

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH.

EXECUTIVE DIRECTOR'S TRANSMITTAL

I am pleased to present this Annual Report, 1985 to Dona Desmarais, Chairperson of the Gabriel Dumont Institute of Native Studies and Applied Research.

Another year and another step forward has been achieved in our fight for constitutional self-government. Our own educational institution, the Gabriel Dumont Institute of Native Studies and Applied Research has again contributed towards the long term mandate of self-determination.

In general, we have improved in many areas. The previous year we had four programs in seven locations, this year we have seven programs in eleven locations. Eight of our eleven areas have been served. Programs have been delivered in Buffalo Narrows (Child Care), Ile a la Crosse (HRDP), Lloydminster (HRDP), Prince Albert (SUNTEP), Melfort (Farm Machinery Mechanics), Saskatoon (SUNTEP and Child Care), Regina (Recreation Technology and SUNTEP), Fort Qu'Appelle (Business Administration) and Esterhazy (Radio/Television Electronics).

There are approximately 235 students in our programs with 135 in SUNTEP and 100 in STEP. There were 23 SUNTEP graduates with teaching certificates or Bachelor of Education degrees. Students from the Native Instructor's Program also graduated. An important development this year was the student's move to organize. Just last week a special meeting was held to discuss the student constitution among other issues.

Highlights in finance and administration include a \$5.5 million budget with about 80 staff. Approximately 70% of our staff are now Native. A new standardized salary grid has been introduced. Computers and word processing are now becoming a regular part of our system. Staff have developed a Management Information Retrieval system. As well, a Personnel Development Committee was formed to provide staff input into personnel policy formulation.

Curriculum, Research and Library have been busy providing support to our system and developing new materials which will help in the development of pride in our cultural heritage. A book will be published in the spring entitled 1885 Metis Rebellion or Government Conspiracy. Five booklets on Metis development and the Canadian West for the Grade 12 Core Curriculum project are in the final stages of production. We are starting an oral history project in Sandy Bay in north eastern Saskatchewan. We also cooperated with the Native Economic Development Program in providing a substantive research report at the national level.

Positive feedback has been received regarding the improvement of our library services. As a matter of information, we are still not able to deal with all requests.

Our Communications Unit called Education Extension Services has improved both our internal and external communications. Brochures, student handbooks, articles in the New Breed, working with Batoche Centenary Corporation plus an internal newsletter, the Dumont Connection are part of the daily activities. We feel that our public image is improved. We have also video taped historic meetings such as the ones with AMNSIS in Prince Albert, and other regional meetings.

In general it has been a busy year. The dedication and commitment of the communities, the Board, the staff, the students, plus the support of AMNSIS have made this a good place to work.

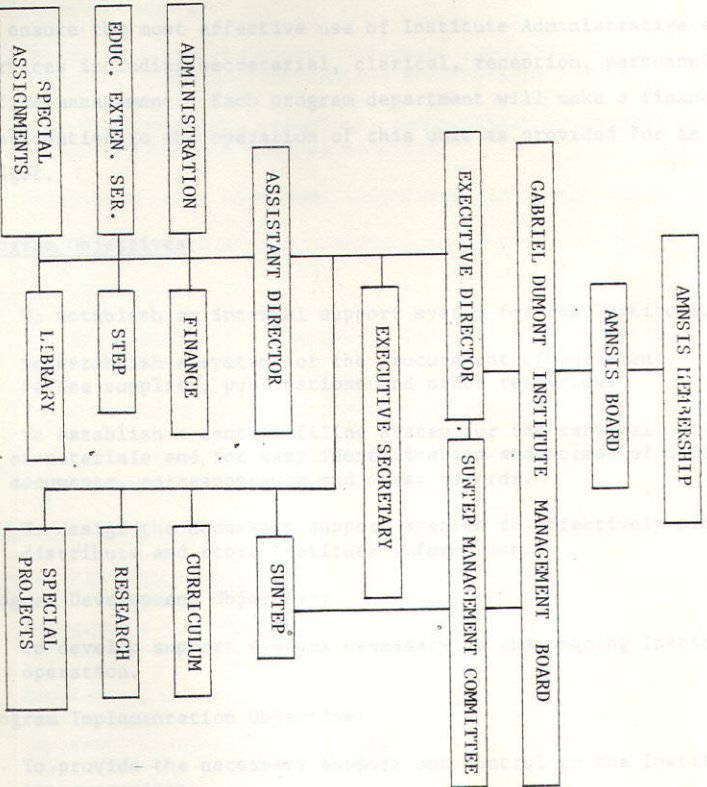
In summary we must remind ourselves that although we have made positive gains this year we still have a long way to go. Your continued support along with your critical judgement will give us the strength to say we are proud to be Metis and Non-Status Indians and we are proud to be part of this organized unity.

With this overview I present the activities of 1984-85, the plans for 1985-86 and some projections for 1986-87.

Keith Goulet
Executive Director
March, 1985

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

ORGANIZATIONAL CHART



ACTIVITY REPORT AND OPERATIONAL PLANS

1985-86

ADMINISTRATION UNIT

1. Purpose

To ensure the most effective use of Institute Administrative support services including secretarial, clerical, reception, personnel and office management. Each program department will make a financial contribution to the operation of this unit as provided for in the budget.

2. Program Objectives

- 1) To establish an internal support system for the Institute.
- 2) To establish a system for the procurement of equipment, office supplies, publications and other resources.
- 3) To establish a central filing system for the rational filing of materials and for easy identification and access of individual documents, correspondence and other records.
- 4) To design the necessary support systems to effectively produce, distribute and store Institute information.

Program Development Objective:

- 1) To develop support systems necessary to the ongoing Institute operation.

Program Implementation Objective:

- 1) To provide the necessary support and control to the Institute and its operations.

3. Program Activities

During the 1984-85 fiscal year, the following activities have been undertaken:

1. A centralized Management Information Retrieval system has been developed and is regularly maintained.
2. A Word processing system was implemented and is undergoing evaluation and analysis.

3. Standardized office procedures have been developed and implemented to ensure efficient work flow.
4. Equipment and supplies inventory and purchasing system was developed.
5. Maintenance of the Institute.
6. A Personnel attendance monitoring system has been developed to keep adequate records.
7. Acting as a work/practicum placement agency for practicum students, volunteer organizations and the Fine Options Program.
8. Streamlining of the telephone communication system has been initiated to lower costs and improve services.
9. Security systems have been introduced within the Institute.
10. Support services to all Institute units has been ongoing.

4. Program Successes

1. The development of a Management Information and Retrieval system has been completed.
2. Implementation of a word processing system within the Core operations.
3. General office, personnel, inventory, security, telecommunications, and purchasing systems are now in place.

5. Program Priorities for 1985-86

Program Planning Objectives

1. Integrate a diversified computer processing/storage/retrieval system for use by all Institute units.
2. Develop a purchasing control system.
3. Implement standardized forms and office procedures throughout the Institute.

Program Development Objectives

1. To provide an integrated and compatible computer system for use throughout the Institute.
2. To provide a strategy for procurement of equipment, office supplies, publications and other resources, as needed.
3. To provide a support services manual outlining formats, systems, and processes to be followed.

Program Implementation Objectives

1. To ensure the efficient and effective production, distribution and storage of Institute information.
2. To be responsible for ordering, receiving and distribution of office supplies, equipment and materials.

ACTIVITIES:

INDICATORS:

To keep an accurate record of Institute business for readily accessible use by staff

Further development of the Central Management Information system

To fulfill the routine clerical responsibilities of the Institute.

Administration Manual/ Word Processing

To streamline office procedures

Support Services Manual/Word Processing

To maintain accurate employee records.

Employee statistical charts

To ensure the Institute image is consistently credible to outside organizations

Maintain support standards as defined

Standardized office procedures as defined

Implement standards and office aesthetics as defined

To maintain an inventory of distributed office supplies and equipment

Equipment, supplies and inventory computer print-outs

To maintain, repair and replace all damaged materials & equipment

As defined

To order supplies, materials & equipment and to deliver necessary inventory to units

Purchase orders

HIGHLIGHTS OF PLANS FOR 1985-86

- * To maintain the high standards of Institute support originally established
- * Identifying new and better systems for Institute administrative operations

ACTIVITY REPORT AND OPERATIONAL

PLANS

1985 - 86

FINANCE UNIT

1. Purpose

To enhance the Institute's ability to carry out financial planning on a total organizational basis. To provide effective financial accountability for all areas of the Institute with particular reference to funded programs from provincial/federal governments.

2. Program Activities

1. Carry out Institute financial planning
 - Plan and prepare annual budgets of all programs and areas of the Institute
 - Review quarterly the expenditure plans of the Institute and revise according to projected expenditures
 - Produce monthly budget reporting statements for all Institute programs
 - Advise and assist management on proper administration of budgets
 - Monitor program performances against budgets and recommend action
2. Provide effective financial accountability of all funds received
 - produce monthly billing statements to government for 8 course purchase programs
 - produce billings to governments for Skills Growth Fund under three separate contract agreements
 - maintain adequate cash flow between 5 major bank accounts
 - make accurate payments on all authorized invoices and record same for all Institute programs
 - ensure accountability for approximately \$5.5 million.
 - implement automation of accounting systems and procedures
 - provide accounting and financial support systems and information as required to all Institute programs, operations and funding agencies

ACTIVITY REPORT AND OPERATIONAL

3. The addition of two staff positions within the accounting unit has resulted in the ability to maintain financial support services to the ever-expanding Institute operations. Computer technology has been introduced and systems are beginning to be implemented. The goals and demands placed upon the accounting unit have thus far been met largely due to the level of professionalism maintained within the unit and the commitment to meet deadline dates. Although 1984-85 has been a year of rapid Institute expansion, the accounting unit has successfully maintained the flexibility to adapt to the increasing demands.

3. Program Priorities for 1985-86

- * Review all systems and procedures within the accounting unit to more efficiently adapt and accomodate further Institute expansion
- * Implement a more integrated and diversified computer processing system

1. To facilitate and conduct primary and secondary contemporary research into and interpretive analysis of the cultural, social, economic and political circumstances of Metis and Non-Status Indians that will be of either immediate or long-term value to their development as a people.

2. To act as a research support service to other units and programs within the Gabriel Dumont Institute in relation to projects and activities concerned with the development of educational programming generally, but with an emphasis on instructional programming in which the Institute is directly involved.

4. Program Activities

4.1. Historical Research

Activity

Indicators

a) Conducting historical research intended to fairly reflect the events which led to the Metis Resistance of 1865 and to make the product of that research available in published form.

The research for and writing of a book was completed in 1984 and the final editing of the text is now complete. Vancouver Press accepted the text for publication and plan to release it in mid-year, 1985.

Two scholarly papers dealing with the same material in the book (described above) have also been completed and are available from the Dumont Institute.

b) Encouraging all Dumont staff to conduct primary historical research of relevance to the Metis and Non-Status Indian people.

The unit presented a workshop to staff on research, inviting their contribution.

ACTIVITY REPORT AND OPERATIONAL

PLANS

1985-86

RESEARCH UNIT

1. Purpose

To collect information and prepare analyses of information and issues of historical and contemporary relevance to the Metis and Non-Status Indian people of Saskatchewan in an effort to aid them in developmental processes aimed at ensuring their cultural integrity and improving upon their economic and social circumstances.

2. Program Objectives

1. To facilitate and conduct research into the history of Metis and Non-Status Indians.
2. To facilitate and conduct primary and secondary contemporary research into and interpretive analysis of the cultural, social, economic and political circumstances of Metis and Non-Status Indians that will be of either immediate or long-term value to their development as a people.
3. To act as a research support service to other units and programs within the Gabriel Dumont Institute in relation to projects and activities concerned with the development of educational programming generally, but with an emphasis on instructional programming in which the Institute is directly involved.

3. Program Activities

3.1. Historical Research

<u>Activity</u>	<u>Indicators</u>
a) Conducting historical research intended to fairly reflect the events which led to the Metis Resistance of 1885 and to make the product of that research available in published form.	<p>The research for and writing of a book was completed in 1984 and the final editing of the text is now complete. Pemmican Press accepted the text for publication and plan to release it in mid-year, 1985.</p> <p>Two scholarly papers dealing with the same material in the book (described above) have also been completed and are available from the Dumont Institute.</p>
b) Encouraging all Dumont staff to conduct primary historical research of relevance to the Metis and Non-Status Indian people.	<p>The unit presented a works' to staff on research, inviting their contribution.</p>

- c) Encouraging the development of a work plan for indexing and making accessible the Institute's Aboriginal Rights Collection.

A proposal was prepared on the advice of the Research Co-ordinator. Subsequently, an indexer was hired in July, 1984, who, working under the guidance of the Library Co-ordinator and the collection's principal researcher, has made considerable progress towards indexing and making user-ready a significant segment of this large collection.

- d) Initiating an oral history program.

Financial constraints had made the initiation of an oral history program impossible for the balance of 1984/85. The work undertaken in 1983, which involved a number of planning sessions, a funding proposal, and the preparation of an oral history interviewer's manual, will begin to bear fruit in the immediate future, however. In January, 1985, the Unit hired a new staff person with a bilingual facility (English and Cree) who will be assigned interviewing tasks.

3.2 Contemporary Research

- a) Collection of existing data relevant to educational programming for Metis and Non-Status Indian adults in Saskatchewan.

Acquisition and analyses of labour market data and training data relevant to program planning. The data acquired and analyzed included:

- 1981 geo-categorized Census data for all AMNSIS regions
- CEIC labour market reports
- DAEM graduate student (technical institute) follow-up data
- Northern Training Needs Profile

The Unit has utilized this data for a variety of purposes, the most important of which has been for preparing and planning new programming initiatives.

- b) Reviewing relevant literature and synthesizing experience of Dumont programming in the field of adult education in order to establish a theoretical/conceptual foundation for successful programming.

Conducting research, both primary and secondary, and directly advising community groups and programming departments.

- c) Conducting research concerning education and training requirements to effectively advance Native economic development.

A study was completed and submitted to the Education Task Force of the federal Native Economic Development Program (NEDP). The study is available on loan in the Gabriel Dumont Institute Library (283 pages).

3.3 Support to Other Units

- a) Collecting labour market statistics and assembling data and formulating program design models relevant to educational programming and preparing proposals and doing pre-development work for new Gabriel Dumont Institute programs.

While the Unit prepared a wide variety of proposals, the most significant in 1984-85 were the STEP, Phase II and STEP, Phase III proposals. Other important programming concepts developed by the Unit in 1984/85 have included a Family Counsellors Training Program, an Alcoholism Prevention Workers training proposal, and STEPTecs, a SUNTEP-inspired support program to be housed in the technical institutes, and a family support services development program proposal.

The Co-ordinator of the Unit, with the aid of two field staff, was responsible for the pre-development work required to launch the Early Childhood Program now being offered in two centres (Saskatoon and Buffalo Narrows).

- b) Advising curriculum writers on available research on Metis and Non-Status Indian people.

While much of this work is undertaken informally -- such as the provision of advice and materials to STEP curriculum writers -- one formalized activity of note was the unit's participation in the curriculum design of an experimental revised Native Studies 110.6 class provided through the University of Saskatchewan.

- c) Encouraging and working with other units to ensure that Dumont services are extended to the Institute membership as much as possible and to other Metis and Non-Status Indian community groups throughout the province.

The unit prepared, in written form, the functional description of an Extension Services Unit, into which the Gabriel Dumont Institute field workers were placed.

The Unit provided a variety of advisory and writing supports to AMNSIS area groups concerned with Native input into education and training.

- d) Facilitating the development of an internal operational planning system for the Institute.
- e) Facilitating the development of a systematic, annual, needs-assessment and planning system, embracing both centralized and decentralized axes of decision-making and operations (for education and economic development in the AMNSIS/Dumont network).
- f) Advising and participating in program evaluation.

The unit conducted a workshop and offered a planning format in written and graphic form for Program Heads in February, 1985.

Initial discussions have taken place and a process flow chart was prepared and accepted by the Executive Director.

With the acquisition of a new staff person in January, 1985, the unit now has the staffing capacity to provide direct program evaluation advice to the G.D.I. administration, and to the SUNTEP and STEP programs. Consultations between the new staff person and the Directors of STEP and SUNTEP have already been initiated.

4. Program Successes

1. The establishment of a distinct research unit to increase the Institute's output in the areas of both historical research and contemporary sociological research.
2. The near completion of a major piece of historical research about the events leading up to the Battle of Batoche in 1885.
3. The research, proposals and pre-development work for all Institute occupational training programs.
4. A comprehensive planning process involving people at the local level has been proposed.

5. Program Priorities for 1985-86

Despite our very small staff, however, as the above description of activities attest to, the unit staff was able to accomplish a great deal. The 1985/86 year is, we believe, destined to be even more productive, given the fact that we now have an assured staff complement of four people. It remains the case, however, that in order to respond adequately to the various demands placed upon the staff, we would like to acquire at least one more position in 1985/86 and an additional two in 1986/87, either from internal transfers or from new funding. Areas which urgently require significant increases in output include: quantitative research, particularly with respect to training needs-identification; historical research, particularly

dealing with post-Resistance and contemporary history, with a new emphasis given to the study of Non-Status Indians (a sorely neglected subject); and, finally, the essential policy-oriented research that is required by various components of the AMNSIS/Dumont network.

5.1 Historical Research

<u>Activity</u>	<u>Indicators</u>
a) Ensuring that the re-interpreted history of the events leading up to the 1885 Resistance is made available in book form and that the contents of the book are widely known.	Publication and distribution of Book. Various public and media appearances by the author. Occasional Paper series. Popular history pamphlets.
b) Conducting historical research on the post-Resistance period of Metis history that will explain the socio-economic disparities which arose and continue to divide Native people from non-Native Canadians.	Articles in academic journals . A book of essays, perhaps becoming an annual publication.
c) Establishing an Oral History program.	Organizing program in conjunction with library resource unit. Initiating a community-specific project on the impact of northern development on the economic, social and cultural life of a community. Conducting interviews with Non-Status Indian elders with a view to establishing a foundation for a sound archive on Non-Status Indian political history.

5.2 Contemporary

a) Compiling a statistical profile of the Metis and Non-Status Indian population in Saskatchewan and a data base that may be used for educational planning.	Publication and circulation of information in booklet form.
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b) Aiding Native community organizations by providing relevant background information for program/project proposals.

Responding, when possible, to requests filtered through the Extension Services Unit.

c) Reviewing relevant literature and synthesizing the experience of successful Dumont programming in the field of adult education in order to establish a theoretical/conceptual foundation for future programming.

Monograph.

d) Writing analytical articles on issues of contemporary relevance.

Articles.

Contribution to book of essays.

5.3 Support to Other Units

a) Developing program evaluation instruments to be used in evaluating and monitoring G.D.I. programs.

Evaluation designs.

b) Participating in the evaluation of instructional programs delivered by the Institute.

Conducting or co-ordinating evaluation.

c) Providing senior management and board members with policy-relevant information and advice.

Recorded advice.

d) Preparing new program proposals for S.T.E.P.

Consultations and written materials.

e) Working with AMNSIS areas and Economic Development Programs to develop a comprehensive, annual needs-identification and operational planning system for adult education/occupational training and economic development programming.

Formulating and implementing a first stage of operational planning.

f) Beginning work with Curriculum Unit on the preparation of an introductory, adult curriculum in Native Studies.

Highlights of Plans for 1986-87:

- * Working with the Curriculum Unit on the preparation of an introductory, adult curriculum in Native Studies, eventually to be packaged in the form of: (1) a textbook (2) an instructor's manual (3) a student's workbook, and (3) a collection of supplementary readings.
- * Conducting research and preparing articles on Native adult education programming.
- * Beginning work on the establishment of an Institute-based academic journal of Native Studies.
- * Beginning work on the establishment of an Institute-based journal of Native adult education.
- * Developing an indexed sound archive (the product of oral history research) on Metis and Non-Status Indian history.
- * Developing the financial and technical capacity to publish and print written research material for sale.
- * Participating with Whetamatowin in the production of videotape documentaries on social issues of relevance to Metis and Non-Status Indians.
- * Developing working relationships with relevant university faculties in order to encourage independent research on historical and contemporary Metis and Non-Status Indian issues in the form of graduate student theses, dissertations, scholarly books and articles.

To ensure that all materials developed are distributed to meet the needs of the Institute.

Projects in Progress

The following projects were undertaken during the 1985-86 fiscal year:

1. A Book Reading (children's book).
2. Metis Crafts: Beads and Bead Earrings (audio-visual package).
3. Metis Crafts: Stages Sewing (audio-visual package).
4. Metis Craft Series (7) historical photos and descriptions.
5. Project Series on Indian Calendars of Central Canada.
6. Revision of Metis History Booklets.
7. Grade 11 Arts Curriculum project (5 booklets on Metis development and the Canadian West).

ACTIVITY REPORT AND OPERATIONAL

PLANS

1985-86

CURRICULUM UNIT

1. Purpose

To develop curricula and curriculum support materials which will create change in the existing educational systems.

2. Program Objectives

Program Planning Objectives

1. To keep informed of developmental plans of existing educational systems.
2. To select and prioritize projects for development on the basis of meeting needs within Gabriel Dumont Institute and other educational systems, as allowed by budget and staffing considerations.

Program Development Objectives

1. To develop curriculum materials as prioritized during the planning process.
2. To provide support to other areas of the Institute.

Program Implementation Objectives

1. To ensure that all materials developed are distributed to meet the targeted needs.

3. Program Activities

The following projects were undertaken during the 1984-85 fiscal year:

1. A Metis Wedding (children's book).
2. Metis Crafts: Quill and Bead Earrings (audio-visual package).
3. Metis Crafts: Finger Weaving (audio-visual package).
4. Study Print Series (71 historical photos and descriptions).
5. Poster Series on Indian Cultures of Central Canada.
6. Revision of Metis History booklets.
7. Grade 12 Core Curriculum project (5 booklets on Metis development and the Canadian West).

8. STEP Native Studies Course (curriculum guide and resource package).
9. Native Studies 110 (course for University of Saskatchewan).
10. SUNTEP Native Studies curriculum adaptation.
11. Lesson plans and student handouts for teaching the 1885 Resistance.
12. Gabriel Dumont; Metis Legend (audio-visual package).
13. Indian Cultures of Central Canada (audio-visual package).
14. 1885 Game.
15. Grade 4 Curriculum Package.
16. Media and Contemporary Native Issues.
17. Critiques, Reviews and Selection of library materials.
18. Backup support to other areas of the Institute.

Of the 18 activities listed above, A Metis Wedding, the two Metis Crafts audio-visual packages, the study prints, the posters and two of the Metis History booklets are in the final stages of being published. All other projects are still in process. Three of the five booklets for the Grade 12 project have been written and are being field tested. We expect to meet the deadline on these. The revision of the remaining Metis History booklets should be complete by June. The initial curriculum guide for STEP Native Studies was completed in August 1984 and is currently being used. The resource package for this course was compiled in January and turned over to STEP for duplication. The Native Studies 110 course was completed in the summer of 1984 and is being taught at the University of Saskatchewan. The SUNTEP Native Studies curriculum adaptation package and the lesson plans and student handouts for teaching the 1885 Resistance have been completed and are being used by SUNTEP. Work on the Gabriel Dumont; Metis Legend and Indian Culture of Central Canada audio-visual packages are in progress. Critiquing, reviewing and selecting library materials and providing back-up support to other areas of the Institute are ongoing activities which are performed as required.

4. Program Successes

1. Completion or near completion of a number of curriculum materials for use by schools, universities and Gabriel Dumont Institute Programs.
2. Participation on the Indian and Metis Curriculum Advisory Committee to the Minister of Saskatchewan Education.

5. Program Priorities for 1985-86

5.1 Program Planning Objectives

1. To keep informed of developmental plans of existing educational systems.
2. To select and prioritize projects for development on the basis of meeting needs within Gabriel Dumont Institute and other educational systems, as allowed by budget and staffing considerations.

Activities

Indicators

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| a) Meeting with existing educational systems to keep abreast of their developmental plans. | Giving input to IMCAC and meeting with Department of Education, SUNTEP, STEP.

Handling ongoing requests from teachers, schools and libraries. |
| b) Analyzing responses to materials lists and order forms. | Keeping lists of specific requests.

Establishing clientele and mailing lists.

Using these as indicators for future development. |
| c) Prioritizing existing projects, requests and identified needs to select projects for development. | Inventorying and assessing existing projects.

Analyzing requests and identified needs re: feasibility of development.

Examining market potential of all suggested projects. |

5.2 Program Development Objectives

1. To develop curriculum materials as prioritized during the planning process.
2. To provide support to other areas of the Institute.

Activities

Indicators

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| a) Promoting materials. | Assisting with preparation of displays for conferences, etc.

Distributing materials lists and order forms.

Promoting materials at workshops and other appropriate places. |
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| | Networking with Education Extension Services Unit and Library to promote our materials. |
| b) Distributing materials. | Filling requests for materials.
Arranging for distribution through outside agencies. |
| c) Furnishing materials to Institute programs on request. | Providing complimentary copies of materials to Institute programs. |
| d) Monitoring usefulness of materials. | Requesting feedback from users.
Acting on feedback received. |

Highlights of Plans for 1985-86

- * Completion of the series of five booklets entitled Metis Development and the Canadian West.
- * Revision of the Metis History Booklets, originally produced by the field staff.
- * Publication of a children's story on the buffalo hunt.
- * Production and publication of three new Metis craft audio-visual packages.
- * Production of two audio-visual presentations; Gabriel Dumont; Metis Legend and Indian Cultures of Central Canada.
- * Begin work on a Native Studies text.
- * Provision of support services, as required, to other areas of the Institute.

ACTIVITY REPORT AND OPERATIONAL
PLANS
1985-86

LIBRARY RESOURCE UNIT

1. Purpose

To establish and maintain a library and resource centre program for the educational systems.

To develop an information distribution system for use by students, faculty, staff, Native people in local communities, AMNSIS, non-native institutions and the general public.

2. Program Objectives

1. To establish and maintain library resource centres at each program centre.
2. To provide an automated centralized cataloging, processing, reference distribution system for print and non-print materials.
3. To provide informational needs of students, staff, association, Native people, non-Native institutions and general public.

3. Program Activities

<u>Activities</u>	<u>Indicators</u>
1. To order, purchase, process, catalogue and distribute both print and non-print materials (audio-visual).	6,700 items (1984) (+700%)
2. To purchase audio-visual equipment for centralized inventory and distribution.	A.V. items allotted each location, complete except for Esterhazy. - projectors-film & slide & strip - monitors, cassettes, slide developer
3. To loan A.V. equipment to students, staff, Native organizations - 320 items loaned.	- recorders, mikes, podium - 35 mm camera - screen, carts, cases
4. To establish, stock and operate satellite program centre libraries at -	<u>Titles/11/84</u>
Regina (Main) (SUNTEP) (REC.TECH)	2,942
Saskatoon (SUNTEP)	1,238
Prince Albert (SUNTEP)	940
Ile-a-la-Crosse (HRDP)	474

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|--|---|
| Lloydminster (HRDP) | 529 |
| Saskatoon (ECD) | 2,587 |
| Fort Qu'Appelle (Bus. Admin.) | 101 |
| Melfort (Agr. Mech.) | 31 |
| Esterhazy (Radio/TV Elect.) | 30 |
| 5. To provide reference service to students, staff, AMNSIS, Native people and non-Native institutions. | 8 displays
stats |
| 6. To collect, access, automate and make available archival materials on Metis history. | Data input sheets, Workshops, lectures, Reference service, Papers filed. |
| 7. To collect, access and make available audio tapes and photographs on Metis history. | Restock photograph file, slides.
Oral History Project application. |
| 8. To participate in the provincial inter-library loan system. | 238 inter-library loan items. |
| 9. To train library contact staff in operational routine. | As defined. |
| 10. To collect, organize, catalogue and make available government documents, research reports, periodicals, audio visual kits, photographs, video cassettes, archival documents, computerized data as may be required. | Magazines - 120.
Video cassettes - 87. |
| 11. To automate library (main) and SUNTEP libraries and other STEP libraries -
- contents
- circulation
- ordering
- hardware
- software
and train staff | <u>May/85</u>
- Needs survey.
- Project team established March 1/85.
- Automation course.
- Unit reports
- Training course.
- Software ordered.
- Hardware in place. |
| 12. To provide information to target groups on library contents and archive collection. | Information services. |

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|---|---|
| 13. To promote staff development through continuing education on the job. | Workshops and Conferences attended. |
| 14. To work co-operatively with other Gabriel Dumont Institute programs and staff. | Program Head Meetings.
Displays.
Reference work. |
| 15. To instruct library programming and educational programs to students and staff. | Class visits.
Workshops.
Courses prepared.
Guest lecturers arranged. |
| 16. To develop and implement comprehensive policies in collection building and dispersement, inter-library loan, overdue materials, with satellite centres. | Policies determined. |
| 17. To develop standards for budget allocations, space requirements and collection development. | Standards developed. |

Action Plan

Task Function Elements

Time (Earliest-latest)

- | | |
|---|------------------------------|
| 1. Ordering, Purchasing, Processing, Distribution. | Ongoing (Backlog March-July) |
| 2. Automation, training. | (May - ongoing) |
| 3. Establish, stock and operate satellite centre libraries. | Ongoing |
| Lloydminster (wind down) | (May 1985). |
| Fort Qu'Appelle | (June-Sept. 1985). |
| Melfort | (April 1985). |
| Esterhazy | (April-December 1985). |
| Ile-a-la-Crosse | (Sept.-Dec. 1985). |
| 4. Reference Service. | Ongoing. |

5. Metis History Collection. (Sept.-Dec. 1985).
6. Audio tapes, photographs (6 mos). (Project awaiting approval Dec. 1985).
7. Train library contact staff (2 mos). Workshops t.b.a. (June, November).
8. Staff Training (Main)(5 mos). Ongoing.
9. Library program planning (36 hrs). (August + November + January + March).
10. Policies (40 hrs). (June-November).
11. Standards (40 hrs). (June-November).

4. Program Successes

1. Books ordered, processed, catalogued and distributed to Ile-a-la-Crosse and Lloydminster, plus new STEP II locations and SUNTEP centres.
2. Shelving, furniture and A.V. equipment ordered for about 7 locations.
3. SUNTEP collection integrated and catalogued into Main collection.
4. Backlog of cataloguing, processing and ordering was cleared up.
5. Newspaper clippings were filed.
6. Staff training for 6 staff and 15 students.
7. Two computer print-outs of library system catalogues were written up, sorted and distributed.
8. Inventory of satellite collections was completed.
9. Two audio-visual workshops were held for staff. Several stereotyping workshops and displays were held.
10. Additional shelving ordered for Main branch, circulation desk designed and built, processing room designed and built.
11. Metis Historical Collection was relocated.
12. The professional development plan saw staff members attending over a dozen workshops on professional library matters, subject area concerns and G.D.I. sponsored events. Staff also attended several seminars on own funding and time.
 - Automation, Sask. Library Association, Canadian Library Association, Supervisory Skills, Interviewing Skills, Kaleidoscope, Statistics, Early Childhood.
 - Cultural Conference, Batoche, Staff Conference, Metis Symposium, STEP meeting Ile-a-la-Crosse.

13. The Archival Indexer attended several historical conferences, gave three lectures, 8 tours to 60 people, helped with planning of displays outside the Institute. Additionally he aided in reference work in the library, answered 30 written and telephone requests for personal genealogical research, articles, book reviews. Oral histories were indexed and support was given to curriculum development.

Program Priorities for 1985-86

1. Book processing, cataloguing and distribution back log (April-August).
2. Satellite centre libraries - training, shelving, inventory, etc. (1 month).
3. Space needs for expansion at main branch.
4. Automation - training course, unit reports, proposal writing-needs survey.
- hardware and software (March-September)
5. Ordering, purchasing, processing, cataloguing, distribution of print and non-print materials.
6. Purchase, inventory, and distribution of audio visual.
7. Provide reference service to students, staff, AMNSIS, Native people and non-Native institutions.
8. Collect, organize, catalogue and distribute government reports, research reports, magazines, audio-visual cassettes and kits, photographs, archival documents, computerized data as may be required.
9. Instruct students in formal library information programming and lectures.
10. Contact faculty re: program planning and gearing resources to time required.
11. Develop comprehensive system wide policies in: collection building re: basic collection, supplemental areas of strength; collection of disbursement; inter-library loan; overdue materials; teacher resource collections; children's materials; Native Studies materials; display collections of Native materials.
12. Develop standards for budget allocations, space requirements, and technology and equipment.
13. Completed copies of the Metis Historical Index will be distributed to staff, faculty and others who may be interested. Seminars for staff will be done.

14. Research into putting the collection on laser-disk data base will be carried out.

Highlights for 1985-86

- * Setting up STEP II resource centres and training staff.
- * Processing backlog of books.
- * Automation of library and archives.
- * Full complement of staff.
- * Continuing Education - Native Literature
- Library Association.
- * Publishing research.

ACTIVITY REPORT AND OPERATIONAL

PLANS

1985-86

EDUCATION EXTENSION SERVICES UNIT

1. Purpose

To fulfill the internal and external communications and public relations needs of the Gabriel Dumont Institute. To foster two-way communications between the Institute and Metis and Non-Status Indian communities and other "publics" as required.

2. Program Objectives

Program Planning Objectives

1. To establish a system of internal communications.
2. To establish a system of external communications to include both Native and non-Native people.
3. To establish a public relations program for the Institute.
4. To act as a support service to other Institute units to promote programs or services.
5. To provide recruitment services for Institute programs.

Program Development Objectives

1. To develop promotional materials as prioritized during the planning process.
2. To provide recruitment for Institute programs.

Program Implementation Objectives

1. To ensure that all materials developed are distributed to locals, areas, regions.
2. To ensure that the public is aware of the Institute, its goals and programs.

3. Program Activities

During the 1984-85 fiscal year, the following activities were conducted:

1. Internal newsletter, the Dumont Connection (bimonthly).
2. Gabriel Dumont Institute Student Handbook.
3. SUNTEP brochure revision.

4. STEP brochure revision.
 5. Financial aid brochure (in works).
 6. Importance of Education (in works).
 7. Batoche Centenary Corporation liaison.
 8. Northern Labour Market Committee (acting).
 9. Career Days.
 10. Information - locals, area, region.
 11. Dialogue on Education - New Breed.
 12. Book Reviews - New Breed.
 13. Support services to other units.
 14. Develop AV unit with Library.
4. Program Successes
1. The Dumont Connection has so far put out two editions and the Institute Handbook was completed in November, 1984.
 2. In February, 1985 both the SUNTEP and STEP brochures were revised in co-operation with each program.
 3. Representation on the Batoche Centenary Corporation.
 4. Dialogue on Education and Book Reviews for New Breed.
 5. Support services to other units include display co-operation and work on promotional information dissemination to the Metis, Non-Status Community.
 6. Career Days has been re-started with a full complement of staff.
5. Program Priorities for 1985-86
- 5.1 Program Planning Objectives
1. To establish an audio-visual component capable of producing, editing, and scripting the videotape collection the communications/curriculum/library units are acquiring.
 2. To update the Institute calendar.
 3. To produce an Institute yearbook of all programs, students, staff and activities.

4. To produce new brochures and pamphlets as needed for new programs.
 5. To promote and recruit for new and existing Institute programs.
 6. To provide support to other Units of the Institute.
- 5.2 Program Development Objectives
1. To provide an audio-visual component as outlined in planning process.
 2. To provide support to other units of the Institute.
 3. To promote the Institute, its programs and services.
- 5.3 Program Implementation Objectives
1. To ensure that all materials developed are distributed to meet the needs and objectives of the Institute regarding promotion and public relations.

<u>Activities</u>	<u>Indicators</u>
a) Audio-visual video taping	Scripting, editing and producing tapes, slides and photographs for promotional purposes.
b) Promotions	Brochures and pamphlets as required. Revised Institute catalogue. Recruitment by field staff for Institute programs.
c) Support to other Institute Units	Displays at converences, area/ local meetings. Photographs, videotapes.
d) Monitor Usefulness of Materials	Requesting feedback from users. Acting on feedback received.

Highlights of Plans for 1985-86

- * Revisions of Student Handbook.
- * Slide tapes for use as public relations in communities, high schools, display booths.
- * Further development of AV tapes in co-operation with library and artist/photographer.
- * Needs assessments and community profiles in co-operation with locals, areas, and Norsask Native Outreach.

ACTIVITY REPORT AND OPERATIONAL

PLANS

1985 - 86

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP)

1. Purpose

To deliver a teacher education program in three centres: Regina, Saskatoon and Prince Albert to Metis and Non-Status Indian students in co-operation with the Department of Education and the two Saskatchewan universities.

To provide a support service which encourages and facilitates the development of academic skills, professional growth, development of skills for decision making and which enhances self-confidence and Native identity of its students.

2. Program Objectives

1. To continue to assess the program in terms of content, sequence, field experience and support policies in order to ensure that our graduates are successful in obtaining jobs upon graduation.
2. To continue to carry out those policies which have been effective and to identify areas for improvement.
3. To continue to review the recommendations put forward by SUNTEP evaluation team and to implement those recommendations.
4. To ensure the continuance of an already successful program and to seek ways to improve it.

3. Program Activities

In summary, the activities and accomplishments for '84-'85 were as follows:

1. Graduation ceremonies were held in the communities where respective centres are located.
2. During her education leave, the Director completed a study on Native teacher education with a focus on SUNTEP's specialized training. The

outcome was generally positive but signalled a need for closer examination of the teacher preparation which is offered to students.

3. Student policies were reviewed by staff and recommendations were made to reflect changes in the program and financial aid to students. New policies were recommended and implemented for re-entry into the program and extra class enrollment. Recruiting and selecting methods were reviewed with plans to improve these processes by each centre. New information brochures were developed and a student handbook is near completion.
4. SUNTEP played an active role in planning 1984 Canadian Indian Teachers' Conference (CITEP) on the theme "The Living Curriculum".
5. The Director prepared and presented a progress report on behalf of SUNTEP to the Saskatchewan Human Rights Commission as per its affirmative action status.
6. SUNTEP participated in the hearings held on Indian/Metis Education by the Saskatchewan Human Rights Commission.
7. Strategy was created to improve employment opportunities for graduates.
8. A first draft of a course outline and an instructor's handbook for the first Cross Cultural requirement was completed and piloted. A course outline and instructor's handbook for the second requirement in this area is near completion.
9. A course evaluation form was developed to monitor progress and development of SUNTEP's contracted courses.
10. Various activities of a social-recreational-cultural nature were held in centres to promote a sense of community and to reinforce mutual support systems.
11. Students and staff attended various conferences for their professional development.
12. Mid-term report showed 135 students enrolled in the three centres compared with an initial enrollment of 150 in September.
13. Staff participated in research and professional activity to promote SUNTEP and/or its primary goal of making education responsive to Native learners.
14. Planning has been initiated to review SUNTEP's Communication Skills Curriculum and a follow-up study of graduates.

4. Program Successes

During 1984-85 the SUNTEP program accomplished the following:

1. SUNTEP, now in its fifth year of operation, has graduated 23 students either with a B.Ed degree or a Standard "A" certificate. Presently 135 students are enrolled in the three centres: Prince Albert, Saskatoon and Regina, with another 16 expected to graduate this spring with B.Ed degrees. To date, almost 100% employment of the graduates is reported.
2. An evaluation of the program was completed in 1984 by the Department of Education. The report deemed the program to be highly successful and recommended its continued implementation.
3. An expansion of SUNTEP for a secondary program and a pre-post secondary phase has been explored.
4. Recommendations of 1984 evaluation were reviewed by the SUNTEP Management Committee with specific directions.
5. SUNTEP Prince Albert completed a proposal for a four year B.Ed program in its centre.
6. Staff inservices were held to examine direction in the following areas: Cross-Cultural Education, Native Studies, Language Emphasis.
7. A new Native Studies 110 was designed and implemented in September '84 in co-operation with the Native Studies Department, University of Saskatchewan.

5. Program Priorities for 1985-86

5.1 Program Planning

Objectives

1. To continue to assess the professional training program's content and sequence and support service in the context of SUNTEP's primary goals and stated philosophy.
2. To implement and review strategies which will improve employment opportunities for SUNTEP graduates.

<u>Activity</u>	<u>Indicator</u>
a) To develop a curriculum guide for SUNTEP's Communication Skills program.	As stated.
b) To finalize course outline and instructor handbooks for Cross-Cultural Education class.	As stated.
c) To evaluate Native Studies 110 course.	Evaluation.
d) To review extended field experience program of SUNTEP.	Staff Inservice & Meetings.
e) To outline a 'Language Emphasis' program for SUNTEP.	
f) To continue to assess role of staff in the support function.	Staff Meetings.
g) To continue contact with school systems and others involved in teacher education.	Ongoing contact and discussion.

5.2 Program Development

Objectives

1. To continue delivery of a professional program and support services and to identify areas for improvement.
2. To continue to review the recommendations put forward by SUNTEP evaluation team (1983-84) and to implement those recommendations that remain feasible.

<u>Activity</u>	<u>Indicator</u>
a) To submit a budget ('86-'87) which is reflective of need to upgrade facilities and for increasing staffing of centres.	As stated.
b) To implement formative evaluation procedures for SUNTEP to assist in ongoing development.	Evaluation procedures developed.

5.3 Program Implementation

Objective

To ensure the continuance of a successful program and to seek ways to improve it.

<u>Activity</u>	<u>Indicator</u>
a) To circulate SUNTEP program information to prospective students and the Native community.	Course description presentations.
b) To work co-operatively with other Institute programs and staff.	Meetings.
c) To work co-operatively with educational institutions and systems supportive of SUNTEP's endeavours.	Meetings/Inservice.
d) To administer and manage SUNTEP efficiently and effectively.	

HIGHLIGHTS FOR 1985-86

- * Planning and evaluation for the development of expanded programming.
- * Curriculum development projects.
- * Implementation of SUNTEP evaluation recommendations.

ACTIVITY REPORT AND OPERATIONAL

PLANS

1985-86

SASKATCHEWAN TRAINING FOR EMPLOYMENT PROGRAM (STEP)

1. Purpose

To deliver adult occupational training to Metis/Non-Status people in the Areas in which we presently have satellite centers. This will be done in conjunction with the various post-secondary institutions throughout the province.

To maintain and develop the existing programs while actively formulating new training strategies in areas where no STEP programs exist or where they are winding down. This will be done in conjunction with the AMNSIS provincial network as we actively seek input at the area and local level for the identification of training priorities through a variety of mechanisms.

To continue to provide a supportive nurturing learning environment which will strengthen and encourage the acquisition of academic skills, knowledge of Native history and contemporary issues, and enhance the career path decision making on an ongoing basis to the participants in the STEP programs.

To provide the support system necessary for the enhancement of the self concept and strengthening of Native identity in the students within the program.

2. Program Objectives

1. To continue to build upon experience gained in the delivery of the STEP Phase I program to strengthen the delivery of the existing Phase II and Phase III programming.
2. To continue to create policies and ongoing evaluative mechanisms to strengthen the delivery of existing programs. This would contribute to building the credibility of the Institute on a viable delivery system for adult education.
3. To continue in conjunction with the AMNSIS/Dumont infrastructure to jointly plan training strategies to ensure continuance of the delivery of occupational training.
4. To continue to emphasize "grassroots" input at area and local levels in the identification of training needs and priorities.
5. To develop a comprehensive planning strategy in conjunction with the federal and provincial levels of government to ensure long term support for training initiatives.
6. To build upon the strength of the STEP programs while seeking to improve its delivery and validate its expansion.

3. Program Activities

In summary the activities and accomplishments of '84-'85 were as follows:

1. Centers were opened in eight of the eleven AMNSIS areas. Eastern Region I, Western Region I and Northern Region I have not had a STEP program positioned in their areas. Northern Region III and Western Region II have had two programs placed within their areas.
2. In accordance with the directives of the '83-'84 Annual Assembly of the Gabriel Dumont Institute in respect to hiring priorities being focused on persons of Native ancestry we are presently at an 87% Native staffing ratio.
3. STEP, despite the impact of student funding arrangements, levels of funding and numerous concerns expressed daily by students has still maintained a 67% student retention rate. This is mainly due to the perseverance of the students and the supportive environment provided by the centres and the Dumont structure.
4. STEP has developed various courses tailored to the specific needs of our students. Especially noteworthy is the development of a STEP Native Studies Curriculum.
5. The STEP Phase III proposal was completed and we were successful in acquiring one program. We will be lobbying for more programs outlined in this proposal.
6. STEP programs in the various communities continue to have a positive effect. The centers have developed "individual characters" of their own which continue as a vital hub of activity within the communities.
7. Staff inservices have been held to determine directions for policy formulation and ongoing course development.
8. Revision to the student recruitment process have been made and clarification and implementation has been effected for new programming.
9. A concerted effort has been made to co-ordinate the needs of the developing STEP program with other program areas of the Dumont Institute. Progress has been made to continue the ongoing development of this important interaction.
10. Standardized approaches to ongoing data collection, evaluative measures, and personnel management have been developed and implemented.
11. Transfer of "lessons learned" from STEP Phase I have been identified to facilitate the growth of the programs to follow.
12. Activities of an extra-curricular nature have been held in the various centers to support the recreational, social and cultural need of the participants.

13. STEP staff have been involved with some professional development activities.
14. Despite the decentralized nature of the STEP programs it is to the credit of the staff that they have maintained a supportive role to one another and assist in ongoing program development.
15. The support of the STEP program from the various AMNSIS areas has been exceptional in many cases. We hope to build upon this strength in future, as the fostering of training initiatives at the area and local level is vital.
16. We hope to continue our efforts to develop the program areas that require ongoing focus. This would include the clear articulation of what has come to be known as the "SUNTEP" model for adult education and ensuring its continued definition and implementation in the STEP program.

4. Program Successes

1. STEP is in its eighteenth month of operation and has grown dramatically in this period. In September 1984 the two H.R.D.P. programs in Lloydminster and Ile-a-la-Crosse, the Native Studies Instructor Training Program in Saskatoon and the Recreational Technology in Regina were launched under STEP Phase I.
2. Under STEP Phase II three programs, the Business Administration Program in Fort Qu'Appelle; Early Childhood Development Program in Buffalo Narrows and Saskatoon and the Agricultural Mechanics Program in Melfort are in early operational phase having operated approximately five months. The Radio/T.V. Electronics Program in Esterhazy, Saskatchewan is about to begin.
3. Under STEP Phase III the Native Social Work program is approved and the early development work on this program underway. We are aiming for a September opening of this program in Ile-a-la-Crosse, Saskatchewan.
4. The STEP program is maintaining a 67% retention rate of students at the present time. This rate has been affected by many factors, the most important being the funding process, the level of funding to students and other various factors related to housing, student support services, recruitment process, academic entrance levels and course content. It must be noted that this retention rate is good in comparison with post-secondary institutions, but we must strive to improve the success rate. The remediation of the student financing arrangements is seen to be an area that needs to be seriously addressed.
5. The STEP program has "touched" positively upon eight of the eleven AMNSIS areas. Two areas have had two programs positioned within their boundaries during the course of the last eighteen months. The benefits have been demonstrated in a tangible nature with existing AMNSIS facilities being updated to adequately house the incoming programs. The placement of these programs in the communities has caused "spin off" effects of a highly positive nature in heightening community support and awareness.

6. In the past eighteen months the recognition afforded the Gabriel Dumont Institute as a legitimate adult education institution representing the occupational training interests of Metis and Non-Status people in Saskatchewan has been reinforced.
 7. The STEP program has a total of approximately one hundred students presently enrolled in eight of the training facilities throughout the province.
5. Program Priorities for 1985-86

5.1 Program Planning

Objectives

1. To continue to evaluate the course content of the existing program, monitoring their success and making developmental changes.
2. Through specific planning strategies in conjunction with the program areas of the AMNSIS/Dumont system to develop new training initiatives to ensure the delivery of Metis/Non-Status adult occupational and bridging training.
3. To support the existing strengths of the programs and to build these on an ongoing basis, transferring these to other programs developed.
4. To implement strategies that will enhance the employment possibilities of the student participants.
5. To continue to develop standardized approaches to program monitoring and evaluation on an ongoing basis.
6. To continue to focus on the nurturing supportive student services framework provided to maximize student success rate.
7. To continue to identify factors which impact both positively and negatively on the successful delivery of the STEP program.

Activities

Indicators

- | | |
|---|-------------------------------|
| a) To continue to revise the course content on an ongoing basis making it relevant and meaningful to students. | As stated. |
| b) To participate in planning sessions with all Dumont and AMNSIS program areas to ensure a holistic approach and to facilitate informed decision-making. | Joint AMNSIS/Dumont meetings. |

- c) To identify and implement program policy changes based on strengths and weaknesses. Staff meetings.
- d) To develop community liaison structures meant to enhance the employability of students and to implement effective follow-up strategies for ongoing program evaluation. Community profiles analysis and contact made at time of field practicums.
- e) Create forms, data collection, and monitoring mechanisms to provide for ongoing program development and evaluation. Standardized evaluation forms and success indicators.
- f) To provide inservice and professional development opportunities to enhance the effectiveness of STEP staff personnel. Staff meeting; individual consultation at time of evaluation.
- g) To support the development and continued actualization of the principles of the SUNTEP/STEP models in the learning processes. Staff meeting; Discussions with SUNTEP staff.
- h) To develop a STEP Policies and Procedures Manual where specific needs necessitate different policies from the Institute due to the decentralized nature of the STEP program. As stated.

5.2 Program Development

Objectives

1. To continue the delivery of occupational training programs with accompanying support services to a growing number of Metis and Non-Status people on a province-wide basis.
2. To seek an increased and expanded Mandate for occupational training for the Gabriel Dumont Institute.
3. To continue to seek new funding sources and devise strategies for funding that recognizes that integrated planning supports ongoing development.

4. To continue to evaluate and formulate program development strategies based on a variety of information sources.

Activities

Indicators

- | | |
|---|---|
| a) Through participation to assist in accessing information supportive to the goal of the continuance of this major Saskatchewan training institute | Report writing; Survey conducted; Student follow-up. |
| b) To assist in the preparation and submission of budget reflecting an integrated planning approach for ('86-'87-'88). | Planning meetings; Staff meetings; AMNSIS/Dumont meetings. |
| c) To proactively seek input from all sources that can prove valuable in ongoing program development. | Community meetings; Area/level meetings; Student meetings; Needs survey; Training priority surveys. |

5.3 Program Implementation

Objectives

To ensure the continuance of STEP as a major innovative training strategy.

Activities

Indicators

- | | |
|--|--|
| a) To promote the STEP program through co-operative effort of the Dumont/AMNSIS network. | Pamphlet distribution; Application distribution; Participants in other media related activities. |
| b) To continue to work in close conjunction with other Institute program areas. | Meetings. |
| c) To continue to work closely with the post secondary institutions and government agencies and supportive members of the community. | Meetings; Community awareness; Speaking engagements. |
| d) To continue to build in the mechanisms to ensure program is managed in responsible manner | Standardized forms; report second data collection and mechanisms; Fiscal control measures. |

HIGHLIGHTS OF PLANS FOR 1985-86

- * Looking toward the future, with changes on the political scenario particularly on the federal level, new planning and funding criteria may emerge. We look hopefully to continuing to develop and support all

existing programs. This is accomplished by an ever vigilant focus on ongoing program formulation so that the momentum of occupational training strategy of AMNSIS and the Gabriel Dumont Institute can be maintained.

- * Continuation of STEP Phase II and implementation of STEP Phase III.
- * Evaluations of STEP Phase I and Phase II.
- * To plan for the revitalization through new programs being secured and placed in existing STEP facilities where programs are completed. This must be done in a co-operated effort with the two senior levels of governments and the AMNSIS/Dumont network.
- * To explore in conjunction with the AMNSIS/Dumont Network all possible funding sources to support the continuance of the Gabriel Dumont Institute as a delivery system for occupational training.

Robert J. Gordon
General Secretary



Clarkson Gordon

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AUDITORS' REPORT

To the Board of Directors of
Gabriel Dumont Institute
of Native Studies and Applied Research.

We have examined the balance sheet of Gabriel Dumont Institute of Native Studies and Applied Research as at March 31, 1984 and the statements of revenue and expenses, surplus, and changes in financial position for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Institute as at March 31, 1984 and the results of its operations and the changes in its financial position for the year then ended in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Regina, Canada,
May 9, 1984.

Clarkson Gordon

Chartered Accountants

CARLEIL BROTHER INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH
 (Incorporated under the Non-Profit Corporations Act)

BALANCE SHEET
 MARCH 31, 1984

	CONF SERVICE	S.U.M. I.C.F.	CONSULTING	ART GALLERY MEMORIAL FUND	AGRIC RIGHTS FUND	S.T.E.F. I	SKILLS ORIGIN S.T.E.F. II	ADULTS- TRAINING PROGRAM	NATIVE INSTRUCTORS PROGRAM	USE FUNDOR MEMORIAL FUND	CHILD CARE DEVEL- OPMENT	1984 TOTAL	1983 TOTAL
Assets:													
Accounts receivable	\$ 21,074	\$ 94,271	\$11,140	\$1,504	\$9,685	\$ 42,449	\$ 32,342	\$ 4,310	\$17,413	\$480	\$1,078	\$ 45,039	\$ 28,481
Interfund accounts receivable	66,461	91,173	6,639	42	223	63,652	79,721	4,310	\$17,413	14	29	351,760	47,392
Accrued interest receivable						8,775	10,799	91,180	22,116			358	332
Prepaid expenses								95,221	29,222	494	1,037	8,775	8,395
Total current assets	87,535	185,444	17,779	1,546	9,908	114,876	123,662	95,221	29,222	494	1,037	676,199	228,381
Fixed (note 2):													
Equipment	37,491	37,243					42,271	6,847	4,847			134,302	72,429
Leasehold improvements	70,032	35,512					60,228	5,461				220,289	
Total fixed assets	107,523	72,755					102,499	61,408				344,681	72,429
Total assets	\$195,498	\$258,239	\$17,779	\$1,546	\$9,908	\$114,876	\$225,157	\$156,729	\$39,222	\$494	\$1,037	\$1,020,880	\$300,810
Liabilities:													
Bank overdraft	\$ 24,392	\$ 63,673	\$ 4,239			\$ 757		\$ 26,680	\$ 2,292			\$ 122,133	\$ 98,202
Accounts payable and accrued liabilities	14,547	106,987				9,012	\$ 29,903	102,600	4,492			267,751	60,247
Interfund accounts payable	49,109	9,939		13,340		105,182	92,066	49,341	32,583			351,740	47,292
Total current liabilities	88,048	180,599	17,279			114,951	121,969	178,791	39,222			741,664	166,141
Equity:													
Appropriated (note 4)	107,450	25,758				(75)	103,188	(22,062)		494	1,037	38,813	36,413
Unappropriated (deficit)	107,450	77,680		1,546	9,938	(75)	103,188	(22,062)		494	1,037	279,236	134,689
Total surplus (deficit)		\$1,922								494			
Total liabilities and surplus	\$195,498	\$258,239	\$17,779	\$1,546	\$9,938	\$114,876	\$225,157	\$156,729	\$39,222	\$494	\$1,037	\$1,020,880	\$300,810

On behalf of the Institute:

D. S. C. ... Director
H. ... Director

(See accompanying notes)

GABRIEL DIBOND INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH
(Incorporated under the Non-Profit Corporation Act)

BALANCE SHEET
MARCH 31, 1984

	1984										1984 TOTAL	1983 TOTAL	
	CORE SERVICE	S.U.N. I.C.P.	CONSULTING	ART CAREERE HOSPITAL FUND	AGRIC -HALL RIGHTS FUND	S.T.E.P. - I	SKILLS GROWTH FUND S.T.E.P. II	ARTISTS- TELETON	NATIVE STUDIE -TEACHERS TRAINING PROGRAM	LES HOSPITAL FUND			CHILD CARE- DENTAL
Assets:													
Cash	\$ 21,076	\$ 96,271	\$ 11,140	\$ 1,506	\$ 59,685	\$ 42,469	\$ 32,132	\$ 4,219	\$ 117,413	\$ 400	\$ 1,028	\$ 45,039	\$ 78,481
Accounts receivable	66,461	91,173	6,639	42	273	63,632	79,721	91,102	22,118	14	29	270,287	93,501
Interfund account receivable						8,275	10,599					8,272	6,595
Accrued liabilities													
Prepaid expenses	87,535	185,444	17,779	1,546	9,938	114,876	127,662	93,321	39,527	496	1,057	676,139	228,381
Total current assets													
Fixed (note 2):													
Equipment	37,931	37,243					42,271	6,947				126,392	72,429
Leasehold improvements	20,032	35,572					60,224	58,461				220,289	17,429
Total fixed assets	107,963	72,815					102,495	61,408				346,681	89,858
Total assets	\$195,498	\$258,259	\$17,779	\$1,546	\$9,938	\$114,876	\$225,157	\$156,729	\$19,527	\$496	\$1,057	\$1,070,880	\$300,810
Liabilities:													
Current:													
Bank overdraft	\$ 26,392	\$ 63,623	\$ 4,239					\$ 26,850	\$ 2,292			\$ 122,153	\$ 58,502
Accounts payable and accrued liabilities	14,547	106,991				9,012	\$ 29,302	102,600	4,692			247,751	60,247
Accrued liabilities	49,109	9,257				105,182	32,988	49,361	32,553			321,620	47,372
Included accounts payable		180,579	17,779			114,931	121,369	178,791	39,527			741,654	166,161
Total current liabilities	\$ 89,048	\$ 259,450	\$ 22,807	\$ 1,546	\$ 9,938	\$ 329,297	\$ 288,519	\$ 375,602	\$ 79,371	\$ 496	\$ 1,057	\$ 1,273,187	\$ 272,282
Surplus:													
Appropriated (note 4)	107,450	25,728				(75)	103,188	(22,022)				38,813	36,413
Unappropriated (deficit)	107,450	51,922				(75)	103,188	(22,022)				279,236	134,669
Total surplus (deficit)		77,680				9,938	923,157	9156,729	939,527	\$496	\$1,057	\$1,070,880	\$300,810
Total liabilities and surplus	\$258,259	\$517,152	\$22,807	\$1,546	\$19,876	\$344,285	\$1,201,316	\$1,592,351	\$219,098	\$992	\$2,114	\$2,141,760	\$601,620

CARNEGIE RHODES INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH
STATEMENT OF REVENUE AND EXPENSES
YEAR ENDED MARCH 31, 1986

	1984														1984		1981	
	CONE SERVICE	S-U-N. T.E.F.	CONSULTING	ART CAREER CENTER HONORAL FUND	AMERIC-INDIAN RIGHTS FUND	S.T.E.F. I	S.T.E.F. II	SETTLERS ORIGIN FUND	ADHERES-TATION	INSTRUMENTS	NATIVE TRAINING PROGRAM	LES FIDUCIARY HONORAL FUND	CHILD CARE PROGRAM	1984 TOTAL	1981 TOTAL			
Revenue (Schedule 1)	992,287	91,555,332	\$68,019	\$100	\$149	\$324,760	\$325,253	60,893	\$144,479	\$129,497	\$494	\$1,057	\$3,332,022	\$1,932,736				
Expenses:																		
Maintenance (Schedule 2)	96,492	113,123	3,355			-76,809		60,893	32,816	32,332			415,811	100,486				
Batche 85-student	15,344					16,360			18,913	14,666			15,525	7,561				
Consulting services	4,079	1,951											24,893	18,533				
Courses		1,588											31,006	6,262				
Cultural augmentation	44,499	27,097				3,057		25,624	28,968				128,180	21,180				
Education conference	69,892												69,892	43,343				
Insurance	1,013	1,234						1,563	404	167			4,381	3,422				
Lecture tour		114				8,311							8,311	3,142				
Library materials maintenance	10,220	2,459						13,408		4,519			54,986	29,951				
Material development	3,201	1,462	464			1,300	151		894	387			13,942	16,721				
Non-student	3,335	3,325				1,370			580				7,640	5,079				
Outside facilities	2,628	2,332	456						4,689				10,535	13,139				
Recruitment	4,318	5,227	1,905			45,540	16,157		5,021	4,207			281,332	162,421				
Salaries and wages	446,306	448,386	14,218			146,856	75,241		130,253	47,914			1,353,271	1,091,442				
Secretarial	38,429	35,202				7,935	3,610		20,243	3,007			100,866	79,977				
Student services		49,960	1,136			7,935	3,610			3,007			242,461	137,085				
Towel and sustenance	70,228	324,157				38,381	8,252		70,166	3,258			374,157	139,337				
Tuition																		
Total expenses	883,431	1,162,895	68,041			354,835	222,065		366,491	129,497			3,187,455	1,942,980				
Excess of revenue over expenses (expenses over revenue)	\$ 88,656	\$ (7,318)	\$ (2)	\$ 100	\$ 719	\$ (75)	\$ 103,188	\$ (22,062)			\$ 494	\$ 1,057	\$ 144,567	\$ (10,244)				

(See accompanying notes)

G. RIEL DUMONT INSTITUTE OF
NATIVE STUDIES AND APPLIED RESEARCH
NOTES TO THE FINANCIAL STATEMENTS

MARCH 31, 1984

1. Accounting Policies

The financial statements of the institute have been prepared in accordance with accounting principles that are considered appropriate for organizations of this type. The more significant of these accounting policies are summarized below:

Fund Accounting

The accounts of the Institute are maintained in accordance with the principles of fund accounting in order that limitations and restrictions placed on the use of available resources are observed. Under fund accounting, resources are classified for accounting and reporting purposes into funds with activities or objectives specified. Separate accounts are maintained for the Core Services, S.U.N.T.E.P., Consulting, Aboriginal Rights, Art Carriere Memorial Fund, S.T.E.P. I, Skills Growth Fund S.T.E.P. II, Administration, Native Studies Instructors Training Program, Les Fiddler Memorial Fund and Child Care Development Funds.

Accrual Accounting

In accordance with generally accepted accounting principles, the Institute utilizes the accrual basis of accounting for additions to and deductions from fund balances.

Fixed Assets

Fixed assets are initially recorded at cost. Normal maintenance and repair expenditures are expensed as incurred.

Depreciation is recorded in the accounts on the diminishing balance method at 20%.

Leasehold improvements are amortized over the term of the lease.

Depreciation and amortization are charged in the year of acquisition for the full year. No depreciation or amortization is taken in the year of disposal. It is expected that these procedures will charge operations with the total cost of the assets less the estimated salvage value over the useful life of the assets. Gain or loss on the disposal of individual assets is recognized in income in the year of disposal.

Administrative Services

A separate fund has been designated to conduct certain of the institute's administrative functions. The revenues and expenses of the institute reflect an interfund charge for these services.

GABRIEL DUMONT INSTITUTE OF
NATIVE STUDIES AND APPLIED RESEARCH
NOTES TO THE FINANCIAL STATEMENTS

MARCH 31, 1984

2. Fixed Assets

Fixed assets consist of the following:

	<u>1984</u>			1983
	<u>Cost</u>	<u>Accumulated Depreciation and Amortization</u>	<u>Net Book Value</u>	<u>Net Book Value</u>
<u>Core Services</u>				
Equipment	\$ 61,917	\$ 23,986	\$ 37,931	\$31,102
Leasehold improvements	<u>105,048</u>	<u>35,016</u>	<u>70,032</u>	<u> </u>
	<u>166,965</u>	<u>59,002</u>	<u>107,963</u>	<u>31,102</u>
<u>S.U.N.T.E.P.</u>				
Equipment	63,111	25,868	37,243	41,327
Leasehold improvements	<u>67,189</u>	<u>31,617</u>	<u>35,572</u>	<u> </u>
	<u>130,300</u>	<u>57,485</u>	<u>72,815</u>	<u>41,327</u>
<u>Skills Growth Fund</u>				
<u>S.T.E.P. II.</u>				
Equipment	52,839	10,568	42,271	
Leasehold improvements	<u>75,280</u>	<u>15,056</u>	<u>60,224</u>	
	<u>128,119</u>	<u>25,624</u>	<u>102,495</u>	
<u>Administration</u>				
Equipment	8,684	1,737	6,947	
Leasehold improvements	<u>81,692</u>	<u>27,231</u>	<u>54,461</u>	
	<u>90,376</u>	<u>28,968</u>	<u>61,408</u>	
	<u>\$515,760</u>	<u>\$171,079</u>	<u>\$344,681</u>	<u>\$72,429</u>

3. Commitments

The institute was committed under term leases as follows:

Regina: to September 1, 1986 at a monthly rental of \$5,252.

Prince Albert: to August 31, 1986 at a monthly rental of \$1,811.

Lloydminster: to May 15, 1985 at a monthly rental of \$2,208.

Saskatoon: to June 30, 1984 at a monthly rental of \$592.
 to August 31, 1984 at a monthly rental of \$2,699.

GABRIEL DUMONT INSTITUTE OF
NATIVE STUDIES AND APPLIED RESEARCH
NOTES TO THE FINANCIAL STATEMENTS

MARCH 31, 1984

4. Appropriations of Equity

The institute makes annual allocations from surplus for programming and travel, and scholarships for Indian and Metis students.

5. Comparative Figures

As this is the first year of operations for S.T.E.P. I, Skills Growth Fund S.T.E.P. II, Administration, Native Studies Instructors Training Program, Les Fiddler Memorial Fund and Child Care Development Fund, the 1983 figures do not reflect comparable numbers for these funds.

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GABRIEL DINDOFF INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH
 SCHEDULE OF ADMINISTRATION EXPENSES
 YEAR ENDED MARCH 31, 1984

1984	1984		1983	
	1984	1983	1984	1983
MANUFACTURING EXPENSES:				
Administrative services	\$66,398	\$ 74,011	\$ 670	\$ 1,340
Bookkeeping				8,409
Building maintenance	7,239	6,176	2,197	18,658
Printing	2,332	1,237	8,989	11,314
Repairs	3,016	5,890	7,666	4,000
Equipment rent	3,649	9,986	1,000	31,811
Janitorial				28,934
Office supplies	11,018	15,823	7,832	50,859
Telephone				
	\$96,492	\$113,123	\$45,831	\$100,486
CONSULTING				
		\$ 670		
ART				
CARTRIDGE				
MEMORIAL				
FUND				
ABORIC				
-TUAL				
RICHTS				
FUND				
S.T.F.E.				
S.T.F.E.				
ILL				
SKILLS				
GROWTH				
FUND				
P.				
ARTISTS-				
TRAINING				
PROGRAM				
NATIVE				
STUDIES				
TRAINING				
PROGRAM				
LES				
PICTURE				
MEMORIAL				
FUND				
CHILD				
CARE				
DEVEL-				
OPMENT				
	\$74,800	\$80,893	\$12,836	\$32,332
	\$113,123	\$193,355	\$282,328	\$132,818