



ST. ANTOINE SCHOOL, BATOCHE



# Dumont Technical Institute 2001 Update Report



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### Section A.1.

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## A. Introduction

### 1. Overview of Dumont Technical Institute (DTI)

The Dumont Technical Institute (DTI) is the adult upgrading and technical training arm of the Gabriel Dumont Institute of Native Studies and Applied Research (GDI). DTI has been in operation since 1992 and provides quality educational opportunities and services for Métis people in Saskatchewan. DTI aims to develop and deliver courses that are deemed essential for Métis self-government and the development of strong, independent individuals and communities.

The Institute is unique in that it delivers a wide variety of adult upgrading opportunities and technical training programs throughout the province. Many of these programs are community based. DTI delivers programs in cooperation with other educational partners such as Métis Employment and Training of Saskatchewan Inc. (METSIS), Saskatchewan Institute of Applied Science and Technology (SIAST), Saskatchewan Indian Institute of Technology (SIIT) and provincial regional colleges.



Classroom – DTI Computer Repair:  
GDI Photo Archives

DTI is academically federated with SIAST. The terms of the DTI/SIAST Federation Agreement (2000) call for the partners to:

- ∞ enhance access to and completion of technical education and adult upgrading by Métis individuals and communities;
- ∞ enable collaborative planning between DTI and SIAST;
- ∞ increase the involvement, decision making and accountability of Métis people in technical, adult upgrading and basic education; and,
- ∞ facilitate the delivery of training programs by DTI to Métis communities.

## **2. Types of Training Programs Available**

DTI offers a wide range of programs in the area of adult basic education and skills training. The three main categories of training are as follows:

- ∞ Adult Basic Education – this includes basic literacy, grades 5-10 upgrading and Adult 12 (level 30) courses;
- ∞ General Educational Development (GED) – DTI provides preparation courses and testing for this international examination; and,
- ∞ Provincially Accredited Skills Training Programs – through the DTI/SIAST Federation Agreement (2000).

## **3. Student Support Services**

One of the Institute's strengths is its ability to offer a wide range of student support services. Small, community-based, Métis-focussed classrooms often make the difference for students attending DTI. Time and again DTI students have expressed their appreciation for the close-knit, understanding atmosphere they find in DTI programs. Some of the student support services that DTI offers include the following:

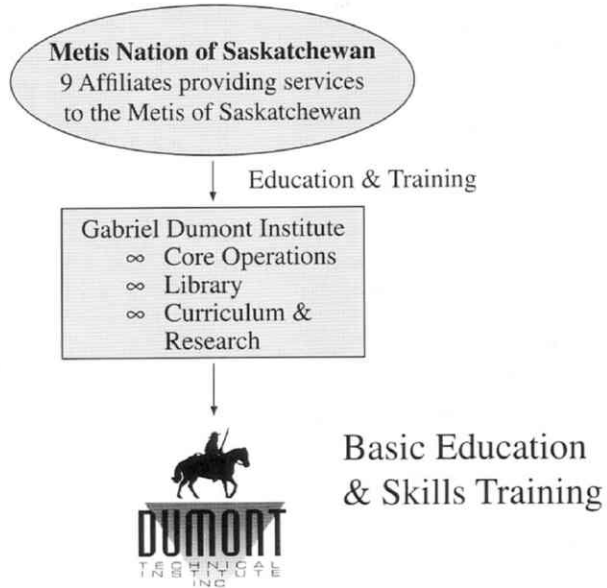
- ∞ Student living allowance funding;
- ∞ Academic and personal guidance and counselling services;
- ∞ Tutoring and academic assistance in courses;
- ∞ Liaison with sponsoring agencies such as Métis Employment & Training of Saskatchewan Inc., Student Financial Assistance and Provincial Training Allowance; and,
- ∞ Referrals for student assistance.

## **4. Organizational Structure of Dumont Technical Institute**

The Métis Nation of Saskatchewan (MNS) is the political voice for the Métis of Saskatchewan. Within the structure of the MNS there are nine affiliated agencies that provide services to the Métis. The Dumont Technical Institute is part of the Gabriel Dumont Institute, which is the education and training affiliate of the MNS.

Figure 1 (page 3) represents the organizational structure in which DTI operates.

**Figure 1: Dumont Technical Institute Organizational Chart.**



## 5. Accreditation & Partnerships

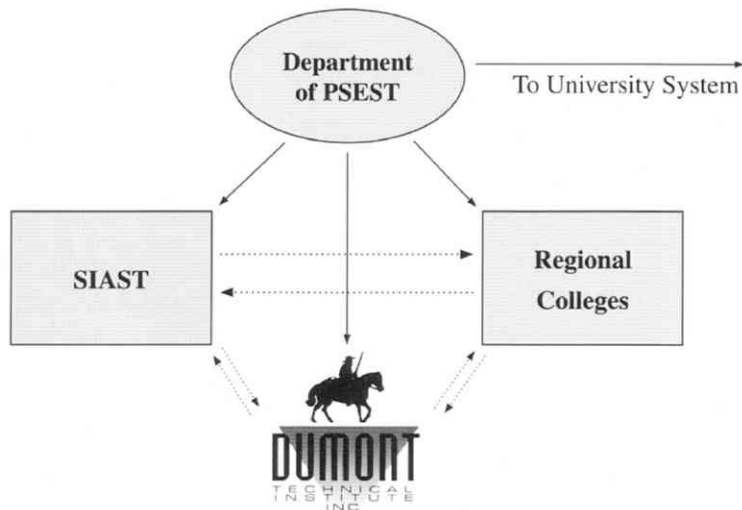
DTI is recognized as an accredited delivery agent of basic education and skills training for the Métis through a Master Agreement with Saskatchewan Post-Secondary Education and Skills Training (PSEST) in 1994.

As a result of the DTI/SIASST Federation Agreement (2000), DTI is seen as academically integrated with SIASST but otherwise remains legally and financially independent. The Federation Agreement allows DTI and SIASST to plan the delivery of accredited training to their respective communities in collaboration with one another. DTI is able to access certificate and diploma programs of SIASST for delivery by DTI in Métis communities. In this way, Métis students have access to recognized training within a culturally relevant framework.

Partnerships for the delivery of specific programs have been established with the nine regional colleges in Saskatchewan and with the Saskatchewan Indian Institute of Technology. The partnerships provide the opportunity for the parties to pool resources and share talent and expertise. The end product of these partnerships has been improved service delivery to all learners.

Figure 2 represents the relationship of Dumont Technical Institute to other provincial training providers and the Department of Post-Secondary Education & Skills Training.

**Figure 2: Provincial Structure of Post-Secondary Education and Skills Training - Basic Education & Technical Training.**





## B. Dumont Technical Institute Staff and Programs

### 1. 2000-2001 DTI Staff

Dumont Technical Institute offers basic education and skills training throughout Saskatchewan. The programs are administered out of the core office in Saskatoon. The Saskatoon staff are listed below.

#### Core Staff – Saskatoon

Geordy McCaffrey .....	Principal
Lisa Wilson .....	Program Coordinator
Brett Vandale .....	Program Coordinator
Tavia Inkster.....	Program Coordinator
Jaqueline Hunchak .....	Program Coordinator
Marlene Laliberte.....	Administrative Coordinator
Ken Kowalko.....	Administrative Coordinator
Donna Hebert.....	Administrative Coordinator

The table below lists staff who delivered DTI courses throughout the Province in 2000-2001.

#### Program Staff – Provincial

Location	Staff Members
Regina	Marj Obleman
	Nicole Amiotte
	Sam Nie
	James Ursaki
Saskatoon	Greg Stark
	Bryan Guiboche
	Elton McKay
	Peter Krebs
Prince Albert	Rene Caisse
	Elizabeth Majocha
	Claudette Moran
	Wilfred Gaertner
	Marilyn Beaucamp
	Sharon Isbister
	Candy Braaten
	Stephanie Beauchesne
North Battleford	Cecile O'Neil

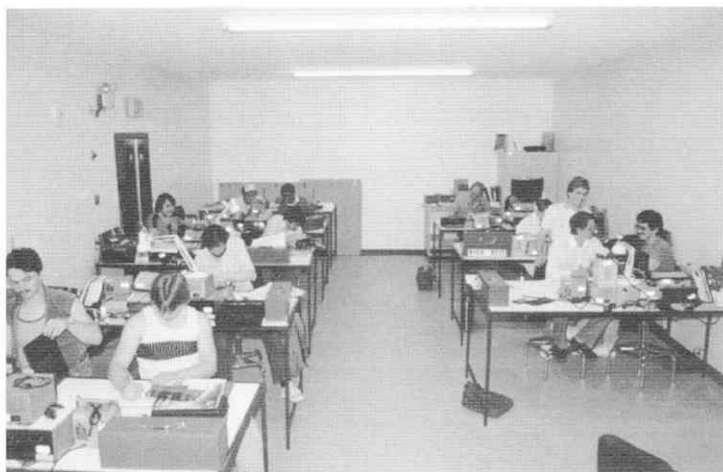
Location	Staff Members
Yorkton	Andy Baliberda
	Cortland Guse
	Don Kondrat
	Michelle Jordan
	Karen Bradbury
Meadow Lake	Brian Johnson
	Sandy Danchuk
	Cindy Hanson
	Gordon Jangula
Laloche	Roger Morin
	Doreen Roy
	Cecile Jolibois
Duck Lake	George Epp
	Cecile O'Neil
Moose Jaw	Emmy Ahimbisibwe

## 2. Dumont Technical Institute Programs

From its inception to the present day, DTI has provided a wide array of skills and basic education programs. In many cases, these programs were delivered in Métis communities throughout the province, not only in the major urban centres. A listing of the programs offered from 1996 through 2001 is provided below.

Table 1: 1996 - 1997 Dumont Technical Institute Programs

Program	Location
Basic Education	Regional Colleges & SIAST
Business Administration	Buffalo Narrows
Computer Application	North Battleford
Computer Repair	North Battleford
GED Preparation	Meadow Lake
Introductory Office Management	La Ronge
Truck Driver Training	Saskatoon
Youth Care Worker	North Battleford



Classroom - DTI Computer Repair: GDI Photo Archives

Table 2: 1997 - 1998 Dumont Technical Institute Programs

Program	Location
Adult 12	Yorkton
Basic Education - Storefront	Ile a la Crosse
Basic Education 10-12	Prince Albert
Basic Education 5-10	Yorkton; Regina
Business Administration	Regina
Career Counselling	Buffalo Narrows
Chemical Dependency Worker	Regina
Computer Office	Meadow Lake
Entrepreneurship	Timber Bay
GED Preparation	Saskatoon
Home Care/Special Care	Regina
Integrated Resource Management	La Ronge
Introduction to Carpentry	Buffalo Narrows
Job Skills - GED	Meadow Lake
Life Skills	Yorkton
Micro-Electrician Technician	Cumberland House
Small Business Training	Timber Bay
Truck Driver	Lloydminster
Vocational Forestry	Buffalo Narrows; Yorkton
Youth Care Worker	Regina; Meadow Lake



Freight Train Leaving Ft. Benton, 1878:  
Saskatchewan Archives Board No. R-A5041

Table 3: 1998 - 1999 Dumont Technical Institute Programs

Program	Location
Adult 12	Yorkton
Basic Education 5-10	Saskatoon; La Loche; Prince Albert; Regina; Cumberland House
Basic Education 5-12	Ile a la Crosse
Basic Education/Part-time	Saskatoon
Bridging	Fort Qu'Appelle
Computer Clerk	Creighton
Computer Repair	Saskatoon
Computer Support Specialist	Prince Albert
Computer Upgrade	Stoney Rapids
Economic Development	Saskatoon
Employment Workshops	La Ronge
Facility Maintenance	Churchbridge
GED Preparation	Saskatoon; Prince Albert; Lloydminster; Debden; Regina
Heavy Equipment	Garson Lake
Home Care/Special Care	Canwood; Prince Albert; Rocanville
Integrated Resource Management	Prince Albert
Job Skills	Regina
Life Skills	Nipawin; Meadow Lake
Literacy	Creighton
Mine Security	La Loche
Nursing Preparation	Prince Albert
Peace Keeper	La Loche
Pipeline Training	Caronport
Pre-employment Carpentry	Duck Lake
Vocational Forestry	Beauval
Women's Re-entry	North Battleford
Youth Care Worker	Regina
Youth Life Skills	Saskatoon



Caterpillar Tractor en route to Rupert's House. 1927: Hudson's Bay Company Archives No. 1987/363-T-17/16 (N7884)

**Table 4: 1999 - 2000 Dumont Technical Institute Programs**

Program	Location
Aboriginal Employment Development	Saskatoon
Adult 12	Yorkton; Esterhazy
Basic Carpentry	North Battleford
Basic Education	Laloche; Ile a la Crosse; Cumberland House; Fort Qu'Appelle
Basic Education 5-10	Regina; Saskatoon; Prince Albert
Computer Support Specialist	Prince Albert; Yorkton
Employment Readiness	Yorkton
GED Preparation	Prince Albert; Regina
Licensed Practical Nurse	Prince Albert
Tourism Training	Yorkton

**Table 5: 2000-2001 Dumont Technical Institute Programs**

Program	Location
Adult 12	Yorkton; Esterhazy; Saskatoon; Prince Albert; Regina
Basic Carpentry	Yorkton; Saskatoon; Batoche;
Basic Education	Ile a la Crosse
Basic Education 5-10	Saskatoon; Prince Albert; Regina; La Loche; North Battleford
Computer Information Systems	Regina
Computer Support Specialist	Yorkton
Forestry Ecosystem Technician	La Ronge
Heavy Equipment Operator	Cumberland House
Home Care/Special Care	Yorkton; Debden; Rosthern; St. Louis
Licensed Practical Nurse	Prince Albert
Traditional Land Use	Buffalo Narrows
Vocational Forestry	Cumberland House



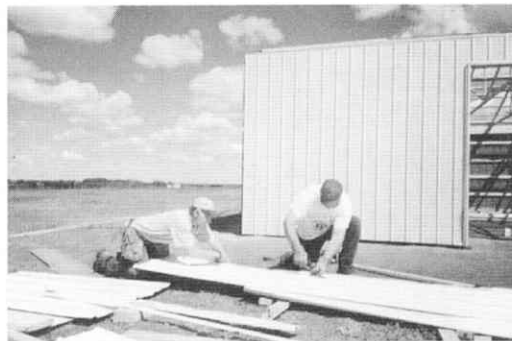
Sugaring – Tapping Birch Tree: Public Archives of Canada PH-0277



Inoculations, Cumberland House 1949: Saskatchewan Archives Board No. R-A11014-13

Table 6: 2001 - 2002 Dumont Technical Institute Programs

Program	Location
Adult 12	Saskatoon; Prince Albert; Regina; Yorkton
Basic Carpentry	Batoche
Basic Education	La Loche; Ile a la Crosse; Duck Lake
Basic Education 5-10	North Battleford; Saskatoon; Prince Albert; Regina
Business Administration	Saskatoon
Career Counseling	Prince Albert
Computer Enhancement	Moose Jaw
Computer Support Specialist	Yorkton
Developmental Studies	Weyakwin
GED Preparation	Meadow Lake
Home Maintenance	Cumberland House
Licensed Practical Nurse	Meadow Lake; Prince Albert
Life Skills	Saskatoon; Moose Jaw
Practical Nurse Preparation	Meadow Lake; Prince Albert



Construction Photographs – Batoche: GDI Photo Archives



## C. Saskatchewan Population Profile and Workforce



Woman Making Fish Net, 1948; Saskatchewan Archives Board No. R-A18556 (1)

Saskatchewan has the highest proportion of Aboriginal residents of the ten provinces. According to the 1996 Census (Statistics Canada, 1999), 109,540 Saskatchewan people (or 11% of the general population) reported having Aboriginal identity. Of this number, approximately one-third identified themselves as Métis. By 2020, the proportion of Aboriginal residents in the province is expected to rise to 20% of the general population.

The size of the young Métis population is increasing. In fact, over half of the Métis population in Saskatchewan is under 20 years of age. This means that a baby boom among the Métis population has occurred approximately 20 years after that experienced by the general population of Canada. The growing proportion of Métis in Saskatchewan and the youthful Métis population are the result of a birthrate among Aboriginal women that is considerably higher on average than that of the general female population.

Having said this, it is notable that the age group undergoing the largest proportional increase in the general population is the mature adult (50-64 years old) population. This group represented approximately 14% of the general population in 1998 and is projected to increase to 20% in 2018. Saskatchewan's general population, therefore, is moving from its youthful status of 20 years ago, to an increasingly senior state.

Young adults, those in their twenties and early thirties, are an important segment in any population. They represent the energy for the future. They are the most likely to be forming new families and households, and contributing to growth in society. This age group represents about 20% of the general population, but it represents 40% of the migration out of the province or country.

Saskatchewan, then, is experiencing the challenge of dealing with an aging general population and with losing a



Occupied Bed Making (Home Care/Special Care Aide); GDI Photo Archives

large number of young adults to other provinces. Yet, at the same time, there is an opportunity emerging in the form of the young, growing Aboriginal population that has a tendency to remain in the province. Training and education opportunities for Aboriginal people will be increasingly important to ensure the viability of the Saskatchewan economy and promote growth in the province.

It is important to note that the Métis have experienced numerous disadvantages in education resulting in lower educational attainment among the Métis population. Over half the Métis population 15 years and over in Saskatchewan had not graduated from high school in 1996. Much has been done over the last five years to change this statistic. Graduation rates are increasing and educational attainment levels are improving.

However, more remains to be done in order to address the educational disadvantaging of the Métis. Education is the key to Métis participation in this province's economy. By having access to relevant training, Métis people gain the skills, knowledge and abilities required to compete in Saskatchewan's labour market. The attainment of such education and training provides benefits to Métis individuals, their communities, the economy of the province, and to the general population of Saskatchewan.

This is what Dumont Technical Institute's educational programs are all about – making it possible for Métis people to fully participate in, and contribute to, the economy.



**L & M Wood Products, Glaslyn: Department of  
Industry and Commerce 82-4-12 #1**



## **D. Dumont Technical Institute Student Profile**

In order to acquaint the reader with the clients DTI serves, the following report provides detailed demographic and socio-economic patterns of the DTI student body.

The information provided here about DTI students helps one to understand the contributions made by the Dumont Technical Institute to the training system of Saskatchewan and the Métis Nation of Saskatchewan.

The following demographic information is based on a random sample of thirty DTI students in each of the 1999-2000 and 2000-2001 academic years. The sixty students were all basic education students with a ratio of 2:1 women to men, which is representative of the DTI student body gender composition. The students were randomly selected from DTI programs across Saskatchewan.

### **1. Average Age of Learners**

The average age of learners sampled was 30.5 years for the two training years in question. For the years 1999/00 and 2000/01, the average age of the survey population was found to be 33.9 and 27.15 years respectively.

It can be noted that a majority of DTI learners are in the midst of their child-bearing and child-rearing years. Returning to school has many important effects related to their roles as parents. For one, these parents act as role models for their children, impressing upon them the importance of education. Secondly, they establish the connection that school is a stepping stone to accessing the labour market or further training. Economic and social benefits will be experienced as the Métis population increases its educational levels.

### **2. Average Number of Dependents**

Given the average age of DTI learners it is of no surprise that the vast majority of students have dependent children or spouses. In the 1999/00 and 2000/01 survey years the average number of dependents per student was 1.6 and 2.05 respectively, for an overall average of 1.8 dependents.

### **3. Income Source Prior to Becoming a DTI Student**

The primary source of income for survey participants prior to becoming a DTI student was some form of social payment. This category would include payments such as social assistance, participant training

allowance, incarceration, or employment insurance.

Upon entering Dumont Technical Institute programs, the students surveyed were provided with an average yearly living allowance of between \$9,106.70 for 1999/00 and \$11,233.55 for 2000/01, for an overall average of \$10,170.13. This living allowance was provided through the Provincial Training Allowance (PTA) program.

#### **4. Highest Grade Obtained**

On average, the highest grade completed by students prior to entering a DTI program was 8.9 and 9.15 for 1999/00 and 2000/01 respectively. Between the two survey years the average highest grade completed was 9.0. This grade average is likely a result of targeting basic education students enrolled in the ABE 5-10 program and the Adult 12 program for this survey. Of the students who apply for basic education training, a large number lack the educational requirements to enter the ABE 5-10 program. Literacy programming is a priority that the Institute hopes to meet in upcoming years.

#### **5. What Does This All Mean?**

It is with a high degree of confidence that the following learner profile can be established for DTI students from the survey conducted:

- ∞ The vast majority of learners are Métis, which is reflective of the Institute's goals and objectives – that being to train Métis learners so that they will become self sufficient and improve their overall economic well being;
- ∞ The ratio of female to male students is 2:1;
- ∞ The average student age is 30.5 years;
- ∞ Students have an average of 1.8 dependents;
- ∞ Students enter DTI with an average highest grade obtained of 9.0;
- ∞ Fifty (50%) percent of learners have a “single” marital status classification;
- ∞ The primary income support for learners prior to entering studies with DTI is in the form of some type of social program; and,
- ∞ The average income for the academic year (10 months) for students in the survey was \$10,170.13.

This learner profile is important for measuring both the economic and social benefits of basic education to both individuals and society at large. The profile also provides useful information for the Institute to target and design training programs that best benefit its client population.

## E. Economic Impact of DTI Basic Education Training

It is possible to produce fairly accurate projections regarding the economic impacts of Dumont Technical Institute's training programs by applying the learner profile presented in the previous section to a number of scenarios. Education and training is often viewed by government agencies and decision makers as an expense. The goal of this section of the Update Report is to transform the perception of education as merely a cost, into an awareness that training expenditures are investments that pay dividends. An investment in Métis education has far-reaching benefits felt by individuals who receive training, their families, their communities, and the province as a whole.

In order to calculate the economic benefits of DTI basic education, a number of assumptions and calculations must be advanced that represent an average student at DTI. For the purposes of this analysis the following information (as summarized in Table 7) will apply:

- 1. Student Profile** - In the previous section of the report a profile of an average DTI basic education student was articulated. This profile was compiled from information collected from a random sample of sixty students from two academic years - 1999-2000 and 2000-2001.
- 2. Completion Rate** - This rate represents the average number of students who completed their basic education program over a four year period (1998-2001). Completers are tracked into one of four areas: 1) number employed; 2) number entering further training; 3) number unemployed; and, 4) number listing homemaker as their primary activity upon completion.

**Table 7: DTI ABE Program Completion Rates Four Year Average (1998-2001)**

Category	Average
Average annual enrollment	232
Average annual completion rate	137(59%)
Number/Percentage of completers employed	22 (17%)
Number/Percentage entering further training	95 (69%)
Number/Percentage of completers unemployed	8 (6%)
Number/Percentage listing homemaker as activity	11 (8%)

### **3. Socio-economic Table (refer to Appendix 1)**

#### Assumptions:

- i. The purpose of the socio-economic table is to depict the benefits and costs of a student who attends a DTI PTA sponsored program and/or has eventually moved on to achieving employment.
- ii. The calculations in the table assume an annual wage increase of 1.5 percent when calculating Average Annual and Net Incomes and Provincial Training Allowance (PTA) monies and an average annual five year inflation rate of 1.8 percent.
- iii. The social cost base amount of \$12,204 for 2002 is calculated based on an average annual cost of a DTI student with 2 dependents - which is reflective of the DTI student population.
- iv. The numbers, as presented in the table, are considered conservative given the annual wage and inflation rates are assumed to remain constant over the 20 year period. Having said that, one can therefore assume that the numbers would reflect a higher value than what is currently depicted in the socio-economic table.

#### Limitations:

- v. The socio-economic table, as depicted, does not take into consideration or identify any multiplier effects that can be attributed to extra dollars generated and spent in the economy of Saskatchewan. The multiplier effect of an economy or sector of an economy may change and is dependent upon the various imputed input and output costs arrived at using input-output analysis.
- vi. The numbers for taxes generated are based on what would be paid for by an individual in 2002 with no dependents. Students entering the labour force who have dependents would be in a lower tax bracket due to various exemptions. Also, tax rates seldom remain constant for any length of time and one would expect that tax rates will change over the course of a 20 year period.
- vii. Other social costs to government that affect impoverished families are not included in this table. These can include various health and social problems which may result in hospitalization or incarceration. The associated costs are often reduced as people become employed and are no longer impoverished.
- viii. Assumptions of a 1.5 percent annual wage increase and an annual inflation rate of 1.8 percent are considered conservative, implying that the numbers are likely valued lower than what would normally occur over a 20 year period (as noted above).

#### **Scenario One: Average client receives no training resulting in a continuation of the status quo.**

The average DTI student who is not attending training is a single parent with two dependents and

receives approximately \$12,204.00 dollars per year in social payments (2002) (see Appendix 1 Socio-economic Table). If one were to apply this rate to the average number of students served per year (232), the corresponding cost for 2002 alone would be  $232 \times \$12,204.00 = \$2,831,328$ . In essence, if the student body that DTI serves per year was not engaged in a Dumont Technical Institute program, the Government of Saskatchewan would be providing social payments amounting to approximately 2.8 million dollars per year with no dividend.

If this rate was extended over the applicable twenty year period of analysis with a yearly deduction of a 1.8% inflation rate, the corresponding social expenditure by government would be 20 years  $\times$  \$2,831,328.00 (less inflation) = \$ 64,292,213.52 (Column J, socio-economic table, Appendix 1). Through such analysis, one can point out that this represents only a portion of the costs to government. This model, of course, does not address the indirect social costs of poverty such as increased health care costs, increased incarceration, lost productivity, and lost human potential.

The analysis quoted above represents the social cost for one year of would-be students assuming that there was no DTI or training opportunity. Over the twenty year period, one could assume that each of the corresponding years has a separate intake of 232 students. Applying this information to the model would increase the cited cost to government in ever escalating amounts.

Dumont Technical Institute receives approximately 1.4 million dollars per year to deliver basic education to the Métis community. Over the 20 year term of analysis the sum of this delivery is 28 million dollars.

**Scenario Two: Break even point – Determine the minimum number of DTI basic education students completing their program and moving into employment to balance training expenditures with taxation income and expenditure savings associated by moving students from social assistance to employment.**

This scenario will depict the minimum number of students required to obtain DTI training and move from being a social cost to being employed in order to justify the government education expenditure over the 20 year analysis period. The analysis for this scenario assumes that it will cost approximately \$28 million (\$1.4 million per year) to supply basic education training for 20 years. The student sustenance rate has not been included because this cost is assumed to remain in the form of social assistance in the event that training does not occur.

*2001 Dumont Technical Institute Update Report*

To justify the \$1.4 million spent annually on basic education training with the Dumont Technical Institute, seven students must move from basic education training to employment each year over a period of 20 years (Table 8). In other words, seven of an annual student body of 232 are required to move from basic education to full time employment each year over a 20 year period to justify an economic expenditure of \$1.4 million annually. This is based on the premise that the government would save in excess of \$12,000/yr/individual in social assistance payments if the individual was trained and employed, and would gain in excess of \$6,000/yr/individual in taxes. The following table illustrates this premise:

**Table 8: Scenario Two Fiscal Savings for Government**

Year	7 clients gaining employment/year	Tax revenue for government*	Social savings for government**	Total government savings and revenue
2002	0	0	0	0
2003	7	\$45,115.00	\$86,709.00	\$131,824.00
2004	14	91,574.00	176,078.00	267,652.00
2005	21	139,419.00	26,7981.00	407,400.00
2006	28	188,692.00	362,656.00	551,348.00
2007	35	239,400.00	460,145.00	699,545.00
2008	42	291,606.00	560,448.00	852,054.00
2009	49	345,303.00	663,656.00	1,008,959.00
2010	56	400,512.00	769,832.00	1,170,344.00
2011	63	457,380.00	879,039.00	1,336,419.00
2012	70	515,830.00	991,410.00	1,507,240.00
2013	77	575,883.00	1,106,875.00	1,682,758.00
2014	84	637,644.00	1,225,644.00	1,863,288.00
2015	91	701,155.00	1,347,710.00	2,048,865.00
2016	98	766,458.00	1,473,136.00	2,239,594.00
2017	105	1,095,045.00	1,601,985.00	2,697,030.00
2018	112	1,185,520.00	1,734,432.00	2,919,952.00
2019	119	1,278,536.00	1,870,561.00	3,149,097.00
2020	126	1,374,030.00	2,010,204.00	3,384,234.00
2021	133	1,472,177.00	2,153,802.00	3,625,979.00
<b>Totals</b>	<b>133</b>	<b>\$11,801,279.00</b>	<b>\$19,742,303.00</b>	<b>\$31,543,582.00</b>

\*Tax Revenue - individual marginal tax rate (MTR) for Saskatchewan 2002. It does not take into account the number of dependents which would decrease the overall MTR.

\*\*Average nominal income cost to government of a PTA client with two dependents. Assumes annual PTA increase of 1.5%.

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**Scenario Three: Actual client success rate projected over period of analysis.**

In this scenario, the client receives DTI basic education training and 22 (approximately 16%) of the 137 completing clients per year move into employment. This rate is representative of the four year completion rate survey. It should be noted this scenario does not include the 69% of basic education graduates who move on to additional education/training and then enter the job force. As can be expected, the savings to government from not having to make social assistance payments to the graduates combined with the revenue generated from these individuals paying income tax far surpasses the amount invested by government in Dumont Technical Institute training in a 20 year period (Table 9).

**Table 9: Scenario Three Projections**

<b>Year</b>	<b>Clients gaining employment</b>	<b>Tax revenue for government</b>	<b>Social savings for government</b>	<b>Total government savings and revenue</b>
2002	0	0	0	0
2003	22	\$141,790.00	\$276,584.00	\$418,374.00
2004	44	287,804.00	561,484.00	849,288.00
2005	66	438,226.80	854,832.00	1,293,058.80
2006	88	593,032.00	1,156,936.00	1,749,968.00
2007	110	752,400.00	1,467,840.00	2,220,240.00
2008	132	916,476.00	1,787,808.00	2,704,284.00
2009	154	1,085,238.00	2,117,038.00	3,202,276.00
2010	176	1,258,752.00	2,455,728.00	3,714,480.00
2011	198	1,437,480.00	2,804,274.00	4,241,754.00
2012	220	1,621,180.00	3,162,500.00	4,783,680.00
2013	242	1,837,022.00	3,531,022.00	5,368,044.00
2014	264	2,034,120.00	3,909,840.00	5,943,960.00
2015	286	2,236,806.00	4,235,660.00	6,472,466.00
2016	308	3,212,132.00	4,699,156.00	7,911,288.00
2017	330	3,493,050.00	5,110,380.00	8,603,430.00
2018	352	3,781,888.00	5,533,088.00	9,314,976.00
2019	374	4,078,470.00	5,966,796.00	10,045,266.00
2020	396	4,383,324.00	6,412,824.00	10,796,148.00
2021	418	4,626,842.00	6,769,092.00	11,395,934.00
<b>Totals</b>	<b>418</b>	<b>\$38,216,032.80</b>	<b>\$62,812,882.00</b>	<b>\$101,028,914.80</b>

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Based upon the actual employment rate of completers of DTI basic education programs they would generate government savings and revenue in excess of \$101,000,000 over the 20 year period of analysis. This is an extremely conservative figure that is based upon clients surveyed within six months of completing their training. To be sure, many of the completers went on to further training (69%) and entered the labour market at a later date. As well, many completers (11%) went on to care for children and will enter the labour market when their dependents are older. One can note that, by including individuals taking additional training and those who became homemakers in this analysis, there is a strong basis to significantly adjust these figures upward.

Given this conservative estimate of the monetary benefits, the provincial government saves or generates approximately four dollars for every dollar invested in Dumont Technical Institute basic education programming.

#### **Non-economic benefits of training**

It would be narrow sighted to assume that the only benefits students receive from training would be economic in nature. In addition to the financial gains made by Dumont Technical Institute graduates, individuals experienced increased quality of life through literacy and educational achievement. Some of the noteworthy benefits are:

- ∞ increased self-esteem and self-worth;
- ∞ increased skill and knowledge;
- ∞ exposure to new information and ideas;
- ∞ greater participation in community affairs;
- ∞ increased chances that children will have higher educational attainment; and
- ∞ better parenting and life skills.

The following section illustrates, in students' own words, the positive effects they have experienced from being a part of the Dumont Technical Institute.



## F. The Student Experience

### 1. Student Perspectives on DTI

Students in Dumont Technical Institute programs appreciate several aspects of their education. Many students feel that Dumont Technical Institute programs provide them with a sense of belonging that they have not been able to find in mainstream educational institutes. Dumont Technical Institute is a Métis-oriented educational organization that has a mandate to deliver programs in a culturally sensitive manner. Students feel they are accepted and supported; these are feelings that can come only from being involved in a system that recognizes their experience and history, and strives to build community in the classroom. The statements below come from students who feel Dumont Technical Institute programs have benefited them not only in their education and career pursuits but also in their sense of being part of a community.

*I like DTI because it is a comforting atmosphere. I attended other schools and never lasted. When I came to DTI, I felt welcomed. The instructors make the work seem easier and they take the time to make sure you understand.*

-Christine, ABE 10

*DTI helped me to achieve my goals and ambitions in life. It's taught me how to study and be more organized. To me, being a student at DTI means being proud to be Métis.*

-Bill, Graduate of Adult 12, enrolled in Health Careers program

*At Dumont Technical Institute it's small enough to get to know everyone. You can have one-on-one conversations with the instructors. I like that the instructors show they care.*

-Megan, Adult 12

*To be a Dumont Technical Institute student means to be proud of being a Métis. DTI is not only a place to educate ourselves; it is also a home away from home where we gather with other individuals like ourselves who are looking for a better future.*

-Michael, Graduate of Adult 12, enrolled in Health Careers program.

*DTI gives older people a chance to finish school when they didn't finish while young. The friendly staff and teacher members are very fun, always laughing and making others around them laugh. I feel welcomed.*

-Joanne, Health Careers program

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*I chose to attend DTI because it is a Métis school and I wanted to know more about my heritage. It's more comfortable at DTI. We have somewhere to belong.*

-Nita, Adult 12

*DTI is more involved, the instructors are able to give and spend more time with the struggling students and you are motivated to keep trying.*

-Bobbie, ABE 10

## 2. Student Success Stories

Through our brief program delivery history there have been many students who have taken advantage of DTI training and excelled. The accomplishments of students represent a great deal of commitment, perseverance, and dedication to their studies. The students' achievements have made themselves, their families, the Institute, and our Métis community extremely proud. We have collected a small number of these success stories to illustrate the experiences of Dumont Technical Institute students.

### Charissa Amyotte



Charissa Amyotte:  
Photo Courtesy of  
Charissa Amyotte

Charissa Amyotte is a young and energetic student in the Adult 12 program in Regina. She has a wide range of interests that include reading novels and poetry, watching movies and sports, and swimming and camping. However, her biggest interest is to complete her high school education, which she regrets not having done in the regular school system. With many expectations, she came to Dumont Technical Institute last September to begin the 2000-2001 Adult 12 program.

As a student and a single mother, Charissa lives a busy life. In the beginning, it was not easy for her to meet the academic demands of a Grade 12 program. However, she was not discouraged and continued to work hard. With the help of the instructors and her own determination, she made a lot of progress over the first semester. As she progressed into the second semester, she found Math A30 particularly difficult. At one point she was ready to give up and prepared to take a correspondence course to make up the credit later. However, her persistence and good work paid off in

the end. Her scores are among the highest in all the classes she is taking. She is very optimistic about graduating from the program with honours in early 2002.

Charissa is very confident about her future. She is planning to continue her education by completing a university program. Her interest is either in Native Studies, Administration, or Economics.

**Vanessa Beaudry** (personal picture unavailable)



Slavey Woman Making Moccasins at Fort Nelson, BC July 1949; Photographer – Richard Harrington, Photo Courtesy of Hudson's Bay Company Archives/Provincial Archives of Manitoba HBCA 1987/363-1-39/1

Vanessa Beaudry is originally from the North Battleford area. She graduated from high school in 1988 and immediately began working at the local Maple Leaf Processing Plant. She continued to work there for ten years, the last five of which she worked as the Trainer. There she discovered her enjoyment of helping others achieve their career goals.

Vanessa enrolled in the Economic Development Officer program, a partnership program between DTI, the Clarence Campeau Development Fund (CCDF), and SIAST. This program opened up many employment opportunities for her. After completing the program she gained employment at the Battlefords Indian and Métis Friendship Centre. Soon after, she accepted a position as an Information Officer with Saskatchewan Student Loans in Regina where she worked for two years.

Vanessa currently works for the Western Region IIA Métis Employment and Training Institute of Saskatoon as an Outreach Officer. She has returned to her love of helping people set and achieve their educational and employment goals. She gets to work one-on-one with clients and receives satisfaction in watching Métis people attain their goals.

**Ken Evett**

Ken Evett and his father were partners in their small family business called "Family Sausage." However, Ken found he was tired of being a meat cutter. Seeking more career options, Ken enrolled in the Saskatoon GED program in 1997.

Ken initially struggled with some of his studies but soon showed that he was more than able to succeed. His sense of humor and willingness to help others when instructors were busy made him a valuable member of the class. Ken's hard work and dedication paid off and he passed his GED exam with high marks.

Shortly before he finished the GED class, Ken became aware of DTI's Economic Development Officer program scheduled to be offered that fall. He was encouraged to enroll as the skills offered in that course could only help to expand his existing business as well as open doors for a future career. He enrolled, and graduated in 1999.

Upon graduation, Ken was hired as an Economic Development Officer in Archerwill, Saskatchewan. Currently, he is working with the Canada-Saskatchewan Business Service Centre in Saskatoon as their Aboriginal Coordinator. Ken also continues to work with his father in their family business. They are currently planning an expansion of their business to European markets.

Ken has recognized the importance of the training he received through Dumont Technical Institute. In fact, he has given back to the Institute by providing successful work placements for students and making generous donations to the ABE 5-10 year end graduation.



Ken Evett: Photo Courtesy of Ken Evett

**Charity Fiddler** (personal picture unavailable)

Charity Fiddler attended the 1998 fall session of GED in Prince Albert. We could tell from the moment she first entered the classroom, with her self-assured and resolute demeanor, that she would be a special student. She proceeded to be a role model to her classmates in the areas of attendance, punctuality, and diligence in her studies. She showed a solid determination to succeed. Her efforts were rewarded despite having the task of raising young children and overcoming other challenges.

After she finished the GED course, Charity worked in a care home for the elderly where she discovered a liking for that type of work. She found out about the 2001-2002 Licensed Practical Nursing program offered by Dumont Technical Institute and applied. She was accepted and is now nearly finished.

Upon completion of the course, Charity plans to move to British Columbia where she hopes to work in a respite home for the elderly.



Native Woman and Youth at Lac Ste. Anne Pilgrimage: GDI Photo Archives

**Simone Grimard**



Simone Grimard: Photo Courtesy of Simone Grimard

Simone Grimard entered DTI's Adult Basic Education 5-10 program in September 1998. She graduated from the program with her Grade X certificate in June 1999. Simone then returned to DTI and commenced her Grade XII studies through correspondence classes. When DTI offered an Adult 12 program, Simone jumped at the chance to complete her Grade XII. Simone is expected to graduate from this program at the end of January 2002.

When Simone entered DTI in 1998 she was timid. As she got to know her instructors and classmates she came out of her shell to show a wonderful, confident person who was taking charge of her own destiny. Simone is consistently cheerful, resourceful, helpful and dependable. She is also modest about her success.

Pursuing her goal to work in the health care field, Simone applied for and has been accepted into DTI's Practical Nursing program scheduled to begin on February 27<sup>th</sup>, 2002.

**Ovide McCallum** (personal picture unavailable)

Ovide McCallum was working in Beauval at the local confectionery when the opportunity to take a course through the Northwest Saskatchewan Metis Council and DTI presented itself. He quickly applied and was accepted into the Traditional Land Use program in November of 2000.

Originally from Beauval, Ovide was attracted to the program because of his love of the outdoors and respect for the traditional way of living from the land. This program allowed Ovide to



Wild Rice Harvest 1955: Photo Courtesy of Sask. Archives Board #RB-2941

incorporate traditional environmental knowledge with modern technology.

After graduating in June of 2001, Ovide was quickly recruited by Natural Resources Canada to assist with preparation, site coordination, correspondence, and hosting of the River Gathering. This is a meeting of traditional trappers & fishers. Ovide worked with one other person to help organize the event that took place August 29 - September 2, 2001.

In September of 2001, Ovide began working for a project headed by SIAST and Saskatchewan Environmental Resource Management (SERM). Much of Ovide's work has been interviewing traditional land users such as wild rice harvesters, berry pickers, fishers, trappers, and people who harvest medicinal plants. The interviews that Ovide collects will help determine the ecological future of the North.

Currently, Ovide is interested in working with the Saskatchewan Métis Nation to help further traditional knowledge research in the North. He hopes to interview Elders to get an understanding of Métis traditional life in northern Saskatchewan.

#### **Tamara Murray** (personal picture unavailable)

Tamara Murray, a single mother of an eight year old boy, is from Buffalo Narrows. She enjoys helping people and has always wanted to be a nurse. For these reasons she enrolled in the 2000-2001 Licensed Practical Nursing program in Prince Albert.

Prior to beginning LPN classes, Tamara attended the 3-month pre-Practical Nursing class. This helped familiarize her with the city and assisted in refreshing her scholastic skills. She found the following 12-month Licensed Practical Nursing program intense. However, the smaller class size that DTI offered allowed Tamara to get to know her classmates and have one-on-one time with the instructor.

Tamara spent her practicum at the Victoria Hospital in Prince Albert. After graduation, she found employment in her hometown of Buffalo Narrows as a home care nurse. She sees patients in Buffalo Narrows, Michel Village, Turner Lake and La Loche. She feels the LPN program has opened the door for a career in the health field and plans to return to school to get her RN degree and work in public health.



Mrs. Veronique Callihou –  
Midwife: Photo Courtesy  
of Glenbow Archives  
Board #NA-1271-2

#### **Betty Reid**



Betty Reid: Photo  
Courtesy of Betty Reid

Betty Reid enrolled in the Saskatoon GED 12 program in 1997. Betty worked at the Royal University Hospital as a permanent part-time housekeeper. She was tired of laboring in a job with no job security and which was becoming increasingly more difficult due to arthritis. In order for Betty to pursue and achieve her career goals, she needed to improve her academic standing.

Betty's attendance in the program was excellent and her assignments were always handed in complete and on schedule. Throughout her time at DTI, Betty maintained a very high average. She worked diligently on every task she undertook. Her hard work and dedication were reflected in the high scores she posted on her final exams.

While attending school full-time Betty also maintained a household with her

husband and two teenage children. Her cheerful attitude, her curiosity, and her desire to learn made the instructors' jobs seem easy and enjoyable. Betty never lost sight of her goal and is currently in her 4<sup>th</sup> year of the Social Work program at Saskatchewan Indian Federated College (SIFC) in Saskatoon. She anticipates graduating in July or August of 2002.

### **Suzanne Richer**



Suzanne Richer:  
Photo Courtesy of  
Suzanne Richer

Suzanne moved to Saskatchewan from Quebec in 1999. Suzanne's first language is French and she had a limited knowledge of English when she arrived. She lived for several months on Beardy's-Okemasis First Nation where she operated a tipi-selling business. Suzanne moved to Saskatoon and attended a literacy program for several months. She then enrolled in the Saskatoon DTI Adult 12 program in August 2000.

Suzanne was an exemplary student in the Adult 12 program. From the start, Suzanne demonstrated excellent academic skills as well as a strong work ethic. Suzanne was self-motivated and determined to succeed, and she soon became a role model for a number of other students. Along with her academic success, Suzanne's English skills improved markedly over the year.

Suzanne took a brief leave in February to give birth to a baby girl. Shortly following her return, Suzanne expressed interest in attending SUNTEP. There was little surprise when she was accepted into the program. Suzanne began attending SUNTEP in September, 2001.

### **Ben Tingley**

Ben Tingley completed a Bachelor Degree in Physical Activity Studies at the University of Regina in 1999 majoring in Sport Administration. Having an interest in business and the foresight to recognize the benefits those business skills would provide in any career choice, Ben applied for the Business Administration Certificate program offered by DTI in Regina.

Ben completed the first year Business Administration training in May 2001 and has since successfully entered the workforce. The Dumont Technical Institute program allowed Ben to remain in Regina, his home city, while studying Business Administration full-time. Ben now works for the Provincial Government under the Department of Culture, Youth and Recreation as assistant to the Communications Director. Some of his duties include website development, event planning and coordination, and working closely with the cultural groups and youth of Saskatchewan.



Benjamin Tingley:  
Photo Courtesy of  
Benjamin Tingley

## **G. Dumont Technical Institute - New Building**

On October 12, 2001 the Gabriel Dumont Institute and Dumont Technical Institute hosted an open house for the general public in their new building at 917 - 22<sup>nd</sup> Street West in Saskatoon. The Honorable Pat Lorje, Minister of Post-Secondary Education and Skills Training was in attendance, along with Clem Chartier, President of the Métis Nation of Saskatchewan and Dale McAuley, Minister of Education of the Métis Nation of Saskatchewan.

The opening of the new building was cause for celebration. Since 1980, the Institute has operated in rented space in Saskatoon. Before the move, programs were spread out in four different locations around the city. In addition to paying four different rents, the scattered locations made it confusing for the community to access the information and services they needed.

In the spring of 2000, DTI took the initiative and submitted a proposal suggesting an amalgamation of programs and departments in one central, accessible location that would be owned by the Institute. As Geordy McCaffrey, Principal of DTI, noted, "It was a chance to become more cost-efficient by sharing equipment and resources, and building equity over time. And it provides a quality facility for the Métis community to access the services they need."

The project was almost entirely a Métis effort. It involved:

- ∞ planning by DTI's administrative staff;
- ∞ financial planning by GDI's Finance and Administration department;
- ∞ the support of GDI's Board of Governors;
- ∞ 50% financing by both the Clarence Campeau Development Fund and DTI;
- ∞ project supervision by a building contractor; and,
- ∞ renovations by DTI Basic Carpentry Program students and journeyman carpenters.

Renovations to the facility began in October of 2000. Two journeyman instructors, Tony Ostafie and Doug Moran, and a millwright, Kim Pocha, supervised eight DTI Basic Carpentry students: Linda Caisse, Earl Checkosis, Randy Hamilton, Rob Laliberte, Laura McCallum, Wilfred Naskathy, Reuben St. Charles, and Tyson Wuttnee. The crew systematically gutted the building, put in a sub-floor, installed flooring and ceiling, constructed walls, dry-walled, hung doors, and painted.

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By February of 2001, the building was ready for its first occupants: the administrative offices of DTI. Two basic education classes followed in April, and finally in June GDI moved its Administrative Offices and Publishing Department into the lower level. Today the building is fully occupied and bustling with activity. After 20 years, GDI and DTI students and staff finally have a facility to call their own - what better cause for celebration?



**Gabriel Dumont Institute Building: GDI Photo Archives**



## H. Conclusion

The Dumont Technical Institute has provided adult basic education and technical training to Métis people throughout Saskatchewan since 1992. Many students have benefited from the wide variety of programs offered, often within their home communities. DTI is proud of the impact it has had in the lives of Métis students and looks forward to making further positive contributions to the community it serves and to the province as a whole.

The Institute remains committed to offering adult upgrading programs as well as designing skill training courses to meet the needs of the labour market in the 21<sup>st</sup> century. DTI constantly strives to work with its many partner institutions to identify Saskatchewan's labour and education needs. As a result, DTI develops courses to provide Métis students with skills and abilities to be valuable work force participants upon graduation. In many cases, DTI actively identifies those areas of the job market that are projected to have skilled employee shortages and develops programming to meet those needs.



Meal Preparation (Home Care/Special Care Aide): GDI Photo Archives



Girls Making Cocoa, Cumberland House School 1949: Saskatchewan Archives Board No. R-A11-14-10

DTI is committed to developing strategies and services to provide Métis people with access to adult education and technical training programs. As well, the Institute undertakes to provide its students with the support necessary to successfully complete their courses and gain employment. Dumont Technical Institute realizes that educational programs that encourage pride in Métis identity and provide training to address the needs of the labour market will greatly benefit all segments of Saskatchewan's population.



Practical Nursing Graduation 2000: Photo Courtesy of GDI Archives

## **I. References**

### **References:**

Statistics Canada. (1999). 1996 Census. Ottawa: Statistics Canada.

# Appendix 1

## Socio-economic Table

Year	Avg Income	Tax Rate	Net Income	Avg Income Less Inflation	Tax Rate Less Inflation	Net Income Less Inflation	Social Cost	Social Cost Less Inflation	Spin Off Effects	Govt Svgs
2002	\$24,901.00	\$6,349.76	\$18,551.25	\$24,452.78	\$6,235.46	\$18,217.32	\$12,204.00	\$11,984.33	\$6,232.99	\$18,553.76
2003	25,274.52	6,445.00	18,829.51	24,819.57	6,328.99	18,490.58	12,387.06	12,164.09	6,326.49	18,832.06
2004	25,653.63	6,541.68	19,111.96	25,191.87	6,423.93	18,767.94	12,572.87	12,346.55	6,421.39	19,114.54
2005	26,038.44	6,639.80	19,398.64	25,569.75	6,520.29	19,049.46	12,761.46	12,531.75	6,517.71	19,401.26
2006	26,429.01	6,739.40	19,689.62	25,953.29	6,618.09	19,335.20	12,952.88	12,719.73	6,615.47	19,692.28
2007	26,825.45	6,840.49	19,984.96	26,342.59	6,717.36	19,625.23	13,147.17	12,910.52	6,714.71	19,987.66
2008	27,227.83	6,943.10	20,284.73	26,737.73	6,818.12	19,919.61	13,344.38	13,104.18	6,815.43	20,287.48
2009	27,636.25	7,047.24	20,589.00	27,138.80	6,920.39	20,218.40	13,544.55	13,300.75	6,917.66	20,591.79
2010	28,050.79	7,152.95	20,897.84	27,545.88	7,024.20	20,521.68	13,747.72	13,500.26	7,021.42	20,900.67
2011	28,471.55	7,260.25	21,211.31	27,959.07	7,129.56	20,829.50	13,953.93	13,702.76	7,126.74	21,214.18
2012	28,898.63	7,369.15	21,529.48	28,378.45	7,236.51	21,141.95	14,163.24	13,908.30	7,233.64	21,532.39
2013	29,332.11	7,479.69	21,852.42	28,804.13	7,345.05	21,459.08	14,375.69	14,116.93	7,342.15	21,855.38
2014	29,772.09	7,591.88	22,180.21	29,236.19	7,455.23	21,780.96	14,591.32	14,328.68	7,452.28	22,183.21
2015	30,218.67	7,705.76	22,512.91	29,674.73	7,567.06	22,107.68	14,810.19	14,543.61	7,564.07	22,515.95
2016	30,671.95	7,821.35	22,850.60	30,119.85	7,680.56	22,439.29	15,032.35	14,761.76	7,677.53	22,853.69
2017	31,132.03	10,429.23	20,702.80	30,571.65	10,241.50	20,330.15	15,257.83	14,983.19	5,346.96	25,687.06
2018	31,599.01	10,585.67	21,013.34	31,030.23	10,395.13	20,635.10	15,486.70	15,207.94	5,427.16	26,072.37
2019	32,072.99	10,744.45	21,328.54	31,495.68	10,551.05	20,944.63	15,719.00	15,436.06	5,508.57	26,463.45
2020	32,554.09	10,905.62	21,648.47	31,968.12	10,709.32	21,258.80	15,954.79	15,667.60	5,591.20	26,860.40
2021	33,042.40	11,069.20	21,973.20	32,447.64	10,869.96	21,577.68	16,194.11	15,902.61	5,675.07	27,263.31
<b>Total</b>	<b>575,802.43</b>	<b>159,661.66</b>	<b>416,140.77</b>	<b>565,437.99</b>	<b>156,787.75</b>	<b>408,650.24</b>	<b>282,201.23</b>	<b>277,121.61</b>	<b>131,528.63</b>	<b>441,862.90</b>
<b>Avg Per Yr</b>	<b>28,790.12</b>	<b>7,983.08</b>	<b>20,807.04</b>	<b>28,271.90</b>	<b>7,839.39</b>	<b>20,432.51</b>	<b>14,110.06</b>	<b>13,856.08</b>	<b>6,576.43</b>	<b>22,093.14</b>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>

A= Year

B= Average nominal income of a one wage earner parent with Family. Assumes annual wage increase of 1.5 percent.

C= The tax rate is an individual's marginal tax rate (MTR) for Saskatchewan in 2002. It does not take into account the number of dependents which would decrease the overall MTR.

D= Net income is nominal income minus taxes.

E= Average income less average inflation of 1.8 percent. Average inflation is based on a five year average of the CPI over the 1997-2001 period.

F= Marginal tax rate less average inflation of 1.8 percent.

G= Net income less inflation rate of 1.8 percent.

H= Average nominal income cost to government of a PTA client with 2 dependents. Assumes annual PTA increase of 1.5 percent.

I= Average cost to government of a PTA client with 2 dependents. Assumes annual PTA less average inflation of 1.8 percent.

J= Additional purchasing power allotment for an average working person with 2 children.

K= C + H. Average annual savings to government from taxes received and social payments eliminated.

Year	PTA Allocation	PTA Adjusted for Inflation	No. of Students	Annual Cost Per Student	Annual Adj. Cost/Student
2002	1800000	1767600	200	9000	8838
2003	1827000	1794114	200	9135	8970.57
2004	1854405	1821025.71	200	9272.025	9105.12855
2005	1882221.075	1848341.096	200	9411.105375	9241.705478
2006	1910454.391	1876086.212	200	9552.271956	9380.33106
2007	1939111.207	1904207.205	200	9695.556035	9521.036026
2008	1968197.875	1932770.313	200	9840.989375	9663.851567
2009	1997720.843	1961761.868	200	9988.604216	9808.80934
2010	2027686.656	1991188.296	200	10138.43328	9955.94148
2011	2058101.956	2021056.121	200	10290.50978	10105.2806
2012	2088973.485	2051371.962	200	10444.86743	10256.85981
2013	2120308.087	2082142.542	200	10601.54044	10410.71271
2014	2152112.709	2113374.68	200	10760.56354	10566.8734
2015	2184394.399	2145075.3	200	10921.972	10725.3765
2016	2217160.315	2177251.43	200	11085.80158	10886.25715
2017	2250417.72	2209910.201	200	11252.0886	11049.55101
2018	2284173.986	2243058.854	200	11420.86993	11215.29427
2019	2318436.596	2276704.737	200	11592.18298	11383.52368
2020	2353213.144	2310855.308	200	11766.06572	11554.27654
2021	2388511.342	2345518.138	200	11942.55671	11727.59069
<b>Total</b>	41622600.79	40873393.97	4000		
<b>Avg Per Yr</b>	2081130.039	2043669.699	200	10405.6502	10218.34849
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>

A= Year

B= Annual allotment of PTA based on average cost of wage increase of 1.5 percent.

C= Annual allotment of PTA based on average cost of wage increase of 1.5 percent adjusted for average inflation of 1.8 percent.

D= Annual average number of students going through system.

E= Average annual PTA cost for student in school.

F= Average annual PTA cost for student in school adjusted for five year inflation average of 1.8 percent.

