with new technology that provides our students a place that they can be proud of while pursuing their education needs and career path. As DTI works toward social change to better meet the diverse needs of our Métis clients, we will continue to follow the GDI Strategic Plan and organizational 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 honour of serving. We look forward to another busy year delivering programs that meet the needs of Métis people and communities across Saskatchewan.



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.

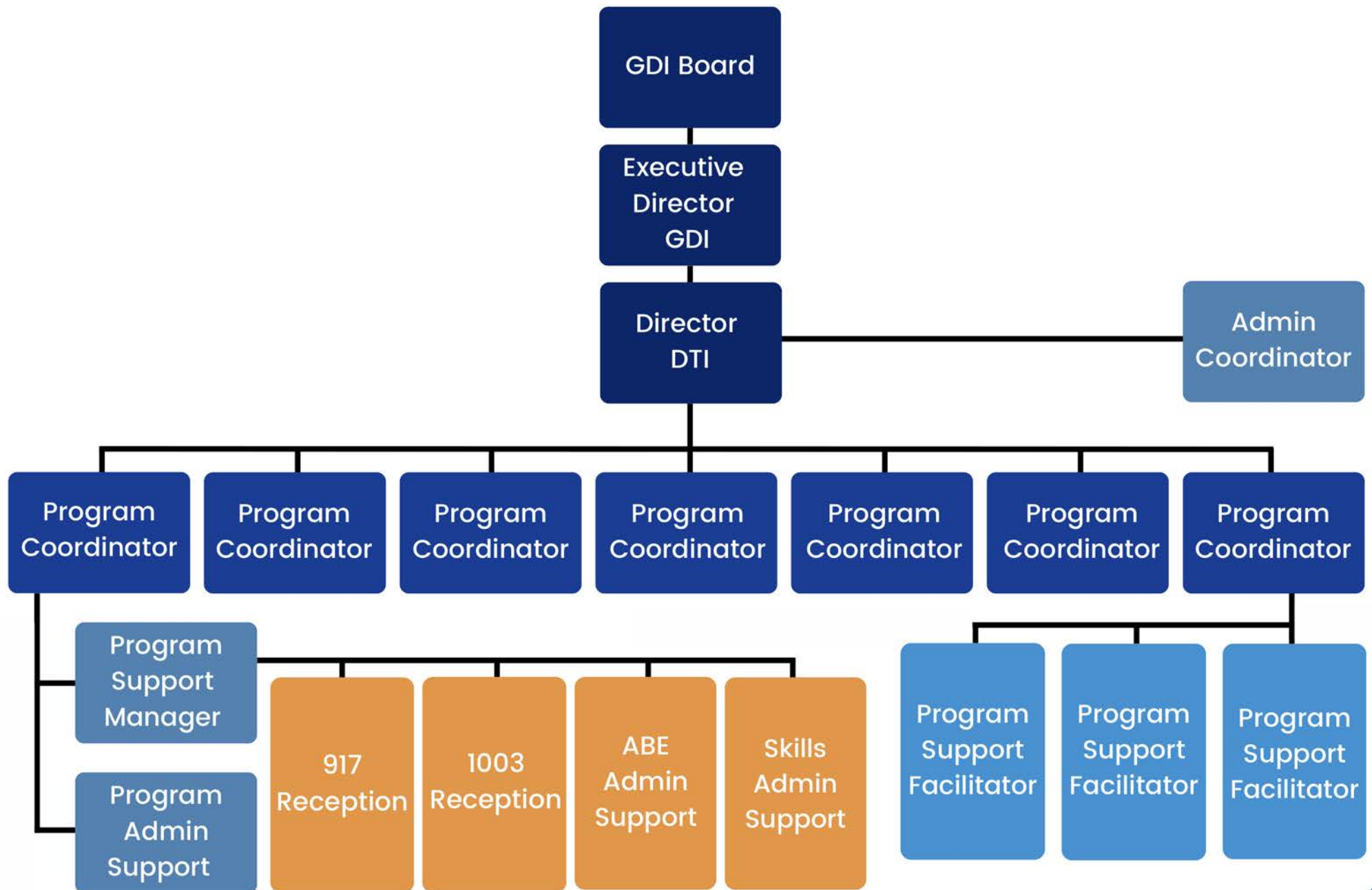
GDI is an affiliate of the Métis Nation-Saskatchewan (MN-S). GDI is structured as a parent company that owns five incorporated, non-profit companies: Dumont Technical Institute (DTI), Gabriel Dumont Institute Training & Employment (GDITE), Gabriel Dumont College (GDC), Gabriel Dumont Institute Culture 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 Certificate Commission (SATCC), Prairie Arctic Trades Training Centre, and Saskatchewan Indian Institute of Technology (SIIT) for delivery of selected programs.

DTI Organizational Chart



Highlights of 2022-2023

Number of ABE/ESWP Programs Delivered:

ABE Enrolment:	15
ABE Completers/Successful Completers/Graduates:	230
ABE Completer/Successful Completer/Graduate Rate:	134
	58%

ABE/ESWP Follow-Ups:

Number of Students Contacted:	100
Number of Students Furthering Their Education:	54
Number of Students Employed:	14
ABE Employment/Further Education Rate:	68%

SaskJustice Enrolment:	29
Total Completers/Successful Completers:	29

Total Enrolment:

Total Completers/Successful Completers/Graduates:	449
Total Completer/Successful Completer/Graduate Rate:	308
	69%

Number of STA Programs Delivered:

STA Enrolment:	20
STA Completers/Successful Completers/Graduates:	219
STA Completer/Successful Completer/Graduate Rate:	174
	79%

STA Follow-Ups:

Number of Students Contacted:	139
Number of Students Furthering Their Education:	33
Number of Students Employed:	70
Skills Employment/Further Educate Rate:	74%

Driver Training Enrolment:	11
Total Completers/Successful Completers:	9

DTI offered programs in 10 communities:

Beauval - NRIII	Regina - WRIII
Buffalo Narrows - NRII	Saskatoon - WRIIA
Île-à-la Crosse - NRIII	Turnor Lake - NRII
La Loche - NRII	Weyakwin - NRI
Prince Albert - WRII	Yorkton - ERIIA

CANCELLED/POSTPONED
PROGRAMS

ESWP - ECE LEVEL 1
NORTH BATTLEFORD
PRINCE ALBERT
CLASS 5 DRIVER TRAINING
LA RONGE

HOUSING INSPECTOR
BUFFALO NARROWS
WILD RICE HARVESTING/BOAT
FABRICATION
TBD
HVAC
MOOSE JAW

WILDFIRE FIRE FIGHTING
CORRECTIONS CANADA
NEXGEN TRAINING
TBD

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 for the Workplace) also called "Workplace 101"

DTI ABE Programs 2022-2023

LEVEL 4 BEAUVAL SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	18
TOTAL ENROLLED:	14
COMPLETERS:	0
SUCCESSFUL COMPLETERS:	0
GRADUATES:	7

DTI ABE (MICT)

LEVEL 3 ÎLE-À-LA CROSSE SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	15
TOTAL ENROLLED:	14
COMPLETERS:	4
SUCCESSFUL COMPLETERS:	0
GRADUATES:	4

DTI ABE (MICT)

LEVEL 4 ÎLE-À-LA CROSSE SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	20
TOTAL ENROLLED:	14
COMPLETERS:	0
SUCCESSFUL COMPLETERS:	0
GRADUATES:	7

DTI ABE (MICT)/NLSD#112/ROSSIGNOL

LEVEL 1&2 LA LOCHE SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	12
TOTAL ENROLLED:	12
COMPLETERS:	4
SUCCESSFUL COMPLETERS:	7
GRADUATES:	0

DTI ABE (MICT)

LEVEL 3 LA LOCHE SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	20
TOTAL ENROLLED:	14
COMPLETERS:	0
SUCCESSFUL COMPLETERS:	0
GRADUATES:	10

DTI ABE (MICT)

LEVEL 4 LA LOCHE SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	20
TOTAL ENROLLED:	23
COMPLETERS:	4
SUCCESSFUL COMPLETERS:	0
GRADUATES:	4

DTI ABE (MICT)

LEVEL 3 PRINCE ALBERT SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	20
TOTAL ENROLLED:	16
COMPLETERS:	4
SUCCESSFUL COMPLETERS:	0
GRADUATES:	4

DTI ABE (MICT)

LEVEL 4 PRINCE ALBERT SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	24
TOTAL ENROLLED:	26
COMPLETERS:	4
SUCCESSFUL COMPLETERS:	6
GRADUATES:	7

DTI ABE (MICT)

LEVEL 4 REGINA SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	20
TOTAL ENROLLED:	20
COMPLETERS:	3
SUCCESSFUL COMPLETERS:	0
GRADUATES:	5

DTI ABE (MICT)

DTI ABE Programs 2022-2023 - CONTINUED

LEVEL 3 SASKATOON SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	20
TOTAL ENROLLED:	20
COMPLETERS:	0
SUCCESSFUL COMPLETERS:	0
GRADUATES:	11

DTI ABE (MICT)

LEVEL 4 SASKATOON SEPTEMBER 2, 2022-MAY 31, 2023

TOTAL SEATS:	20
TOTAL ENROLLED:	27
COMPLETERS:	7
SUCCESSFUL COMPLETERS:	0
GRADUATES:	10

DTI ABE (MICT)

ONLINE GED SEPTEMBER 6, 2022- DECEMBER 9, 2022

TOTAL SEATS:	14
TOTAL ENROLLED:	9
COMPLETERS:	6
SUCCESSFUL COMPLETERS:	0
GRADUATES:	1

GDI TRAINING & EMPLOYMENT

ONLINE GED JANUARY 23, 2023-MAY 12, 2023

TOTAL SEATS:	14
TOTAL ENROLLED:	12
COMPLETERS:	5
SUCCESSFUL COMPLETERS:	0
GRADUATES:	6

GDI TRAINING & EMPLOYMENT

ESWP - CONSTRUCTION WORKER PREP PROGRAM, YORKTON APRIL 3, 2023-JUNE 30, 2023

*Partnership with
PARKLAND COLLEGE*

DTI ABE (MICT), PARKLAND COLLEGE

ESWP - MOBILE CRANE/BOOM TRUCK OPERATOR PROGRAM, REGINA MAY 15, 2023-JULY 28, 2023

TOTAL SEATS:	15
TOTAL ENROLLED:	9
COMPLETERS:	1
SUCCESSFUL COMPLETERS:	3
GRADS:	

DTI ABE (MICT) PARKLAND COLLEGE

TOTAL # PROGRAMS: 15

TOTAL # SEATS OFFERED: 267

TOTAL # ENROLLED: 230

TOTAL # COMPLETERS: 42

TOTAL # SUCCESSFUL
COMPLETERS/ GRADS: 92

TOTAL # COMPLETERS /
SUCCESSFUL COMPLETERS
/ GRADS: 134

SASKJUSTICE

TOTAL ENROLLED:	29
TOTAL COMPLETERS:	29

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.



DTI Skills Training Programs 2022-2023

BUSINESS CERTIFICATE BUFFALO NARROWS SEPTEMBER 6, 2022-JUNE 30, 2023

TOTAL SEATS: 20
TOTAL ENROLLED: 7
COMPLETERS: 3
SUCCESSFUL COMPLETERS: 0
GRADS: 1

DTI (MICT)

EDUCATIONAL ASSISTANT ÎLE-À-LA-CROSSE SEPTEMBER 6, 2022-JUNE 9, 2023

TOTAL SEATS: 20
TOTAL ENROLLED: 4
COMPLETERS: 0
SUCCESSFUL COMPLETERS: 3
GRADS: 0

DTI (MICT)

OFFICE ADMINISTRATION REGINA SEPTEMBER 6, 2022-JUNE 30, 2023

TOTAL SEATS: 18
TOTAL ENROLLED: 10
COMPLETERS: 0
SUCCESSFUL COMPLETERS: 0
GRADS: 6

DTI (MICT)

CONTINUING CARE ASSISTANT LA LOCHE SEPTEMBER 19, 2022-JUNE 2, 2023

TOTAL SEATS: 14
TOTAL ENROLLED: 14
COMPLETERS: 0
SUCCESSFUL COMPLETERS: 0
GRADS: 8

DTI (MICT)

CONTINUING CARE ASSISTANT REGINA SEPTEMBER 19, 2022-JUNE 2, 2023

TOTAL SEATS: 14
TOTAL ENROLLED: 9
COMPLETERS: 0
SUCCESSFUL COMPLETERS: 0
GRADS: 7

DTI (MICT)

CONTINUING CARE ASSISTANT SASKATOON SEPTEMBER 19, 2022-JUNE 2, 2023

TOTAL SEATS: 16
TOTAL ENROLLED: 12
COMPLETERS: 0
SUCCESSFUL COMPLETERS: 0
GRADS: 5

DTI (MICT)

INDIGENOUS BIRTH SUPPORT WORKER SASKATOON MARCH 6, 2023-APRIL 28, 2023

TOTAL SEATS: 12
TOTAL ENROLLED: 10
COMPLETERS: 1
SUCCESSFUL COMPLETERS: 8
GRADS: 0

DTI (MICT), GDITE, STC

PHLEBOTOMY SASKATOON APRIL 17, 2023-JULY 14, 2023

TOTAL SEATS: 14
TOTAL ENROLLED: 6
COMPLETERS: 0
SUCCESSFUL COMPLETERS: 0
GRADS: 4

DTI (MICT), GDITE

PRACTICAL NURSING YR 2 PRINCE ALBERT SEPTEMBER 6, 2022-JUNE 30, 2023

TOTAL SEATS: 14
TOTAL ENROLLED: 14
COMPLETERS: 0
SUCCESSFUL COMPLETERS: 0
GRADS: 11

DTI (MICT), GDITE

DTI Skills Training Programs 2022-2023 - CONTINUED

PRACTICAL NURSING YR 1 REGINA FEBRUARY 6, 2023-JUNE 23, 2023

TOTAL SEATS:	14
TOTAL ENROLLED:	18
COMPLETERS:	0
SUCCESSFUL COMPLETERS:	15
GRADS:	0

DTI (MICT), GDITE

PRACTICAL NURSING YR 2 REGINA FEBRUARY 28, 2022-JUNE 30, 2023

TOTAL SEATS:	14
TOTAL ENROLLED:	15
COMPLETERS:	0
SUCCESSFUL COMPLETERS:	0
GRADS:	11

DTI (MICT), GDITE

PRACTICAL NURSING YR 2 SASKATOON SEPTEMBER 6, 2022-JUNE 30 2023

TOTAL SEATS:	14
TOTAL ENROLLED:	12
COMPLETERS:	0
SUCCESSFUL COMPLETERS:	0
GRADS:	9

DTI (MICT), GDITE

HEAVY EQUIPMENT OPERATOR BUFFALO NARROWS JULY 2, 2022-AUGUST 5, 2022

TOTAL SEATS:	6
TOTAL ENROLLED:	5
COMPLETERS:	0
SUCCESSFUL COMPLETERS:	5
GRADS:	0

DTI (MICT), GDITE

SAFETY TICKETS (PART OF HEO PROGRAM) BUFFALO NARROWS

TOTAL SEATS:	
TOTAL ENROLLED:	8
COMPLETERS:	8
SUCCESSFUL COMPLETERS:	0
GRADS:	0

GDI TRAINING & EMPLOYMENT

HEAVY EQUIPMENT TRUCK & TRANSPORT TECHNICIAN, PRINCE ALBERT SEPTEMBER 6, 2022-JUNE 23, 2023

TOTAL SEATS:	12
TOTAL ENROLLED:	12
COMPLETERS:	0
SUCCESSFUL COMPLETERS:	0
GRADS:	10

DTI (MICT), GDITE

RESIDENTIAL HOUSING MAINTENANCE, REGINA APRIL 13, 2023-JUNE 30, 2023

TOTAL SEATS:	12
TOTAL ENROLLED:	9
COMPLETERS:	2
SUCCESSFUL COMPLETERS:	5
GRADS:	0

DTI (MICT)

MULTI-SECTOR SAFETY TICKETS LA LOCHE JANUARY 9, 2023-JANUARY 20, 2023

TOTAL SEATS:	16
TOTAL ENROLLED:	18
COMPLETERS:	9
SUCCESSFUL COMPLETERS:	9
GRADS:	0

DTI (MICT)

MULTI-SECTOR SAFETY TICKETS TURNOR LAKE MARCH 13, 2023-MARCH 17, 2023

TOTAL SEATS:	15
TOTAL ENROLLED:	16
COMPLETERS:	0
SUCCESSFUL COMPLETERS:	16
GRADS:	0

DTI (MICT)

DTI Skills Training Programs 2022-2023 - CONTINUED

CHAINSAW/BRUSH SAW SAFETY WEYAKWIN MAY 11, 2023-MAY 20, 2023

TOTAL SEATS:	16
TOTAL ENROLLED:	9
COMPLETERS:	2
SUCCESSFUL COMPLETERS:	7
GRADS:	0

DTI (MICT)

DRIVER TRAINING, PRINCE ALBERT NOVEMBER 28, 2022- JANUARY 6, 2023

TOTAL SEATS:	20
TOTAL ENROLLED:	11
COMPLETERS:	9
SUCCESSFUL COMPLETERS:	0
GRADS:	0

GDITE

TOTAL # PROGRAMS:	20
TOTAL # SEATS OFFERED:	568
TOTAL # ENROLLED:	219
TOTAL # COMPLETERS:	34
TOTAL # SUCCESSFUL COMPLETERS/ GRADS:	140
TOTAL # COMPLETERS / SUCCESSFUL COMPLETERS / GRADS:	174

Partnership Acronyms

MICT - Ministry of Immigration & Career Training
 NLSD#112 - Northern Lights School Division #112
 Rossignol - Rossignol High School
 GDITE - Gabriel Dumont Training & Employment
 STC - Saskatoon Tribal Council
 SHA - Saskatchewan Health Authority

STRATEGIC PRIORITIES & MEASURABLE TARGETS 2022–2027



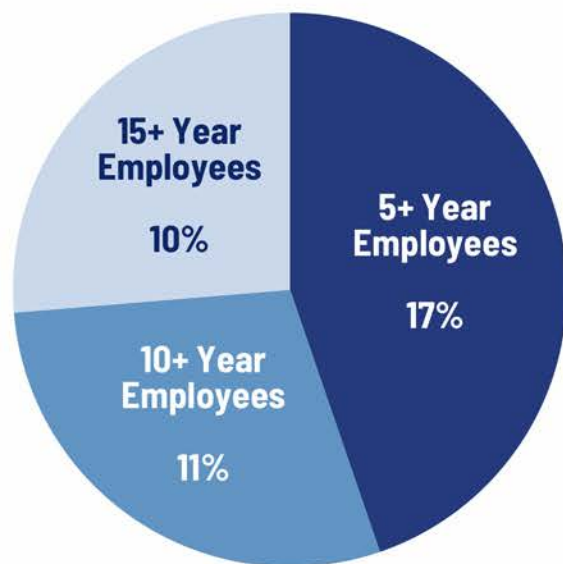
Strategic Priority 1

Build capacity of GDI to attract, train, and retain qualified and dedicated Métis to grow the leadership, governance, and strength of GDI's workforce and influence in the community.

Demonstrate strength as a preferred employer through on-going interest from prospective employees and internal employees.

AVERAGE LENGTH OF SERVICE

5.5 years



CONTRACTS

2-4 year contracts:

14

5 year - permanent contracts:

11

86%
of staff on permanent contracts are Métis

37%
of Program Support staff are Métis

84%
of staff employed at the Saskatoon Head Office are Métis

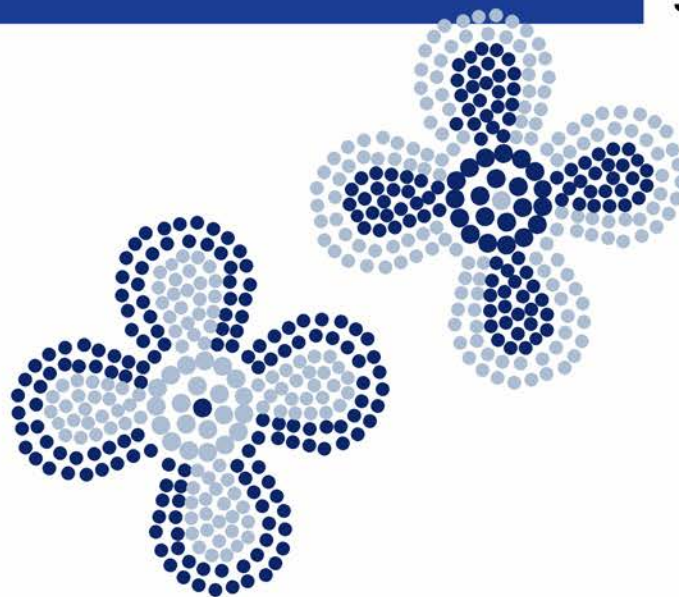
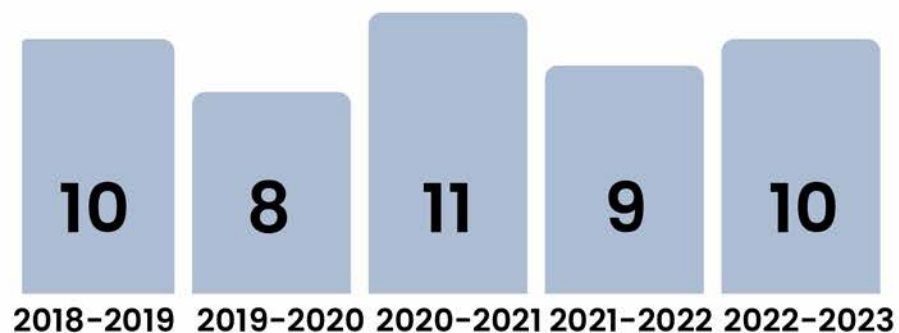
Strategic Priority 1 - Continued

Secure, maintain, and enhance new and existing partnerships to satisfy capacity demands and quality standards to which GDI aspires.

PARTNERSHIP CONTRIBUTIONS



NUMBER OF SASKATCHEWAN POLYTECHNIC BROKERED PROGRAMS



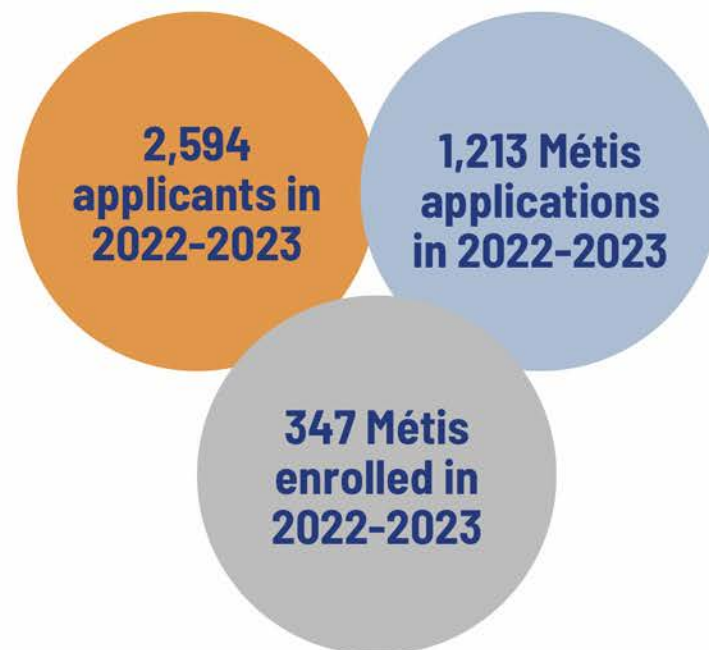
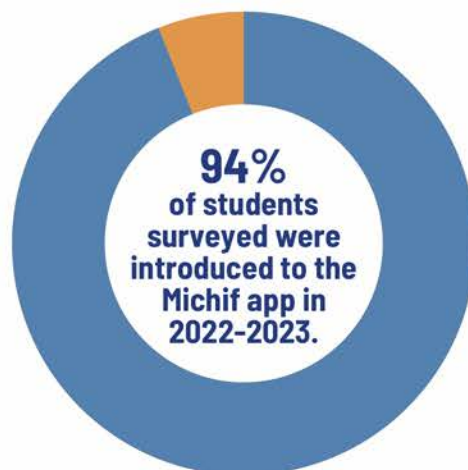
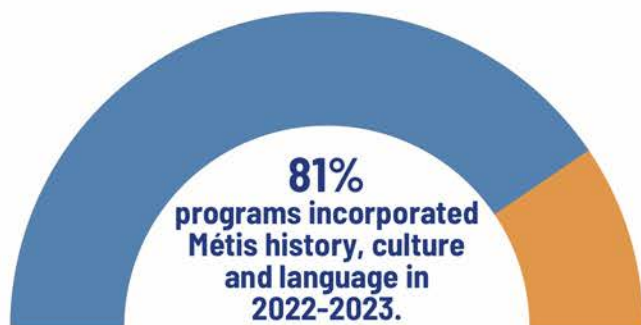
Strategic Priority 2

Expand programming and services that connect the Métis, reflect our shared experience, build pride and awareness of Métis history and culture, and preserve and promote the Michif language.

Encourage the presence of Métis history, culture, and languages in Saskatchewan educational programming.

Incorporate Michif-language usage and instruction in Institute programs and services whenever possible.

Expand and promote programs and services that encourage Métis student success.



Strategic Priority 3

Build and sustain robust systems that protect the GDI brand by streamlining communication, building learning communities, and responding to market demands.

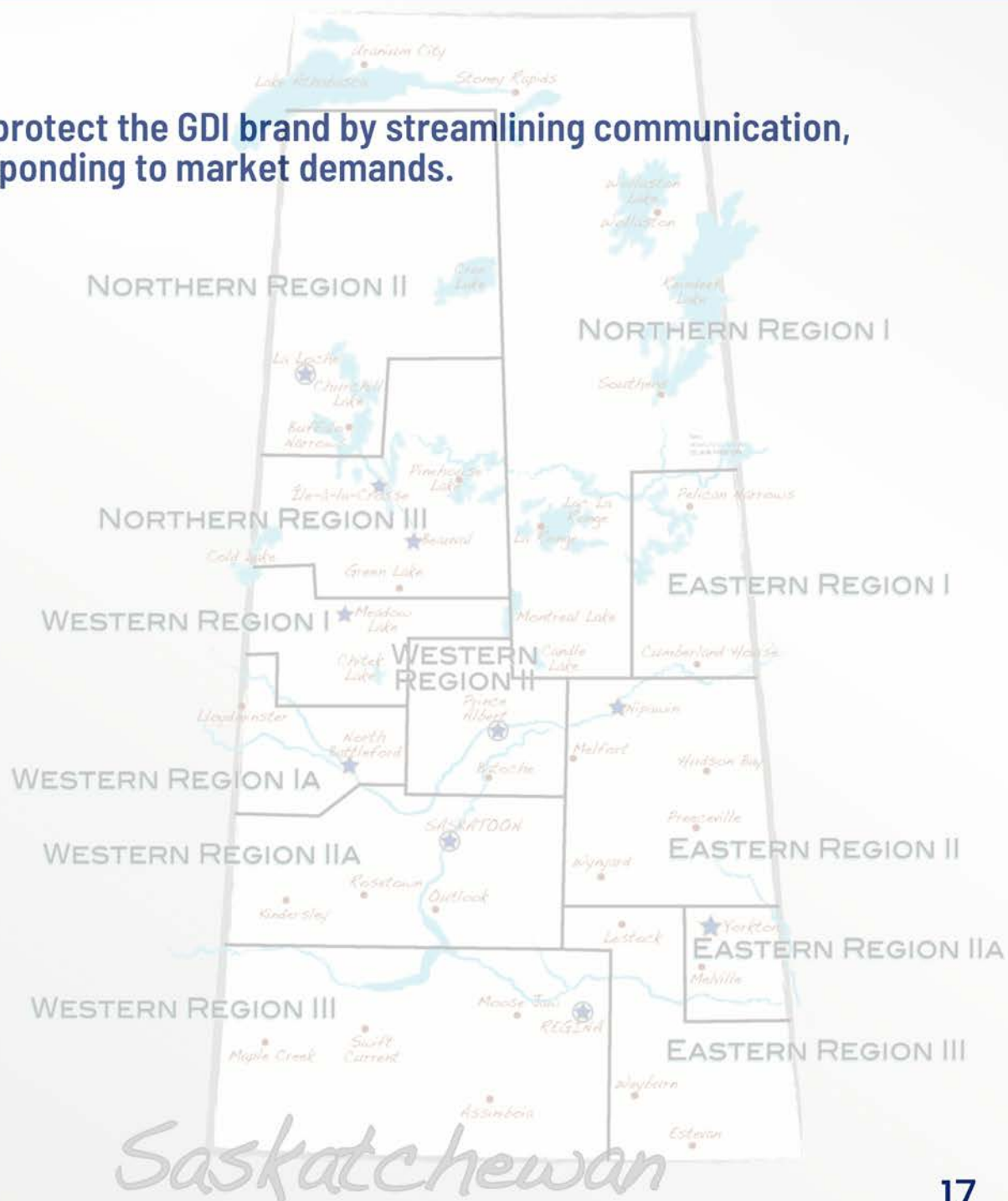
Develop and implement on-going needs assessment and consultation processes.

8/12

Métis Nation-Saskatchewan Regions met in person and consulted with in 2022-2023.

100%

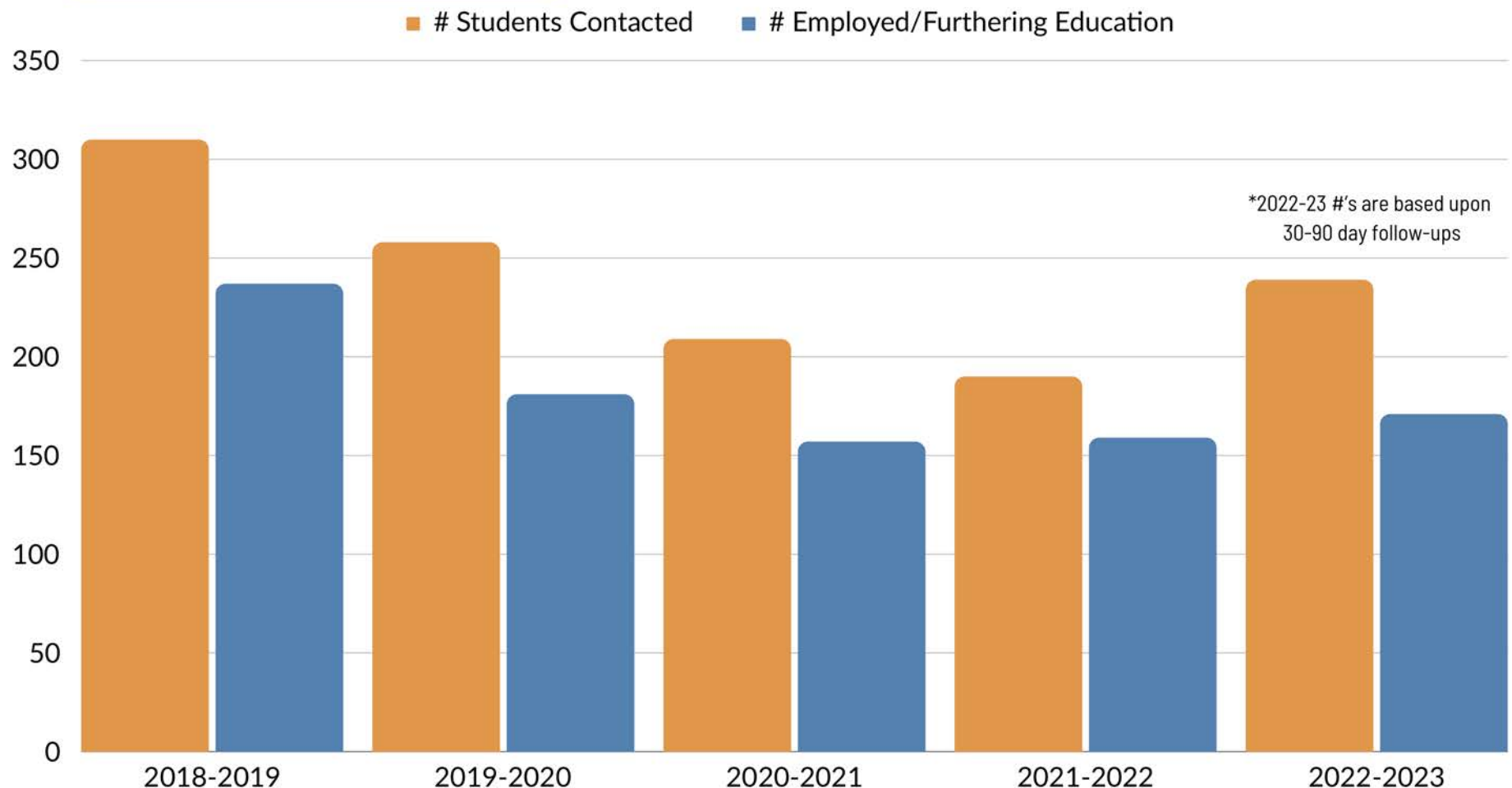
of programs delivered in the 2022-2023 year were linked to labour market and needs assessments.



Strategic Priority 4

Continually celebrate successes of GDI graduates, students, staff, and community to build presence and reputation provincially, nationally, and internationally.

Enhance the outreach to GDI alumni
to gather stories, celebrate
successes, and build community.



Residential Housing Repair & Maintenance Program

The primary objective of the Residential Housing Repair and Maintenance Program was to engage students from the communities of Lloydminster, Meadow Lake, Prince Albert, and Regina, all of which are part of the Métis Urban Housing Association of Saskatchewan (MUHAS) network. However, due to the considerable distance from Meadow Lake and Lloydminster to Regina, no participants were able to join from those communities. Students hailed from the communities of Kyle, Prince Albert, and Regina.

The impetus for this program arose from MUHAS, who approached the Gabriel Dumont Institute (GDI) with a request to develop educational programming that would enable them to employ students within their social housing units. These students underwent comprehensive training to handle a wide array of situations and challenges that might arise within households, including utility repairs and replacements.

One significant advantage of collaborating with MUHAS and Gabriel Housing in Regina was the availability of diverse housing units for the students. Gabriel Housing generously provided two living quarters, accommodating six students free of charge throughout the program's duration. Furthermore, Gabriel Housing offered practical work settings, providing houses for the students to work on, and supplied all the necessary materials essential for the program's successful execution.

It is important to acknowledge the invaluable support from the MUHAS organizations in Prince Albert, Meadow Lake, and Lloydminster, as their contributions played a crucial role in making this program a reality. Their assistance and cooperation were instrumental in ensuring the programs's feasibility and success.



Mobile Crane/Boom Truck Operator Program

Parkland College's collaboration with the Dumont Technical Institute serves as an exemplary model of how educational institutions can join forces to drive positive transformation within Indigenous communities. Guided by a shared commitment to inclusivity, cultural preservation, and community development, this partnership has become a formidable catalyst for empowering and educating Indigenous individuals. Its impact stands as a testament to the immense potential that emerges when institutions synergize their efforts to promote the well-being and prosperity of Indigenous peoples.

The Mobile Crane/Boom Truck Operator Program, attended by a total of nine students, offers graduates diverse employment prospects within the construction, transportation, and industrial sectors. Equipped with essential skills to proficiently operate and maneuver mobile cranes and boom trucks, these graduates become highly sought-after assets in various professional fields. However, it is crucial to acknowledge that specific job opportunities may differ based on geographical locations, industry demands, and the certifications held by operators. To maintain a competitive edge in the job market, mobile crane and boom truck operators are advised to pursue continuous professional development and obtain relevant licenses pertaining to specific equipment types and sizes.

Conducted in Regina, the program provided a dedicated classroom setting for students' theoretical education. Moreover, the students had the privilege of gaining practical, hands-on experience in multiple yards equipped with overhead cranes and boom trucks. This exposure to real-world working conditions further enriched their learning experience. Upon completion of the program, students were granted a valuable two-week worksite experience, consolidating their newly acquired skills, and enhancing their employability.



Phlebotomy Program

The Phlebotomy Program spans a duration of two and a half months, which extends to three months when accounting for the necessary pre-requisites required before commencing the official Saskatchewan Polytechnic courses. This comprehensive program aimed to train a total of six students, although fourteen seats were made available. As part of their training, each student was required to complete a student placement at Life Labs, St. Paul's Hospital, and Royal University Hospital (RUH). The practicum component involved ten days of practical training, totalling seventy-four hours, providing the students with ample hands-on experience.

Prior to engaging in these clinical placements, the students had to undergo their initial "first poke" experience. Recognizing it as their first attempt, the students were not tasked with drawing blood from actual patients' arms; instead, model rubber arms were utilized during the training. A dedicated laboratory space was set up in one of the classrooms at DTI in Saskatoon, equipped with model rubber arms to facilitate the students' practice and skill development.

Completing a Phlebotomy Program can lead to numerous positive outcomes for individuals interested in a healthcare career. Phlebotomy involves drawing blood from patients for medical purposes, and a formal training program equips students with the necessary knowledge and skills to perform this procedure safely and efficiently. Graduates of an accredited Phlebotomy Program typically receive certification or credentials that verify their competency and training in phlebotomy, making them eligible for employment in hospitals, clinics, laboratories, and other healthcare settings.

For those seeking career advancement in the healthcare field, completing a Phlebotomy Program can serve as a steppingstone to other healthcare professions, such as medical assisting, nursing, or laboratory technology. Overall, the outcome of completing a Phlebotomy Program is a well-trained, certified phlebotomy technician capable of contributing to the smooth functioning of healthcare facilities and ensuring the accurate collection of blood samples for diagnostic purposes, ultimately benefiting patient care and well-being.



Indigenous Birth Support Worker Program



The Indigenous Birth Support Worker Program is two months long. This program started with eleven students and ended with eight remaining. Students that took this program can find employment at the Saskatchewan Health Authority (SHA) as an Indigenous birth support worker. We tried to emphasize entrepreneurship if they would like to start their own business in this field to help their communities in any way they can. The students were given cultural teachings which touched on things such as traditional parenting and birth bundles that gave them a great experience on the culture of Indigenous peoples.

In response to concerns raised regarding the treatment of Indigenous mothers and parents within the birthing process in the hospital system, there were calls for truth and reconciliation. The SHA heeded this call and approached DTI in 2019 to develop the inaugural Indigenous Birth Support Worker (IBSW) program. However, the program faced a hiatus due to the onset of the Covid pandemic. In the most recent year, SHA expressed eagerness to resume and accelerate the program's implementation. This presents a unique opportunity to extend support to Indigenous mothers and parents, allowing them to feel culturally comfortable and understood during this crucial phase of their lives. Notably, the Saskatoon Tribal Council and GDI Training & Employment played pivotal roles as partners in the development of this program, with the Saskatoon Tribal Council generously purchasing six seats to enable their clients' participation in the program.

Indigenous Birth Support Worker Program - Continued

An Indigenous Birth Support Worker program holds immense importance for various reasons, as it directly addresses the specific needs and challenges faced by Indigenous communities during childbirth. One of its key strengths lies in providing culturally safe and sensitive care, as Indigenous Birth Support Workers are well-versed in the customs, traditions, and protocols of Indigenous cultures. By offering childbirth experiences that align with cultural norms, these workers create an environment of comfort and familiarity for expecting Indigenous mothers.

An Indigenous Birth Support Worker program is crucial for promoting maternal and child health, preserving cultural practices, empowering Indigenous families, and fostering a more inclusive and culturally responsive healthcare system. By recognizing and addressing the unique needs and perspectives of Indigenous communities, this program significantly contributes to greater equity, dignity, and respect in the birthing experience for Indigenous families.



Order of Gabriel Dumont - Bronze Award Recipient

Ronalda Park

Ronalda Park has shown incredible perseverance in both her educational and personal journeys. She is juggling life as both a student and a mother, setting an example for her adult sons and two young daughters. A change to funding this year caused upheaval and stress about where financial stability was going to come from and Ronalda consistently endured and moved forward when faced with uncertainty. Ronalda is someone who puts others first, giving so much and so often that she often forgets to take care of herself.

Ronalda serves her community with a laugh in her heart and a smile on her face. She organizes food hampers within the community for those who are facing difficulties and need support. She regularly taxis her classmates to school, lovingly calling it "UberRonald" and tends to her community garden, whose harvest benefits everyone.

Ronalda is a natural born leader, she leads by example, welcoming all visitors to La Loche, participating in community days and sharing her knowledge. Anytime anyone is in need of a hand, you can bet that Ronalda is already there, organizing and helping as much as she can. She is a storyteller, baker and proud Dene woman whose knowledge of yanness (local history and events) rivals that of any scholar.

Her overall performance within the program has been wonderful. She has nearly perfect attendance and achieved honours marks within DTI's program. Ronalda has been accepted to the Educational Assistant program to be offered in La Loche this fall and will be an asset wherever she goes. Ronalda can be described in many ways, a leader, mother, storyteller, student, helper and a giver. We are proud of what Ronalda has accomplished at DTI this year.



Order of Gabriel Dumont - Bronze Award Recipient

Randon Herman

Randon Herman has shown an incredible ability to persevere during his lifetime. He quit school in grade six due to severe bullying and spent many years at home, isolated from his peers, learning on his own. Somehow, he found the courage in 2022 to return to school at the La Loche DTI ABE program, stating that he "wanted more out of life." Placed in the Level 1 & 2 classroom Randon quickly showed his aptitude for learning and love of knowledge. There was only one problem, the work was too easy for him. He moved into the Level 4 classroom and quickly proved himself to be up to the challenge.

Randon's community involvement is close to home. He acts as his grandmother's caregiver: cooking and helping with chores. He is dependable, reliable and a rock for his extended family who look to him for help and support.

Randon's leadership is the quiet, steady kind. He leads by example - he is respectful, cooperative and well-liked. He has been conditionally accepted to the University of Regina's Computer Science Degree program, and is navigating the manifold of obstacles to access post-secondary far from home. His success has been an inspiration to his peers, who look to him as an example.

Randon's overall performance within the program has exceeded expectations. He finished the semester with the highest overall marks in the class, and a 95% attendance rate. In order to meet the prerequisites for the Computer Science degree, Randon has added Pre-Calculus 30 and Chemistry 30 to his already intense semester.

This past year, Randon has only begun to show what he is capable of and we have yet to see how far his accomplishments will reach. Randon has a bright future and will continue to reach his goals and have the life he has dreamed of.



Order of Gabriel Dumont - Bronze Award Recipient

Christine (Krissy) Malboeuf

Krissy's tenacity and determination have served her well this past year. She encountered many obstacles during her time here including starting the program on the verge of homelessness. This has only reinforced her drive to succeed and push herself even more. Her short-term goals are primarily academic but her sights are set on becoming an entrepreneur in the future, specializing in the culinary profession.

Krissy has a strong love of animals. She has taken on the hard job of caring for feral cats, giving them food, shelter, love and eventually working toward finding them homes. She has stated that she wants to ensure that they feel as safe as possible. This is a great service to her community and often a thankless job.

Krissy is a role model for others. She comes to class with a positive mindset and a great attitude. She works single-mindedly toward her goals and shares her knowledge within the culture and community. Her passion and commitment to learning her Michif language and history shines through in all that she does. She gathers local medicines and sweetgrass and has strong ties to her Métis culture and roots. She is constantly looking for opportunities to learn and keep traditions strong.

Krissy's overall performance in class is outstanding. She has maintained a 90% average throughout the program. She adds an artistic flair to all that she does and this combined with her great time management skills means that her work is always unique and a pleasure experience. With Krissy's determination and positive mindset, she will undoubtedly conquer any goal she sets for herself.



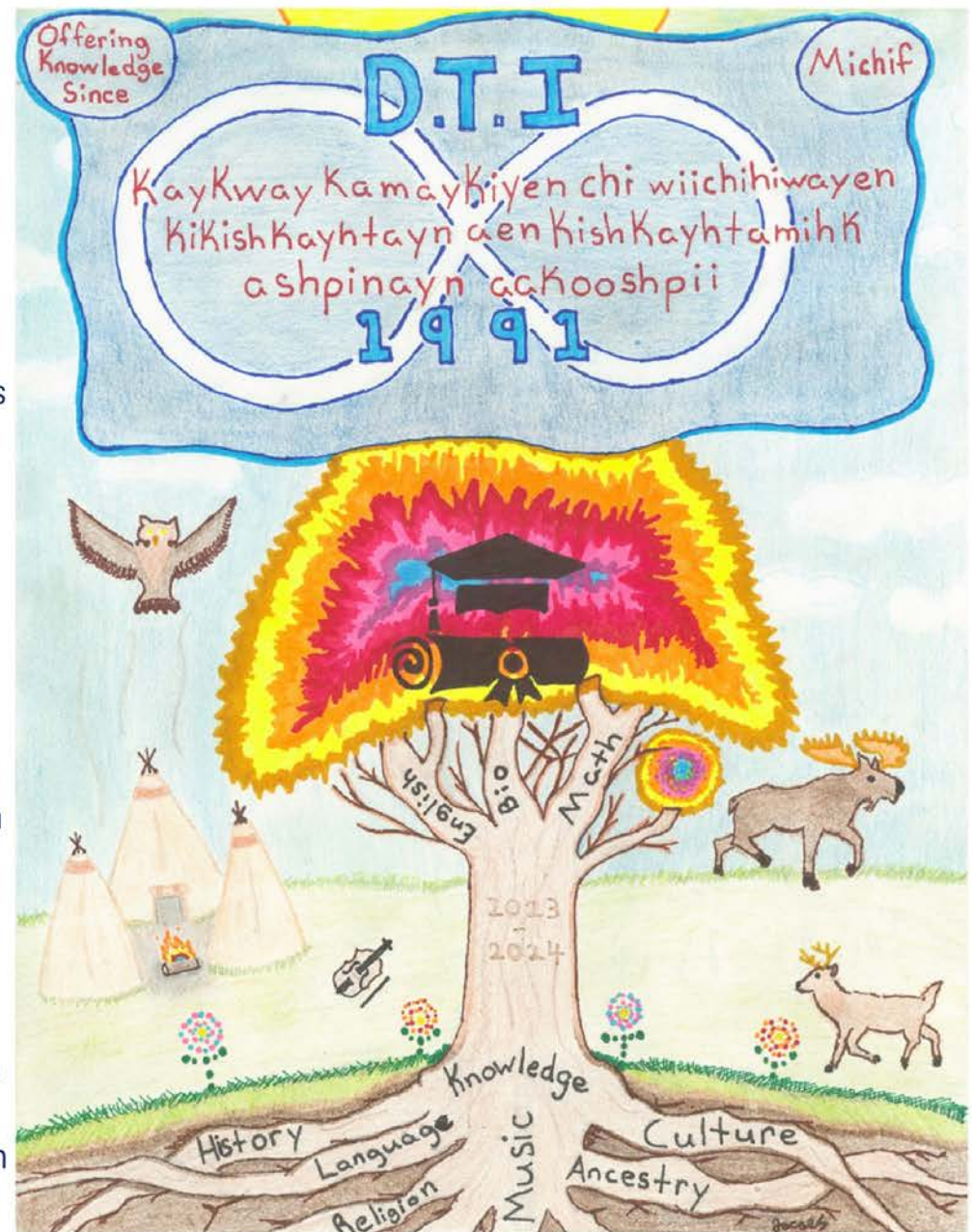
Student Success Story

Jacob Kingston-Schuster

Jacob Kingston-Schuster has accomplished the ABE Level 4 Program in Regina, Saskatchewan, marking a momentous achievement in his educational pursuit. Moreover, he emerged victorious in the DTI Student Artwork Contest. This prestigious program played a crucial role in fostering a profound appreciation for his Métis heritage, empowering him to embrace his cultural identity with pride and enthusiasm. The program came to his attention through his mother's insightful guidance, leading him to embark on this transformative path of knowledge.

Throughout his academic pursuit, the Dumont Technical Institute provided unwavering support, enabling Jacob to remain steadfast in his pursuit of educational excellence. Their guidance and motivation were instrumental in helping him stay focused and determined until the very culmination of his studies.

As a result of his enriched educational experience, Jacob now feels a deeper connection with his family and cultural roots as a Métis individual. The knowledge he acquired kindled a genuine passion within him, as he wholeheartedly immersed himself in the exploration and study of Métis traditions and heritage.





Deeply aware of the historical marginalization faced by the Métis people, Jacob ardently believes that our voices and rich heritage must be acknowledged and celebrated. With a passionate drive for advocacy, he aims to amplify the contributions of the Métis community to the broader society.

Grateful for the exceptional program that has shaped his educational journey, Jacob expresses sincere appreciation for the opportunity it has presented. The transformative impact of the program and the support he received have instilled in him a sense of gratitude and a commitment to furthering his educational pursuits.

Looking towards the future, Jacob aspires to carve a career in the captivating world of animation and cartoons. To achieve this, he eagerly seeks further education to hone his artistic skills and gain comprehensive insights into the creative processes involved in this realm.

In the resolute pursuit of academic and cultural excellence, Jacob Kingston Schuster's story stands as an inspiration, reflecting the immense potential of education to empower individuals and foster a profound sense of identity and purpose. His accomplishments epitomize the significance of recognizing and embracing one's heritage while striving to make a positive impact on society's understanding and appreciation of diverse cultures.

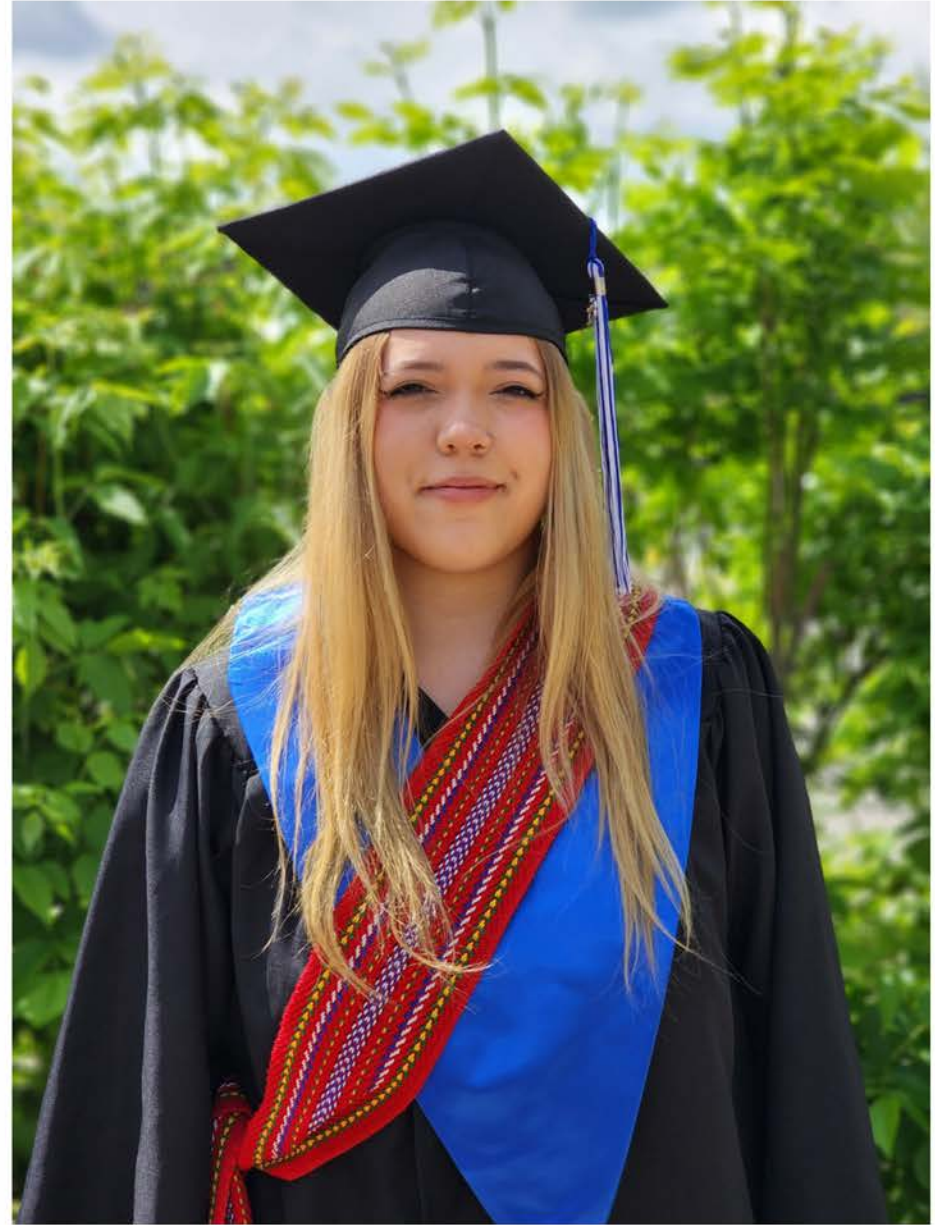
Student Success Story

Aysia Poitras

Aysia Poitras successfully completed the ABE Level 4 Program in Regina, Saskatchewan marking a significant achievement in her academic journey. Throughout her experience, she attests to the program's excellence, with dedicated teachers who wholeheartedly strive for her success. Their unwavering commitment to her academic growth ensured that she successfully completed her grade 12 education. Aysia first learned about the Gabriel Dumont Institute (GDI) through family members who had previously attended, and it was at Dumont Technical Institute that she found the support and resources she needed to obtain her diploma.

Through her engagement with GDI, Aysia cultivated a stronger connection to her Métis heritage by immersing herself in the culture's teachings. The Institute regularly organized events related to Métis culture, providing her with continuous updates and fostering a profound attachment to her people.

Looking ahead, Aysia plans to secure employment to save up for further education, potentially exploring trades as her chosen path. Her teacher has played a pivotal role in her success, demonstrating exceptional



support, understanding, and care. Encouraging her to exert her utmost effort, the teacher's guidance has been instrumental in Aysia's accomplishments.

Offering sage advice to future students, Aysia emphasizes the importance of attentive learning, effective communication with teachers, seeking assistance without hesitation, and staying on track to achieve success. She firmly believes that persevering through challenges while maintaining open lines of communication is key to overcoming obstacles.

Recognizing the significance of a Métis organization like Gabriel Dumont Institute, Aysia's experience of learning more about her cultural heritage and being able to assist Métis individuals profoundly touched her, creating lasting and meaningful memories.

Aysia expresses profound gratitude to the Institute's staff, whose unwavering support and guidance played a pivotal role in her ability to succeed and graduate. The teacher's dedication to their students' well-being and pursuit of their goals left an indelible impact on her, and she cannot emphasize enough the appreciation she feels for their remarkable commitment.

In Aysia Poitras' inspiring journey, we see the transformative power of education, mentorship, and

cultural connection. Her story stands as a testament to the value of institutions like Gabriel Dumont Institute, which not only foster academic growth but also provide a nurturing environment for individuals to explore and embrace their heritage. Aysia's resolute determination to achieve her dreams and the support she received along the way to serve as a beacon of hope for others on their own path to success and fulfillment.

Congratulations

Graduates/Successful Completers of 2022-2023



Jazz Moise Photography

Adult Basic Education

Level 1&2

La Loche

Robert Clarke
Maxine Herman
Randon Herman
Percy Herman
Vinny Herman
Nathan Janvier
Judy Montgrand

Level 3

Île-à-la Crosse

Alexis Corrigan
Michael Knight
Christine Malboeuf
Sherry McCallum

La Loche

Penny Herman
Rona Herman
Aimee Janvier
Jana Janvier
Kayla Janvier
Reva Janvier
Jessica Lemaigre
Justin Lemaigre
Allison Moise
Eleanore Toulejour

Prince Albert

Amy Bignose
Cory Grimard
Selena Martell
Shayna Hardlotte

Saskatoon

Kolby Arcand
Justice Bruneau
Braden Camponi
Tylile Favel
Desiree Laliberte
Faith Lepine
Owen Kosar
Brittney McAdam
Emma Pobran
Sheena Thomas
Stephanie Van-Breda

Level 4

Beauval

Ryan Caisse
Larry Gardiner-Roy
Brady Gardiner-Roy
Braydon McCallum
Harley Primeau
Rachel Roy
Matthew Tinker

Île-à-la Crosse

Andrew Daigneault
Linden Desjarlais
Karter Durocher
Owen Gardiner
Gavin Garr
Carter Laliberte
Tyrrell Laliberte

La Loche

Randon Herman
April Janvier
Lynden Morin
Ronald Park

Prince Albert

Shayna Arcand
Ashley Baliski
Summer Caron
Sarah Cook
Bret Davidson-Vermette
Kevin Fiddler
Kayla Herman
Darcie Laliberte
Michelle Lawton
Shawna Macdonald
Dakota Massey

Level 4

Prince Albert Cont'd

Stephen Mamer-Cook
Kathleen Martell
Chenielle Mispounas
Alyssa Rabut-Chovin
Brooke Sewap
Brett Sinclair

Regina

Jacob Kingston-Schuster
Ray-Anne Lindstrom-Smith
Aysia Poitras
Sharon Pelletier
Rebekah Tondelvold

Saskatoon

Tianna Camponi
Cameron Demontigny
Erin Ginther
Renessa Gladue
Jenelle Larson
Ashley Lennie
Caelan O'Brian
Raquel Penner
Joshua Remenda
Frank Roy

GED

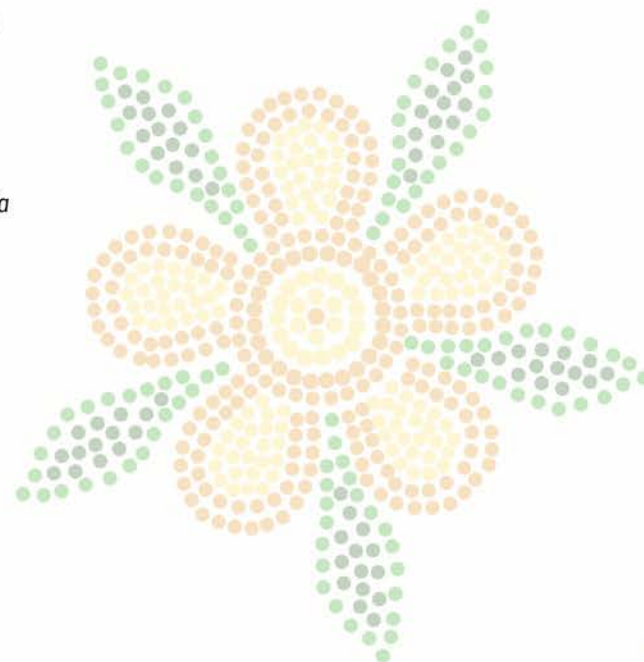
Online

Jordan McKnight
Amanda Gavel
Jessica Genaille
Amy Gorrill
Antony Kenny-Lara
Dylan Mcallister
Braydon Morin

ESWP

Mobile Crane & Boom Truck Operator Regina

Michelle Hein
Cameron McMillan
Joseph Metz



Skills Training

Business Certificate Buffalo Narrows

Candace Chartier

Office Administration Regina

Deirdra Cossette

Victoria Hegyi

Angela Noname

Wesley Ross

Vanessa Stephenson

Dorian Whitehawk

Educational Assistant Île-à-la-Crosse

Martina Desjarlais

Flora Gardiner

Trudy Laliberté

Continuing Care Assistant La Loche

Coreena Cheecham

Roxanne Fontaine

Shaylee Gardiner

Natalie Janvier

Tiffany Janvier

Shawna Laliberté

Tessa Laliberté

Felicia Toulejour

Regina

Mackenzie Armstrong

Starlight Carrier

Lindsey Evans

Katie Mula

Emma Nofield

Sara Roseberry

Coreen Shatz

Saskatoon

Melody Kittleson

Krissandra Maurice

Rylee Pankratz

Jayden Patterson

Jennifer Riddick

Indigenous Birth Support Worker Saskatoon

Debby Bigsky

Summer Brass

Dawn Fitzpatrick

Alexandra George

Natasha Kinequon

Ashley-Dawn Lennie

Kecia Martell

Shelly Sanderson

Phlebotomy Saskatoon

Krystyn Boyer

Kiana Cruz

Meghan Fleischhacker

Hilary Little

Practical Nursing 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

Regina

Logan Begonia

Rebecca Darmokid

Chelsea Deschambeault

Allyssa Durant

Brittany Hayden

Keri Legare

Kylie Lizotte

Madison Pelletier

Cari Ryan

Leah Thomas

Breyll Ulmer

Saskatoon

Leah Dorion

Rebecca Dzurka

Dustin Gerow

River Janzen

Chancellor Kipp

Krystal Kirchner

Chantel Moosewaypayo

Elizabeth Patteeuw

Kelly-Rae Taylor

Regina Yr 1

Lindsay Aldcorn

Cydnee Bruce

Samantha Exner

Ashley Fox

Lindsay Gennutt

Kerri-Ann Maurer

Damon Nekar

Jessica Peltier Karen Phillips

Taylor Reilly

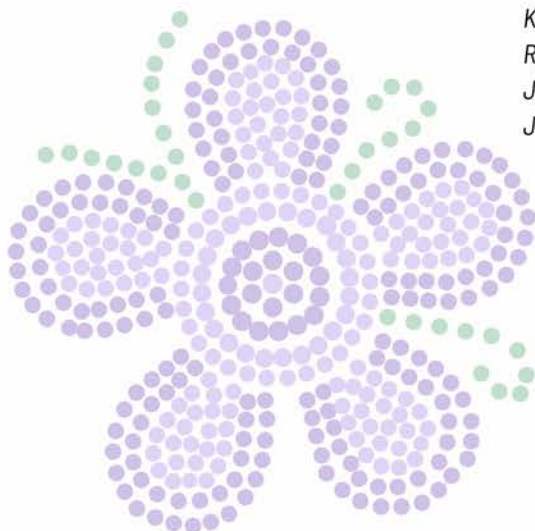
Charlene Schiessler

Amanda Sylvester

Benjamin Thomas

Sheri Turcotte

Brooke White



Skills Training Cont'd

Heavy Equipment Operator

Buffalo Narrows

Colin Macpherson
Rodney McCallum
Lance Morin
Gerald Pedersen
Keagan Seright

Heavy Equipment Truck & Transport Technician

Prince Albert

Andrew Corrigan
Nicholas Favel
Cayleb Gorieu
Keenen Grimard
Brandon Hanson
Rubyn Laliberte
Gordon McAdam
Justin Scott
Dayna Sanderson
Riley Smith

Chainsaw & Brush Saw Safety

Weyakwin

Alfred Carriere
Rudy Keler-Nelson
Shaun Lariviere
Kalan Natomagan
Sheryl Nelson
Kelvyn Ross
Robin Ross

Multi-Sector Safety Tickets

La Loche

Jeffrey Herman
Sheri Herman
Vital Herman
Gavonnie Janvier
Shelley Laprise
Chad Lemaigre
Jazz Moise
Gina Montgrand
Lauren Sylvestre

Turnor Lake

Rene Desjarlais
Dakota Favier
Darlene Favier
Owen Favier
Tylla Laprise
Lenora Marceland
Daisy Montgrand
Darian Montgrand
Flora Montgrand
Geraldine Montgrand
Kimberly Montgrand
Mitchell Montgrand
Shalayah Montgrand
Zarin Montgrand
Joel Morin
Julie Morin

Residential Housing Maintenance

Regina

Graham Blayone
Matthew Mah
Vincent Murray
Pauline Robin
Dylan Umpherville

Driver Training

Prince Albert

Caryleena Adam
Janaya Bell
Jerome Budd
Renee Johnstone
Selena Martell
David McCallum
Alyssa Newton
Jennifer Richard
Ethel Tsannie

