

# SUCCESS STORIES

ANNUAL REPORT 2016-17



## OUR VISION

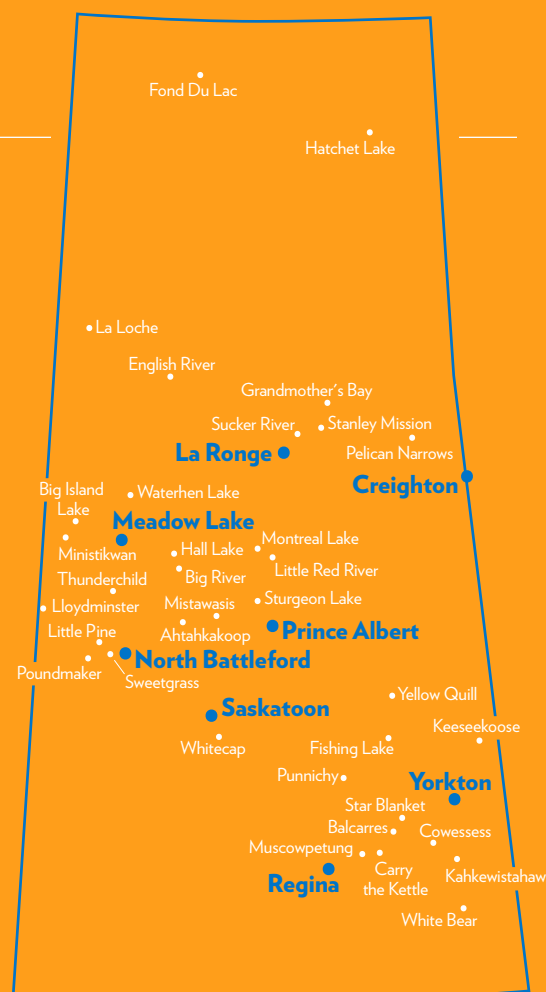
Through student-focused, market-relevant programs and services in a First Nations learning environment, we create work-ready achievers and role models who appreciate the value of learning now and in the future. Our community includes:

- Learners
- Training partners
- Job seekers
- Employer stakeholders
- Graduates
- Elders
- Instructors
- First Nations leaders and communities
- Educators
- SIIT staff, management and Board of Governors

## STATEMENT OF PRINCIPLE

SIIT is committed to maintaining a First Nations focus in all we do to fulfill our vision. SIIT is dedicated to ongoing collaboration with First Nations stakeholders and communities to implement learner-focused strategies that will:

- Increase and strengthen our knowledge and understanding of First Nations adult learners and their learning needs.
- Include distinctive First Nations elements in programs and services.
- Foster the talents and entrepreneurial spirit of students, faculty and staff by embracing innovation and creativity.
- Ensure First Nations representation throughout our faculty and staff.
- Build awareness of SIIT, our work and the value we provide to the province.



*In 2016-17 SIIT delivered programming at our **3 main campuses** (Saskatoon, Regina, and Prince Albert), **eight career centres** (denoted in blue) and numerous Indigenous communities across Saskatchewan.*

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**“TO OUR STUDENTS, THANK YOU FOR MOTIVATING US TO  
BE OUR BEST TO ENSURE YOUR SUCCESS AS STUDENTS  
AND AS RESIDENTS OF OUR GREAT PROVINCE.”**

*Reflecting back on 2016-17, it was a year of positive change and growth at SIIT.* Close to 8,400 learners and clients from 152 communities across Canada accessed SIIT programming through our province-wide system of three main campuses (Saskatoon, Regina, Prince Albert), eight career centres and numerous community-based delivery sites as far north as Fond-du-Lac and as far south as White Bear First Nation. Forty-two unique academic programs were delivered, with 1,507 students receiving an SIIT credential to join our growing family of alumni. Congratulations to you all on achieving this milestone!

We introduced new programs, such as Mental Health and Wellness, and experienced overwhelming demand in response. We grew our Trades and Industrial student numbers by over 16 per cent and were able to touch 43 communities across the province with various levels and types of programming, tailored to the community in which we were partnered. It was also a year of many good news stories, as you will read in the following pages. Thank you to all who took time to share their experience.

SIIT is appreciative of all our corporate and community partners, and we continue to grow with your support. In November 2016, SIIT received its largest single corporate donation to date from Sikorsky, a Lockheed Martin company. SIIT was gifted a retired Sikorsky S-76A twin-engine helicopter for training our Aircraft Maintenance Engineering students. This helicopter provides an important hands-on learning tool for students pursuing a career in aviation maintenance.

As we look forward to 2017-18, our focus continues to be supporting the success of our students. Changes in Learning Services, including greater academic support services and mental health resources, will benefit our students and provide consistency across our three campuses. In addition, a new funding relationship with the Government of Canada will provide \$4 million over the next two years to support initiatives that assist our First Nations students in accessing and successfully completing a post-secondary education. We are confident these initiatives will lead to increased student retention.

2017-18 will see the launch of three new programs: a guest services certificate, an online orientation to daycare head-start program and an applied electrical certificate. We are working towards a

projected 2019 launch of plumbing and Indigenous practical nursing. We are also undertaking the next phase of IT renewal, involving the implementation of an enterprise resource planning system. This system will provide better data and improve decision making, planning and process efficiencies. It has the potential to integrate with other systems, resulting in an improved interface for students and staff.

Thank you to all of our stakeholders, communities, Board of Governors, funders, partners and staff for making 2016-17 such a success. Without you, what you see in the following pages would not be possible. To our students, thank you for motivating us to be our best to ensure your success as students and as residents of our great province. Best of luck as you work towards fulfilling your aspirations!



**CHIEF DARCY BEAR**

*Chair of the Board*

A handwritten signature in black ink, appearing to be 'D. Bear'.



**RIEL BELLEGARDE**

*President and CEO*

A handwritten signature in black ink, appearing to be 'R. Bellegarde'.



# HIGHLIGHTS OF 2016-17

## 2016

### July

- Ceremony on Piapot First Nation for SIIT staff, students and program blessing for an Elders' Advisory Council/Committee

### August

- SIIT receives \$500,000 investment from Boeing in support of information technology infrastructure improvements, under Canada's Industrial and Technological Benefits framework
- Two-day professional development training for staff and faculty
- SIIT offers Business year one at Cowessess First Nation for the first time

### September

- New Mental Health and Wellness program launches in place of Community Services and Addictions program
- The Honourable Carolyn Bennett, Minister of Indigenous and Northern Affairs Canada, visits the Aviation Learning Centre
- Workforce Development Unit hosts the Mental Wellness Knowledge Exchange, bringing together addictions and mental health workers from across the province
- SIIT attends All Nations Job Expo in Regina

### October

- Presentation on SIIT's new Student Success Model as part of the panel on Transitions Strategies at the Post-Secondary Leadership Forum in Saskatoon hosted by the Ministry of Advanced Education



- Elder's teachings for staff at the Prince Albert Campus
- Outdoor Power Equipment Repair program runs in La Ronge, the first of its kind to be offered in northern Saskatchewan
- SIIT attends Opening Doors to Tomorrow Prince Albert Career Fair
- SIIT attends the Big River Career Fair

### November

- Sikorsky, a Lockheed Martin Company, donates a Sikorsky helicopter maintenance trainer and training materials to Aircraft Maintenance Engineer training program
- Workforce Development Unit hosts annual Saskatchewan Regional National Native Alcohol and Drug Abuse Program Symposium
- SIIT provides the first distribution of awards and scholarships to students
- SIIT presents Learning Services model at the Aboriginal Employment Transition Workshop – First Nations/Métis Grad Employment Project
- SIIT participates in See Your Future Career Fair in Regina and Saskatoon

### December

- SIIT celebrates Red Seal endorsed welder, Blake Brass, as 100th journey person to complete training through the SIIT Joint Training Committee
- Prince Albert campus celebrates 10 years of caring and sharing, supporting various charitable causes in PA and area
- First rural delivery of the Automotive Service Technician Preparation Program is completed on Big River First Nation

## 2017

### January

- Workforce Development Unit offers pilot workshop of its "From Truth to Reconciliation" training

### February

- SIIT signs memorandum of understanding with CAE to open the doors for Aircraft Maintenance Engineer training program students to join the aerospace community at 15-Wing Moose Jaw
- SIIT marks Pink Day to celebrate diversity and take a stand against bullying.

### March

- SIIT signs onto Battlefords and Area Community Threat Assessment and Support Protocol for safer schools and communities
- Saskatoon campus hosts first SIIT LGBTQ+ Awareness Week
- SIIT sponsors the First Nations Provincial Spelling Bee

- Regina Campus hosts ribbon skirt making sessions during lunch hours
- Student Leadership Councils, Elders and senior executive meet to collaborate on SIIT's future direction and cultural inclusion

#### April

- SIIT receives Infrastructure funding from the Government of Canada's Strategic Investment Fund for Fourth Avenue campus in Saskatoon
- SIIT provides the second distribution of awards and scholarships to students
- SIIT and SITAG launch a Mental Health and Wellness Pilot to provide additional resources to SIIT students and ASETS clients geared towards addressing students'/clients' cognitive and learning situations

- Westmount Community School visits Saskatoon Campus
- Learning Services implements Optimization Plan to enhance the learner supports at the three campuses
- Saskatoon Campus celebrates Pride Week

#### May

- SIIT sponsors the SaskTel Indigenous Youth Awards of Excellence
- President Bellegarde presents to the Saskatoon Chamber of Commerce

#### June

- Annual Scholarship Golf Tournament raises \$21,263 for future scholarships
- Staff and students participate in the Pride Parade



- SIIT hosts the annual Convocation Ceremony at Prairieland Park for post-secondary students and their families
- Sponsor of the 33rd Annual Saskatoon Indian Métis Friendship Centre's Aboriginal Grad Gala
- A Board Strategy Retreat with Board of Governors and senior leadership is held at Wanuskewin

## IN MEMORIAM

**April Buffalo-Robe**, a success and wellness coach at the Regina Campus, joined SIIT in 2011. April started as a life coach before transitioning to her most recent role in 2015. April had a positive impact on everyone around her and played a major role in our learners' lives in Regina and the neighbouring First Nations community-based programs. April worked tirelessly to encourage, coach and support SIIT's learners, and seeing them graduate was April's true passion. April will be remembered as a valued employee of SIIT, who always had such great compassion toward the SIIT family, including our students.

**Ian Robinson**, a facilities officer based out of the Saskatoon Campus, joined SIIT in 2007. Having a wide range of trade related experience, Ian applied his skills with pride while working at various SIIT facilities. Ian was from the Ahtakakoop First Nation and also a former SIIT student. His dedicated service attributed to the growth and success of SIIT.

Ian will be remembered for his friendly nature and the warm welcome he extended to everyone who studied or worked at SIIT.

**Terry Young**, an industrial initiatives coordinator at the Saskatoon campus, joined SIIT in 2007. Terry was a welder by trade and had a great passion and energy for helping SIIT apprentices as they gained their welding skills. Terry was from the Red Pheasant First Nation and it was important to him that he was helping Indigenous learners gain the skills needed for a life-long career.

Terry will be remembered for greeting everyone with a smile, and for his tremendous ability to be authentic and live life to the fullest.

# ENROLMENT, CLIENT & EMPLOYEE STATISTICS

## ACADEMIC PROGRAMS

**6.2%**

INCREASE IN STUDENT  
REGISTRATIONS

**42**

UNIQUE PROGRAMS  
OFFERED

**2,393**

STUDENTS REGISTERED  
IN A PROGRAM

**248**

STUDENTS ARE CONTINUING  
STUDIES TO COMPLETE  
THEIR PROGRAM

**\$421,950**

STUDENT SCHOLARSHIP FUNDING DISTRIBUTED

**16.1%**

INCREASE IN STUDENTS  
REGISTERED IN A TRADES  
AND INDUSTRIAL PROGRAM

**73%**

STUDENT RETENTION RATE

**208**

STUDENTS THAT RECEIVED  
SCHOLARSHIP FUNDING

**1,507**

STUDENTS COMPLETED  
THEIR PROGRAM

## CAREER CENTRES

**5,862**

CLIENTS WHO REGISTERED  
SEEKING ASSISTANCE WITH  
EMPLOYMENT, TRAINING,  
SAFETY TICKETS, CAREER  
PLANNING AND/OR  
RESUME BUILDING

**46%**

CLIENTS WHO SUCCESSFULLY  
RECEIVED EMPLOYMENT

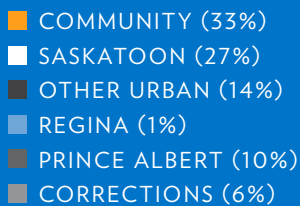
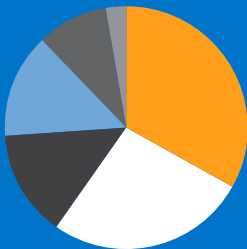
**1,098**

CLIENTS VISITED OUR  
BUSIEST CAREER CENTRE  
(SASKATOON)

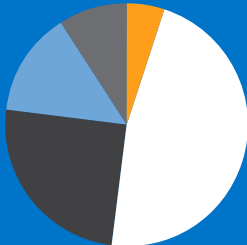
**65.3%**

HIGHEST EMPLOYMENT  
SUCCESS RATE AT A CAREER  
CENTRE (CREIGHTON)

## LOCATION BY STUDENT



## AGE BREAKDOWN OF STUDENTS

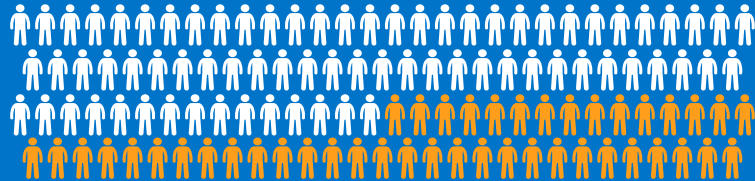


## TYPE OF PROGRAM TAKEN



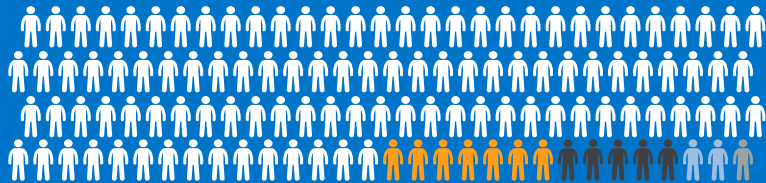
## GENDER OF STUDENTS

MEN (65%), WOMEN (35%)



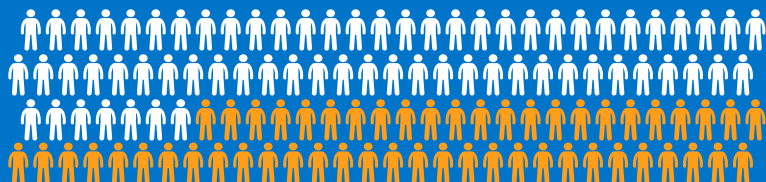
## ETHNIC BACKGROUND OF STUDENTS

STATUS INDIAN (86%), NON-INDIGENOUS (7%), MÉTIS (5%),  
 VISIBLE MINORITY/ PERMANENT RESIDENT (2%),  
 NON- STATUS INDIAN (1%)



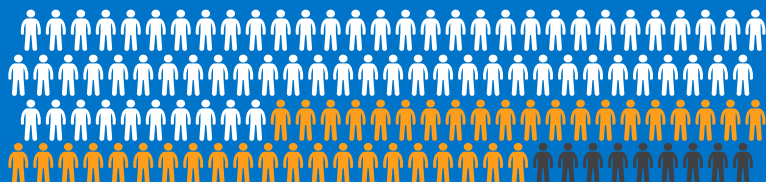
## GENDER OF STAFF

WOMEN (57%), MEN (43%)



## ETHNIC BACKGROUND OF STAFF

STATUS (60%), NON-INDIGENOUS (33%), MÉTIS (7%)



# MENTAL HEALTH AND WELLNESS

*In 2016-17, SIIT launched the Mental Health and Wellness program in place of the Community Services and Addictions program. This two-year diploma program was offered to 24 students in Saskatoon, with 19 continuing on to year two of the program. Graduates are prepared to develop community-based education programs and to work effectively in the field of mental health, addictions, wellness and health.*



## BRANDON ROY

*A student in the Mental Health and Wellness program at the Saskatoon Campus.*

*Home community: Ile a la Crosse, SK*

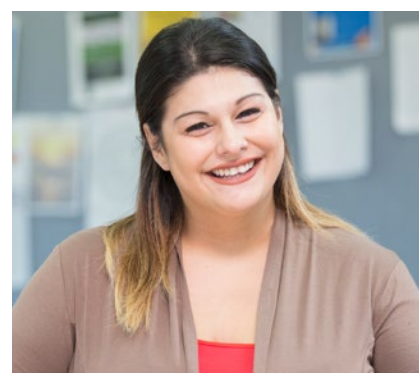
“What influenced me to take the program was the need for more male Aboriginal role models in the mental health field around addictions, especially in northern Saskatchewan where suicide rates are high, and addictions and abuse is rampant. I want to focus on the need for more mental health workers in my area of northern Saskatchewan. Sobering up was an eye opener

for me and made me realize the need for more addictions workers.

Like many of my peers, our resiliency and focus of becoming helpers in the field of addictions and mental health is what makes us stronger each new day of classes. I was out of a school setting for over 13 years, and coming here not knowing what to expect, it exceeded my own expectations. Having to move away from home and being away from my kids is a tough obstacle. My children are my motivators and staying focused on what I need to accomplish is something I am very proud of. The staff and students and resources here are amazing; the atmosphere has that definite ‘home’ feeling, which makes it a lot easier to come to school every day.

The program opened my eyes to intergenerational trauma, a term I wasn’t familiar with. I’m learning a lot about Indigenous

knowledge and content. My goal is to one day work at home (Ile a la Crosse) or in northern Saskatchewan in a traditional holistic treatment centre for mental health and addictions that focuses on reconnecting individuals to culture and healing practices. I feel I would be an asset if the opportunity presented itself to work back at home, especially for our First Nations youth.”



## CHELSEA MCCALLUM

*A student in the Mental Health and Wellness program at the Saskatoon Campus.*

*Home community: Regina, SK*

“My family has struggled with addiction and mental illness, and I was the one everybody asked for help.

**“I’VE LEARNED A LOT ABOUT MY CULTURAL IDENTITY  
AND MY ABORIGINAL HERITAGE, AND IT HAS HELPED ME  
GROW INTO WHO I AM.”**

**—CHELSEA MCCALLUM**



I lost my sister on November 8, 2016, and nine days later I lost my brother. I was pregnant and it was hard; I didn't know what to do. I was in school and I didn't want to give up because I had to be the strong one in my family. Especially if you're a single mom, you have nobody to rely on but yourself, and you have to be there for your kids, and getting an education is for you and your kids.

I had to be the one to succeed and that's part of the reason why I didn't give up. All of my instructors and classmates were there for me to help me, give me extra time and work with me. My motivation every day was knowing all my classmates were going to make me laugh and smile and cheer me up, and I didn't need to sit in my house and cry when I could go to school and be uplifted.

I've learned a lot about my cultural identity and my Aboriginal heritage, and it has helped me grow into who I am. All the instructors and staff are here to support you 100 per cent, and if you're giving it your all, they will give you their all. I want to go on to get a degree in addictions counseling."



#### LUCY FERN

*A student in the Mental Health and Wellness program at the Saskatoon Campus.*

*Home community: Fond du Lac, SK*

**"I AM LEARNING NEW THINGS, SUCH AS DIFFERENT THEORIES FROM NON-INDIGENOUS AND INDIGENOUS PERSPECTIVES, ESPECIALLY IN CONTEMPORARY WAYS."**

**-LUCY FERN**

**"I'M TAKING THIS PROGRAM TO GIVE BACK TO THE COMMUNITY, TO GIVE BACK TO PEOPLE LIKE ME, FIRST NATIONS OR WHOEVER BATTLES ADDICTIONS, BECAUSE I WAS THERE, I'VE BEEN THERE."**

**-PERRY VENNE**



#### PERRY VENNE

*A student in the Mental Health and Wellness program at the Saskatoon Campus.*

*Home community: Saskatoon, SK*

"I know what it's like to be depressed and overcome it. Mental health has always been my passion. I see people struggle with mental health issues and their addictions, and it saddens me, especially when it stems from the historical context of colonization. Understanding this history helps me to understand my identity and tell my story, and this allows me to help others.

Interacting with classmates and developing relationships with other people is what I enjoy the most. The staff is open to help. It makes me feel good coming to class and laughing with classmates. I am learning new things, such as different theories from non-Indigenous and Indigenous perspectives, especially in contemporary ways. It is the best way of learning. I'm an artist and art has helped me to connect with my spirituality and my Higher Power. I want to get into an art therapy program after I finish this program, and to incorporate art therapy and mental health together when I do my master's in the near future.

Mental health is a highly-valued asset that is needed in our communities. When I become an Aboriginal mental health therapist, especially since I speak my language fluently, I will be a great value to Dene communities. I like to incorporate contemporary ways of knowing, and having the right tools and skills to work with my people will be beneficial. I feel I have so many gifts to offer."

"I'm taking this program to give back to the community, to give back to people like me, First Nations or whoever battles addictions, because I was there, I've been there. I want to give them hope there is a better life and you can do it, you just have to start believing in yourself.

I enjoyed getting to know my fellow classmates and the people in this organization: the counselors, the Elders, everyone that's involved. SIIT is a good organization for family and culture. I haven't been to a school where they had culture as in depth as they do at SIIT, where they make it a priority.

We all go through life with struggles. I find SIIT is there to support you and help you through that. I was there; Life was happening and I said, 'no, I quit.' It was just too much and I wanted to walk out. They don't let you do that. They

**“THE MENTAL HEALTH AND WELLNESS PROGRAM HAS ALLOWED ME TO UNDERSTAND MY POTENTIAL FOR HELPING PEOPLE IN A POSITIVE MANNER.”**

**—DALE WHITECAP**

really make an attempt to help you, and get you back on your feet, which is vital for people to succeed.

I want to work in a treatment center or detox center, or within a community that needs wellness and work in that area, especially educating the youth. They need to know you don't have to live life the way you are. There is hope out there and there are choices that you can make that will help you.”



**DALE WHITECAP**

*A student in the Mental Health and Wellness program at the Saskatoon Campus.*

*Home community: Carry The Kettle First Nation, SK*

“I have been helping Elders for a number of years in the cultural and spiritual healing areas, and recognized that more help is needed in the mental health and wellness of First Nations people.

Through taking the Mental Health and Wellness program, I learned that I have a very calm demeanor and am able to calm

people down when speaking with them. I have also overcome the shame, guilt and isolation that I placed upon myself that evolved from residential school abuse. The Mental Health and Wellness program has allowed me to understand my potential for helping people in a positive manner.

The thing I enjoy most about the program is how we can overcome mental health issues by getting to the root of the problem. I plan to work with all Nations of people to address their problems in a positive manner. If I can set the example for a positive way of life for people in the community, it is possible for them to turn their lives around in a good way.”



(l-r) Janice Linklater, Barb Sankey and Allan Kehler

**ALLAN KEHLER AND JANICE LINKLATER**

*Along with the Dean of Health and Community Studies, Barb Sankey, led the research and development of the Mental Health and Wellness program. Allan and Janice are instructors in the program.*

*Home community: Saskatoon, SK*

“In a field where there is a significant number of Indigenous people needing support, there is a significant lack of Indigenous staff representation. Culture is a huge part of the healing process, and a lot of people are going back to traditional ways to find identity and healing. When launching the Mental Health and Wellness program, we wanted to address the need for a more Indigenous focus and approach to content, while bringing it in line with the current climate in a field that is always evolving.

The first year went better than we ever anticipated. A whole new wave of minds came to our class and our applicant rate went way up, especially males. We were amazed by our student retention because our students have unique needs like no

**“THESE STUDENTS WILL BE THE ONES WHO PUT A VOICE TO MENTAL HEALTH AND WELLNESS, AND WILL GO BACK TO THEIR COMMUNITIES WITH GOALS AND PLANS TO MAKE A DIFFERENCE.”**

**—ALLAN KEHLER AND JANICE LINKLATER**

other program, forcing them to go within. They've been disciplined. The first week, at 8:55 am, they were all sitting in their desk, ready. We don't know what we did different; they came with a different attitude. Our students are committed and attentive, more than we've ever seen.

The impact on communities will be massive. These students will be the ones who put a voice to mental health and wellness, and will go back to their communities with goals and plans to make a difference.”





**“THESE STUDENTS WILL BE THE ONES WHO PUT A VOICE TO MENTAL HEALTH AND WELLNESS, AND WILL GO BACK TO THEIR COMMUNITIES WITH GOALS AND PLANS TO MAKE A DIFFERENCE.”**

- ALLAN KEHLER AND JANICE LINKLATER

# CELEBRATING OUR STUDENTS AND CLIENTS

*Student success is at the core of our mission at SIIT. We strive to provide a supportive environment, and the tools and resources necessary for students in all of our programs to achieve their personal goals and aspirations.*

- Helped launch SIIT's first Pride Centre
- Advocated for student representation on the Board of Governors
- Awarded the 1st annual President's Leadership Award/Scholarship at Convocation



## MORGAN KALK

*A Business Year 2 student in 2016-17, held the role of president of the Student Association. Morgan graduated in spring 2017 and is now attending the University of Saskatchewan, pursuing a Commerce degree with a major in Management. Home community: La Ronge, SK*

"It was always my intention to go back to school. I heard so many good things about SIIT and was motivated and ready to jump in. My plan was to take my Business diploma and get an office job.

I didn't have much confidence in myself initially going into the program because I had been out of school for so long. Each mark I got back made me feel more confident, and it allowed me to take on more. After a little over a month, I knew I wanted more than just my diploma, and part of that was the influence of all the staff members. They make you feel like you can do anything.

As a student leader, I wanted to collaborate with staff as much as possible because they helped us and made us a family. I wanted staff members and students to be able to come to me or to other people and feel comfortable on a level that you don't get from other campuses and other schools, because that is what makes SIIT stand out.

I made a good experience for myself at SIIT and I took advantage of what was available, and I hope other students do too. Attending SIIT is truly one of the best things you can do for yourself. I'm very, very thankful for what SIIT has done for me."

Highlights of Morgan's year as student president:

- Launched a breakfast program for students at the Saskatoon Campus
- Secured support for a refillable water bottle station for students



## DARLA ROPE

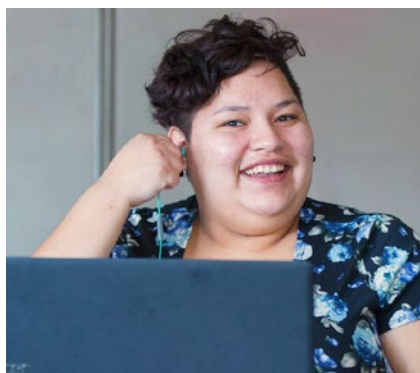
*An Adult Basic Education 12 student in Regina in 2016-17, is currently continuing her education in the SIIT Business program. Home community: Carry The Kettle First Nation, SK*

"When I registered for Adult Basic Education, my goal was to complete my grade 12 and further my education in the business industry so I can work with people in bettering their lives and opening up doors to greater opportunities by sharing my knowledge with them.

I learned a lot in ABE 12. Being a quiet person, I learned that asking questions is better than not asking and wondering about what



ifs. I also learned to let go of things that no longer help me or benefit my plan to succeed. I have learned that all things are possible as long as you keep up with your work and focus on positive aspects. It's important to never give up. You're never too old or too young to better yourself. Always remember to look after what's important and prioritize your life to fit school. Never feel discouraged or like you're not good enough. Everyone is capable of reaching their dreams. If I can do it, despite the obstacles I faced, anyone can. That I truly believe, 100%."



### DILYNN HUNTER

*A Business student in Regina, received six scholarships in 2016-17.*

*Home community: Kawacatoose First Nation, SK*

"The scholarship funding I received made all the difference for my family and me. I was on student loans and I could barely afford my daily one-hour commute to Regina. Scholarship funding provided the financial stability my family really needed at that time. Without scholarship funding, I would not have been able to make it through my first year of Business. It's much more than just money; it's an opportunity for those of us that really need it.

**"WITHOUT SCHOLARSHIP FUNDING, I WOULD NOT HAVE BEEN ABLE TO MAKE IT THROUGH MY FIRST YEAR OF BUSINESS. IT'S MUCH MORE THAN JUST MONEY; IT'S AN OPPORTUNITY FOR THOSE OF US THAT REALLY NEED IT."**

**- DILYNN HUNTER**

To other students considering applying for scholarships: tell your story, why you are here, talk about your goals and what drives you. Scholarship providers want to help you! Next fall, I will move forward into a Bachelor of Business Administration Program in Saskatoon or Regina, and one day I would like to own my own business."



### HUNTER MCLEAN

*A Business student in Saskatoon, has been a student employee in Marketing and Communications since June 2017.*

*Home community: James Smith Cree Nation, SK*

"Being a student employee has given me a different perspective of SIIT. When I shift my hat over to being a staff member, I make sure that students are top priority. My role has allowed me to have conversations with different people in the organization as a student. Breaking the ice to ask questions relevant to students is easier as a staff member when you know the inner workings of the organization. I've definitely enjoyed meeting different people and making connections.

It's also given me a chance to practice what I'm being taught in the classroom, including better time management and

how communication works in a larger organization, especially an organization that's established and is currently going through change. My employment at SIIT is giving me a lot of experience that will help me succeed in the future.

I'll be moving on to the University of Saskatchewan where I will be taking Management. I'm going to start a business so that I can design and sew again on a regular basis. One of the projects that was handed to me was the merchandise program, and ultimately that's what I want to do in my career, start my own business in retail. What better opportunity than to get experience making those decisions."



### DARRYL NELSON

*A Business student in Prince Albert. He has been hired for a student co-op position with Canada Revenue Agency (CRA) from December 2017 to July 2018, and will return to SIIT following his co-op to complete his diploma.*

*Home community: Weyakwin, SK*

"I was mostly a labour job worker and got sick of working in the cold. I came to school not knowing if I would be good at it because I didn't have my full grade 12. I enrolled in the Business Administration program in fall 2016. I especially liked the marketing and accounting classes that were offered and was able to learn them pretty easily. I plan to graduate and get a job I can enjoy that is located indoors."



### CHEYANNE LAVALLEE

*Successfully completed the Kahkewistahaw JobSeries Program in March 2017, and gained employment with the local Co-op while in the program. Cheyanne is now employed with Kahkewistahaw First Nation working on a community improvement project.*

*Home community: Kahkewistahaw First Nation, SK*

"I am a young mother from Cowessess First Nation, but have resided on Kahkewistahaw First Nation for most of my life. I recently had the opportunity to participate in the JobSeries program held in my home community of Kahkewistahaw. I discovered it to be great for my self-esteem and confidence, which was beneficial for me in applying for and finding employment working for my community. The project has helped revive my future goals, aspirations, motivation and confidence in myself, which are some things that had been lacking in my life.

I had never realized how unprepared I was for the workforce and am very grateful I discovered the posting for this program online. The career planning aspect of it honed my public speaking skills, which in turn prepared me for more successful job interviews. I now feel that my life is more aligned to achieving success in pursuit of my future endeavours. Careful and vigorous preparation is vital to this success, from interviews to everyday business; I now believe anything is possible with positive thinking and actions."



### JOHN ALLAIR

*Completed the Carpentry program in 2017 and is now applying his learning with Breck Construction.*

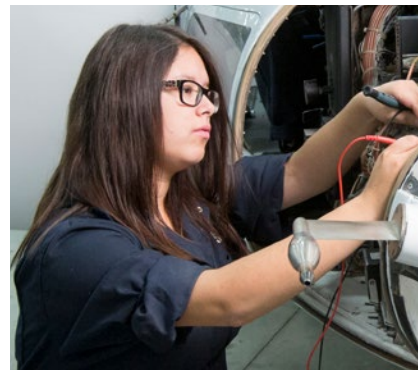
*Home community: Teulon, MB*

"I was working at Agrium and got asked if I would want to start an apprenticeship as a carpenter. I wanted to get my ticket so I could support my family, while also building for the future. I started the Carpentry program at SIIT in January 2013.

Showing up to class and listening to the material as it comes up is probably the most important thing you can do. Attendance is everything! Showing up early, leaving late is the best way to get through school and succeed in it. If you study and work together with your classmates and build friendships, it will make your school/work life and personal life a lot more enjoyable and fun.

SIIT is a great place to be a part of, and I'm proud to say I did all my schooling through SIIT and achieved my Red Seal Ticket by listening and learning from the instructors. I would enjoy becoming an instructor one day so I can pass on the knowledge I learned.

I now work at PCS Cory for Breck Construction as a scaffolder. Being a carpenter isn't just putting walls together, it's a lot more expansive, and I'm excited to learn another aspect of my trade."



### ZOEY PETIT

*Graduated from the Aircraft Maintenance Engineer program in June 2017. She was awarded the inaugural Jazz Aviation and Northern Lights Award for Indigenous Women in September 2017.*

*Home community: La Ronge, SK*

"I was involved in the Air Cadet program for six years prior to enrolling in the AME program, and I've always had an interest in aviation. I ended up receiving my glider pilot's license and my private pilot's license through the cadets. When it came down to a career, I wanted to learn more about the maintenance side of things, and I have no regrets!

Being a woman has its challenges with it being a male dominant industry. Some people look at you and don't really take you seriously. However, I would say SIIT was very good at treating everyone as equals when I was in the AME program. I learned how to be more independent when enrolled in this program. I am originally from La Ronge, so I had to live away from home for the two years of schooling. I was on my own and had to adjust.

Winning the Jazz Aviation and Northern Lights Award for Indigenous Women and being able to attend the gala they held for the awards was a great feeling. I loved being able to hear stories of other successful women in the field of aviation. I hope it inspires other young females to get involved in the industry.



**“YOU’RE NEVER TOO OLD OR TOO  
YOUNG TO BETTER YOURSELF.”**

– DARLA ROPE

I am currently an aircraft maintenance engineer apprentice with Northern Air Operations in La Ronge, and SIIT gave me my education and the skills I needed to be successful in my career choice.”



#### LARRY BURGESS

*Career Centre manager in Prince Albert.*

*Home community: Prince Albert, SK*

“Our Career Centre has been working with Erin Ermine for the past four years. She initially took the Women in Trades Training with SIIT in 2013 under an initiative that was funded through the Canadian Women’s Foundation. She was hired directly after that training in a practicum with Banff Construction and worked on the Lift Stations in Prince Albert, at the University of Regina, the Saskatoon Children’s Hospital and the Sturgeon Lake Water Treatment Plant.

During her three years of employment with Banff Construction, she was indentured with SATCC and achieved her year 3 in Carpentry. Erin is now working with SHOTT Works as a construction labourer in Fort McKay, Alberta, and is working towards the hours she needs to complete year 4 in Carpentry. It’s a great feeling to see one of our clients continue to succeed in her career and in advancing her education.”



#### STEEN BORK

*Was indentured as a welding apprentice through SIIT’s Joint Training Committee. Steen completed all three levels of apprenticeship training in July 2017, and now works as a journeyman welder/fabricator for a local company in Saskatoon.*

*Home community: Saskatoon, SK*

“I started the welding apprenticeship program in 2014 as an indentured SIIT student at Saskatchewan Polytechnic. I became interested in welding in high school, and my goal was to finish my apprenticeship before I was 25.

The company I was originally working for and had my apprenticeship through was going out of business, which resulted in a layoff. I had to find another stable company to work for and establish myself as an efficient part of their team in order for them to keep signing hours towards my apprenticeship and allow me to finish.

As a student, I learned how to properly focus on my school work, put myself in the right state of mind and how to pick out the most important information through what we were learning and put it towards excelling through my course work. The people from SIIT are great, very supportive and help guide you through every step of your experience. There was never a moment where I felt worried, because I knew if I had any issues, I could always come to them for help. I had a very great experience at SIIT and my schooling process went way smoother than expected.”



# CELEBRATING OUR STAFF

*SIIT is fortunate to have a dedicated team to support all that we do. Whether teaching our students, providing supports and resources, or executing effective and efficient administrative functions, the team works together with one goal in mind: to ensure the success of the learners in all our 42 programs.*



## MATTHEW LERAT

*A Carpentry instructor in Regina and an alumnus of SIIT.*

*Home community: Peepeekisis First Nation, SK*

"I became a journeymen carpenter in 2014 with SIIT. I took my apprenticeship levels 1, 2 and 3 at the Regina Construction Career Centre and level 4 at Saskatchewan Polytechnic. In 2016, I started instructing carpentry for SIIT, completing a level 1 Carpentry program on Cowessess First Nation. In 2017, I started instructing at the Career Centre in Regina, and I enjoy the new and exciting challenge to adapt and grow as an individual, as well as to give back and help our people with the knowledge I've gained over the years in my chosen trade."



## AARON SHYNKARUK

*A JobSeries facilitator, graduated from SIIT in 2007 with his Life Skills Coaching Certificate.*

*Home communities: Cayuga Nation of The Six Nations of The Grand River Territory, ON; Ahtahkakoop First Nation, SK*

"I've been facilitating components of the JobSeries program for three years. As a NewStart Certified Life Skills Coach, I incorporate a holistic teaching model using a combination of social practices and radial teaching styles. In JobFocus, my goal is to bridge cultural teachings with modern scientific discoveries to inspire the students and work towards overcoming their personal challenges and barriers. In JobSkills, teaching employability skills and assisting in career planning is exciting. In JobFind, the students gain and revise their skill sets to apply and maintain long-term employment.

SIIT has always had such a positive impact in my life, which motivates me to deliver a quality program that is worthy of what I experienced as a student. There is a team and support systems in place, from our coordinators, leadership, guest speakers to funding agencies, that are instrumental to the implementation of the program successes. I'm very honoured to be invited and requested to come into communities to inspire, motivate and help our young people. I enjoy working with all community members, showing everyone the power of the light that is inside each one of us, and am very grateful I can call this my career."

**"SIIT HAS ALWAYS HAD SUCH A POSITIVE  
IMPACT IN MY LIFE, WHICH MOTIVATES ME TO  
DELIVER A QUALITY PROGRAM THAT IS WORTHY  
OF WHAT I EXPERIENCED AS A STUDENT."**

**- AARON SHYNKARUK**



**“MY ROLE IS MORE THAN INSTRUCTING ON WELDING SKILLS, IT’S ACCOUNTABILITY, RELIABILITY AND HELPING STUDENTS BUILD ON CERTAIN CHARACTERISTICS THAT MAKE THEM A VALUABLE AND RELIABLE ASSET TO A COMPANY.”**

**– HEATH BIGALKY**



**HEATH BIGALKY**

*A welding instructor in Regina.*

*Home community: Lipton, SK*

“As I was raised in an encouraging and stable home, I use much of what I was taught growing up to instruct my students. These attributes are communication, understanding and failure/constructive criticism.

It’s important to allow people to fail, and learn from the failure to move forward. Nothing in life comes easy, and to succeed you need to dig your heels in harder to achieve what you need to succeed. As an instructor, I feel I need to know where my students are coming from, and this helps me push them forward to where they want to go.

I encourage students to treat the classroom like a real job and help them through a phase of ‘fear of success.’ During the program, students are all about change until we reach the final few weeks and find out that students start to be absent from class as they are starting to realize that life will change. I have used supports offered through SIIT to help keep them engaged and help reassure them that this is for their good.

My role is more than instructing on welding skills, it’s accountability, reliability and helping students build on certain characteristics that make them a valuable and reliable asset to a company. Supporting the success of our students is a real team effort, and I attribute the success of the Welding program in Regina to the leadership of Welding Coordinator Sam Whitehawk and the excellent staff at the Regina Career Centre.”



**EARL GREYES**

*A potash industry job coach at the Regina Career Centre and has also worked at the Battlefords and Saskatoon Career Centres. SIIT Career Centre job coaches provide a variety of services to clients, including job and career coaching, mentoring, driver training, job placements and safety training.*

*Home community: Regina, SK; Muskeg Lake Cree Nation, SK*

“Being a job coach at SIIT Career Centre Regina is full of daily challenges and rewards. When a client comes in for assistance with selecting a program, we listen and advise during the interview process, then we walk our clients through

applying for jobs, applying for programs and interview selections, including job placements. We also advise on apprenticeship opportunities, how to be safe on a job site and how to keep a job.

We see many challenges with our clients, such as housing, child care, addictions, transportation and not having a driver’s license. Some don’t meet the educational requirements to be selected for a program. We have access to various local organizations who assist in areas where we do not possess the experience to help our clients overcome their obstacles, and this is when we do referrals. It’s our goal to help the client get back on track to succeed.

One of my clients is a very quiet man who was early every day for a program that required 100 per cent attendance. He walked a long distance daily to be at class, which showed his determination to succeed. He was awarded a 90-day work term from Mosaic Belle Plaine. Upon completing this he took local work and applied for positions with various mine sites. He was successful in landing a position with Mosaic at their Colonsay location. He called to thank us for giving him the opportunity to land the job of his life. He came back to Career Centre Regina to be a guest speaker and to give back to the program.

Personally, when a client or student succeeds, I am very proud and enjoy celebrating their achievements with them. Knowing SIIT has given them an opportunity to reach their goals and be successful is a great feeling.”

# CULTURE AND VALUES

*As a First Nations institution with a student body more than 90 per cent Indigenous, culture is woven into the fabric of SIIT. Student involvement in both internal and external cultural activities is encouraged and supported. SIIT continually strives to provide an environment where Indigenous learners feel comfortable, secure, respected and valued.*



**LAURA NEGRAEFF**

*An instructor in the Business program in Saskatoon.*

*Home community: Saskatoon, SK*

“Incorporating culture in the classroom is like growing a plant. As an instructor, I try to create the right conditions to ensure the plant can grow, but it is often the students, and others such as Elders and community members, who water the soil, give it light and add nutrients to help it grow.

**“ELDERS SHARE UNIQUE WISDOM AND KNOWLEDGE THAT ENRICHES AND SUPPORTS THE LEARNING THAT TAKES PLACE IN OUR CLASSROOM.”**

**– LAURA NEGRAEFF**

The knowledge our Elders have is tremendous and I always come away learning something new when I have had the chance to listen to Elders share their stories, experiences and teachings. When Elders come to our classroom, they share unique wisdom and knowledge that enriches and supports the learning that takes place in our classroom. Many of the students at SIIT speak their traditional languages, or are eager to learn, and so having Elders in the classroom who they can speak with in their language is a wonderful thing. I have also found Elders to be a tremendous source of emotional support to students and to me.

The level of engagement from students increases dramatically when they feel like they can see themselves in what they are doing. They develop the skills and knowledge we want them to, but in a way that validates the knowledge, values and life experiences they come to us with.

By fostering a sense of community, we are more able to recognize when people are struggling and help bring them back and raise them up when they feel like checking out.”



**VIOLET SWAN**

*A Business student in Saskatoon, was an employee at the Northern Work Prep Centre in La Ronge from 2015 to 2016 before deciding to pursue her diploma. Violet is the 2017-18 Student Association President. Home Community: La Ronge, SK*

“I really care about students and students’ opinions and values, and that’s my inspiration behind everything that I’ve done while at SIIT.

SIIT talked about being supportive to the LGBTQ2S community, however there was no representation of that. Out of that I did a LGBTQ+ Awareness Week, which is something I really wanted to do because it’s never been done before at SIIT. I planned the whole week with the help of the Student Association and faculty members; Wednesday was my day to share my story. I received an overwhelming amount of support. I didn’t know what it was like to have support, so it was amazing for me to come out in that space. I had my fellow students standing behind me and thanking me. From this I can now proudly say that I am a bisexual woman, and I think there needs to be more awareness about it and more



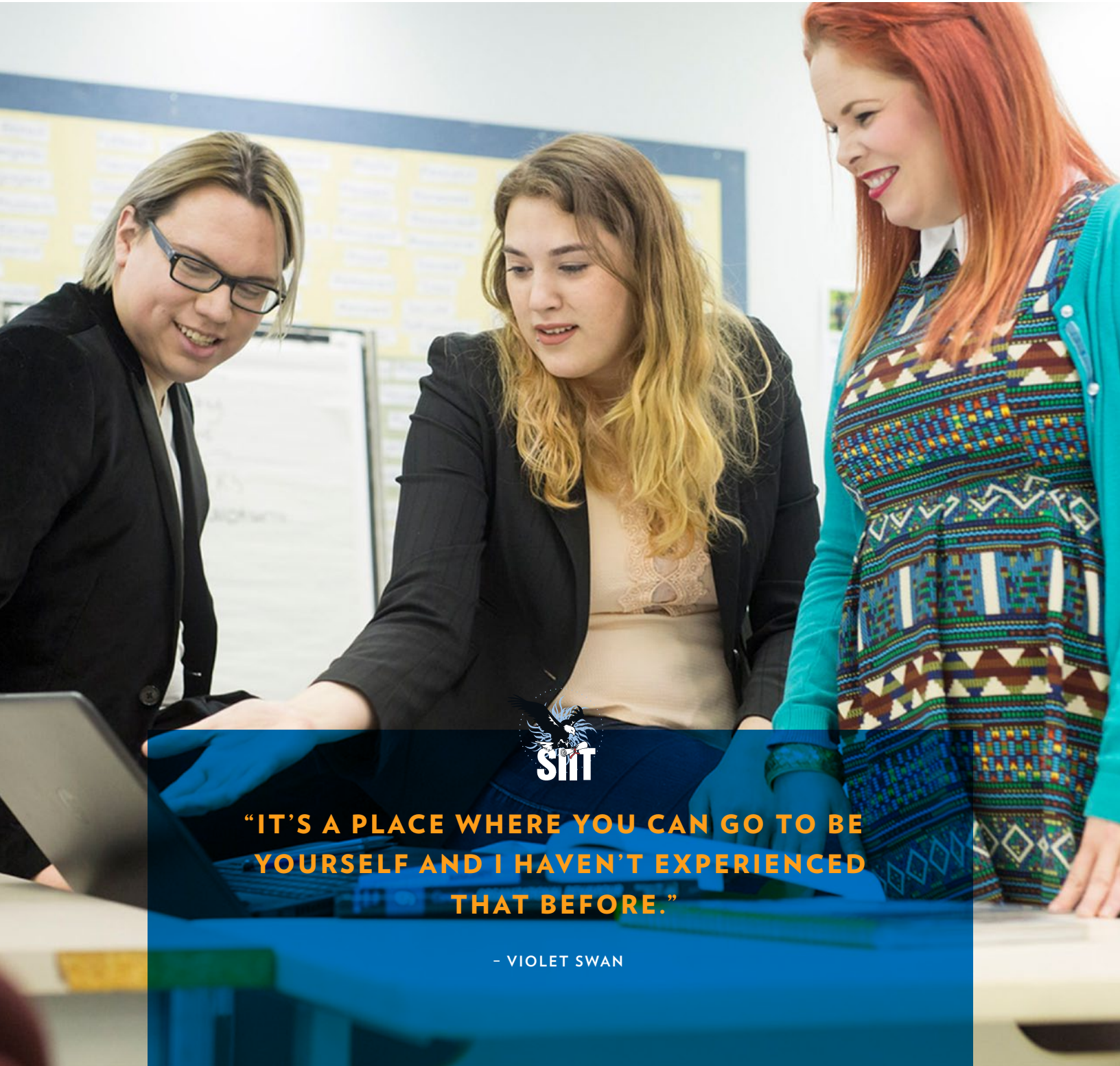
inclusiveness and more support within the institution.

The Pride Centre started with the awareness week, and people coming to talk to me about coming out and how there was nothing in the school. I was assigned a project with community involvement,

and decided a Pride Centre was what I was going to do.

Through this, I've learned that it's okay to be who you are, which is something that I struggled with. When you're a leader, you get criticism, and sometimes it's my automatic reaction to be reactive. One

thing I've learned to do is to be able to take that step back and be more proactive. SIIT is an amazing institution; there's so much support offered within the institution. It's a place where you can go to be yourself and I haven't experienced that before."



**"IT'S A PLACE WHERE YOU CAN GO TO BE YOURSELF AND I HAVEN'T EXPERIENCED THAT BEFORE."**

- VIOLET SWAN

# IN THE COMMUNITY

*SIIT strives to serve Indigenous communities throughout the province by offering a broad scope of education and training opportunities in diverse and accessible locations. We believe we have a critical role to play in providing Indigenous learners with the tools and skills they need to become fully engaged in the provincial economy, becoming role models and leaders as they contribute to their communities, the province and our country.*



## JORDAN THURBER

*A Volunteer Fire Fighter program coordinator and instructor.*

*Home community: Prince Albert, SK*

"Ahtakhakoop has taken a very progressive stance at trying to protect their people and assets on the reserve. In addition to inviting SIIT to deliver the Volunteer Fire Fighter program, they have planned and built a new firehall, purchased a newer firetruck to respond, and outfitted their fire crews with turnouts and breathing apparatus. We are slowly working with the department to get them outfitted with better tools for auto extrication.

The Volunteer Fire Fighter program gives the students and community a sense of protection and pride. I have seen the participants go from unsure to eager learners, who are hungry for more ways to help."



## COREY BURGESS

*A program coordinator in the Trades and Industrial Unit and is responsible for the Residential Renovation and Construction program.*

*Home community: Montreal Lake Cree Nation, SK*

"Our Residential Renovation and Construction program participants range

from 18 to 50 years old. We work with people who are looking to transition to a new career path, and it's incredible to see the change that we can create within a time frame of twelve weeks.

It's really meant for the person who has never been involved in construction, but it's broad enough that it can help out anybody. You do a week of life skills training, which is very important to create a team orientation and also give a perspective of what a job site really is. The second week is based on tool safety. We provide them with personal protective equipment and supply them with tools they can keep when they graduate. They also receive books and information they can keep for their own reference. Then we get them on the tools and start building little projects like toolkits or sawhorses.

Working with the housing development team is very important. Throughout the project we work really closely with the First Nation in order to make sure we're on the same page. We work on something the Band needs, for instance a band hall, band offices or sheds, or work directly in the homes helping with repairs or renovations. We've touched many lives in many communities, and this program creates that self-worth of ownership. It's been an amazing journey working with the different Bands in the province. Seeing the success of the students and helping out with the apprenticeship journey has been the most rewarding, knowing that we've helped change lives."




**LISA SHINGOOSE**

*The vice-president of Employment  
Development and Career Services.*

*Home community: Cote First Nation, SK*

**“GRASSROOTS PARTNERSHIPS ARE AT THE CENTRE  
OF WHAT WE DO.”**

**– LISA SHINGOOSE**

“Grassroots partnerships are at the centre of what we do. In 2017, SIIT partnered with Mistawasis Nêhiyawak and Saskatchewan Indian Training Assessment Group as part of a National Demonstration Project. SIIT’s role in this partnership is the delivery of technical training as part of the ‘Iron Buffalo Centre Building Nêhiyawak’ project, running from January 2017 until March 2018.

Funded by the federal government, this pilot project is one-of-a-kind and will allow

Mistawasis to take their case management to the next level by providing demand-driven education in construction trades and general construction work to Mistawasis members and surrounding communities. The community is tying in training with community housing and infrastructure projects to give students real-life work experience while advancing community infrastructure.”



# IN THE COMMUNITY

*SIIT is fortunate to partner with, receive support from and provide support to many organizations in communities across the province. These initiatives provide opportunities for our students to learn and grow, inside and outside the classroom.*



## SHAWNA WORM

*A community resource worker, coordinates the Dress for Success program for SIIT students. Thank you to Dress for Success for providing clothing to many of our female students for interviews, practicums and career placements.*

*Home community: Mistawasis First Nation, SK*

"It takes a lot of courage to ask for help. A lot of our students are single mothers. Their priorities are to get their child fed and bills paid, and they totally forget about themselves. Seeing our students struggle being on fixed incomes and knowing that this organization is there to help these single parents and low-income families to have the proper work attire to boost their confidence, that is awesome!

*Dress for Success*, a nonprofit organization that helps low-income women transition into the work world with proper attire, gives our students an opportunity to be catered to. In one instance, they even came to SIIT to assist one of our students who is in a wheelchair and was otherwise unable to access the program. I am very grateful we are partnered with this organization because I've seen so many ladies benefit from the program. To see them come back with confidence and knowing there are people out there that are willing to help, it's an awesome experience!"



## SHANNON PETTEM

*A Business instructor in Prince Albert.*

*Home community: Prince Albert, SK*

"The students and staff in Prince Albert did a lot throughout the year to support the Prince Albert Food Bank. Over 2,000 people rely on the food bank in Prince Albert every month, around half of which are children. Last year the food bank was experiencing a shortage of food and unable to meet the full demand for their services. The food bank reached out to the community to ask for support and we responded to their request as best we could.

Mini golf was an inaugural community project organized by the Gateway Mall

**"WE ARE HAPPY TO BE ABLE TO SUPPORT MEMBERS OF OUR COMMUNITY THROUGH OUR PARTNERSHIP WITH THE PRINCE ALBERT FOOD BANK, AND OUR STUDENTS LEARN A LOT FROM THE ACT OF GIVING BACK TO THE COMMUNITY."**

**– SHANNON PETTEM**

**“SINCE 2011, THE FCC  
ABORIGINAL STUDENT  
EMPOWERMENT  
FUND HAS HELPED 74  
STUDENTS AT SIIT.**

**FCC IS PROUD TO  
PARTNER WITH SIIT AND  
ACT AS A CATALYST FOR  
POSITIVE CHANGE.”**

**– CARLA WARNYCA**

that involved Business students, and the PA Campus and Construction Careers staff partnering together with many other Prince Albert businesses. Year two Business students created a Sponge Bob head for the golf course, and staff helped with the golf course creation and collected food. To raise money and food donations for the event, staff had a ‘take what you need, pay what you can’ garage sale with items they brought from home.

The Bigger and Better project was a very enjoyable activity for students that started as a Business class project. Students had an hour-and-a-half to use a green SIIT pencil to barter for more valuable items from individuals and community businesses. Raffle tickets were sold for the items collected and over \$500 was raised for the food bank.

A group of year two students also led a campus food drive competition and collected more than two truckloads of food for the food bank to help feed the hungry over the winter months. Members of the Health Care Aide class collected the most food donations to win the competition.

We are happy to be able to support members of our community through our partnership with the Prince Albert Food Bank, and our students learn a lot from the act of giving back to the community.”



#### **CARLA WARNYCA**

*Manager, community investment at Farm Credit Canada. Thank you to FCC for helping support our Business students in Regina through the FCC Aboriginal Student Empowerment Fund. This fund is unique, providing emergency financial aid to students in need.*

“Balancing school and personal expenses can be difficult. Through the FCC Aboriginal Student Empowerment Fund, FCC is helping SIIT students achieve their education goals. The fund also offers FCC the opportunity to connect with students, to let them know who we are and what we do. By building this relationship, students can see FCC as a potential employer when they graduate. That allows FCC to tap into a talent pool that helps us build a workforce that represents the diversity of the communities in which our customers and employees live and work.

Since 2011, the FCC Aboriginal Student Empowerment Fund has helped 74 students at SIIT. Forty-nine of those students (66%) have completed their programs and eight (11%) are continuing. That’s wonderful news and demonstrates to us the value and need for programs like the empowerment fund that support students in their times of need.

FCC is proud to partner with SIIT and act as a catalyst for positive change.”



#### **ROB KAKAKAWAY**

*Based in the Saskatoon Career Centre and has been employed with SIIT for 11 years, eight years as a job coach and three years as a welding instructor.*

*Home community: Keeseekoose First Nation, SK*

“Four years ago, I was looking for scholarship money for our pre-employment courses and Breck Construction came on board. In the first two years, they provided \$3,000 per year in bursaries for students recognizing best marks, attitude and leadership. In the past two years, they have doubled their support to \$6,000.

We typically give away \$1,000 in awards per pre-employment program, recognizing attendance, best marks and best leadership. The leadership award is unique because it is voted on by the class. Awards provide an incentive to our students be successful and to participate. It’s a good hook!

Not only does Breck Construction support our programs, but they also commit to and hire our grads. If you go to their office, you will see photos of our award-winning grads on their wall. They also attend our quarterly steering committee meetings to learn more about what we’ve been working on.

We have a lot of gratitude to Breck Construction for their support. They believe in what we do at SIIT Career Centres.”



# WESTMOUNT COMMUNITY SCHOOL

*SIIT was approached by Westmount Community School in spring 2017 with a request to have their students spend a day at SIIT learning more about opportunities available after high school. It was an incredibly worthwhile experience for SIIT and Westmount Community School that has served as a pilot to expand and formalize an elementary school visit program for future years. For 2017-18, Indigenous and Northern Affairs Canada is providing funding for 20 schools in Saskatoon to take part in this initiative, with potential for further expansion.*



**CHANDRELLE MARSHALL**

*The Métis culture teacher at Westmount Community School.*

“As the Métis Culture teacher for Westmount Community School, I have the opportunity to team-teach collaboratively with other teachers. At the time, I was team teaching with Lisa Langan, who is our grade seven teacher. Lisa and I were working with the Career Education and Health curriculums. We polled the students to see

what their desires were: we asked students what their vision of a future education and career would be. We discovered that some of our students didn’t have a clear vision. For some, it was equally difficult for them to see themselves in a career that required post-secondary education.

We then asked if they ever saw themselves going on to post-secondary education. Some of the student responses we received were: no, I don’t think so, it costs too much money; I don’t want to be in university; and post-secondary is for doctors and lawyers. Lisa and I shared stories of our own

educational journeys with the students to help make the connection that it is possible for students to achieve a post-secondary education.

Following the lesson, Lisa and I reflected about where we could go and where our students could see themselves as Indigenous students. Knowing that SIIT has a welcoming environment for all students, we reached out.

The students had an amazing, engaging experience with SIIT. It was wonderful to see the student’s perspectives change, as they could see themselves in a building and obtaining a post-secondary education. The students felt an immediate sense of belonging. Everybody left that day with something they wanted to do or be. For those students who didn’t have family that have attended post-secondary, they left with a sense of believing it was achievable. Some of our students are going to be the first ones in their families to attend post-secondary, which is really exciting. Truly, the biggest success was the engagement piece, the relationship piece and the fact that SIIT was just as excited for us as we were for them.”





### ANNE MACLELLAN

*The community school coordinator at Westmount Community School.*

“Every school should be able to take part in this fabulous opportunity. Every student should be able to see that post-secondary isn’t just university; there is so much out there. I feel this project had a huge impact on a lot of students (and the parents/chaperones) and it opened up their eyes to - ‘I can do this.’ I think they saw the world in a whole new light.

I feel that the students now see themselves as being able to be a contributing member of the community, of society, and actually follow their hearts and find something that they want to do, and is attainable. We always encourage them to love what you do; to find something that you love to do, and do it!

The whole SIIT team was there and came together, and it was such a positive place to be with the students, parents/chaperones and the faculty. The feeling you get from the building is so engaging, so welcoming and so supportive. This was a good eye-opener for kids to see a good future that they could work towards that is reachable. The optimism was amazing!”

**“IT WAS WONDERFUL TO SEE THE STUDENT’S PERSPECTIVES CHANGE; AS THEY COULD SEE THEMSELVES IN A BUILDING AND OBTAINING A POST-SECONDARY EDUCATION.”**

**– CHANDRELLE MARSHALL**



### LISA LANGAN

*Teaches grade seven students at Westmount Community School.*

“Before we even went to SIIT, our students were excited. We did some teaching before about what some of the careers would be or what some of the options for school would be. A lot of them didn’t know or weren’t aware of the steps they would need to take or the education they would need in order to get some of the jobs they want. There were a few students that said they didn’t really see themselves going on to post-secondary education, and there were also some students that didn’t even see themselves finishing high school.

Having that incentive, seeing that they can be successful and that there are people waiting for them to come to post-secondary and anticipating them being there, was really great. The biggest success of the day was our students seeing themselves as post-secondary students and knowing that there’s people waiting to welcome them.”



### LORRIE ARNAULT

*Was an SIIT intern at Westmount Community School from January to May 2017. After receiving her diploma in Community Services and Addictions in 2017, she was hired as an education assistant at Westmount Community School. Home community: Outlook, SK*

“It was a good feeling bringing the Westmount Community School students to SIIT, seeing my instructors and showing them the pride I have for my students, the pride I have for my staff; to say this is where I learned everything. It was pride, definitely pride!

An initiative like this is really valuable to show the kids that it doesn’t end at grade eight to high school. After high school, you can transition to post-secondary and anything’s possible.

We did our first debrief about a month into my internship. I don’t think the staff at Westmount Community School knew how profound my internship was as far as community goes. I didn’t even know. I didn’t know until the first day I walked in here how much of a community this is, rather than just a school. To go back a month later to debrief with SIIT students and the dean and the instructors on what I was doing, I couldn’t find the words to say how much I learned in just a month and how much I felt at home. I’d found my purpose.”

# FINANCIAL SUMMARY

In recent years, significant investments in learning facilities, technology and equipment had begun to stretch financial resources. Despite this, and a challenging year economically for Saskatchewan especially within the post-secondary sector, SIIT was able to leverage our uniqueness to build partnerships and increase overall funding over the previous year. As a result, SIIT ended the year with a small surplus.

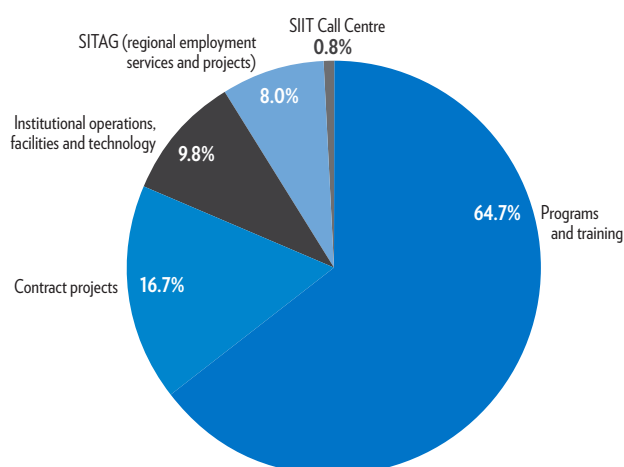
In 2016-17, overall revenue increased by 3.7 per cent to slightly over \$30M, and

the excess of revenue over expenses was \$258K. This surplus is a contributing factor in increasing our unrestricted net assets to almost \$1M, putting SIIT in a stronger position to meet future challenges and demands for the educational services that SIIT provides. Improvements in our current ratio and working capital, which measure our liquidity and ability to meet our financial obligations, also signal improved financial stability.

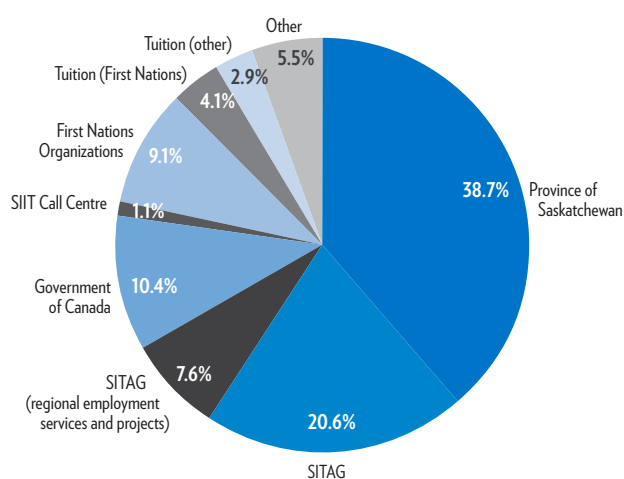
SIIT continues to work closely with the Federal and Provincial Governments, as well as the Saskatchewan Indian Training Assessment Group (SITAG), as our primary funding partners. These partners continue to recognize the value that SIIT provides, and the role SIIT plays in closing the gap for educational services for Indigenous students.

**TERRY MCADAM**  
Vice-President Finance

## EXPENSES



## REVENUES







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## INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Saskatchewan Indian Institute of Technologies

We have audited the accompanying consolidated financial statements of Saskatchewan Indian Institute of Technologies, which comprise the consolidated statement of financial position as at June 30, 2017, the consolidated statements of operations, changes in net assets and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

### Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform an audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud

or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the consolidated financial position of Saskatchewan Indian Institute of Technologies as at June 30, 2017, and its consolidated results of its operations and its consolidated cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Chartered Professional Accountants

November 2, 2017  
Saskatoon, Canada

*KPMG LLP is a Canadian limited liability partnership and a member firm of the KPMG network of independent member firms affiliated with KPMG International Cooperative ("KPMG International"), a Swiss entity. KPMG Canada provides services to KPMG LLP.*

# SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES

## CONSOLIDATED STATEMENT OF FINANCIAL POSITION

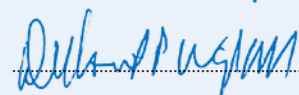
June 30, 2017, with comparative information for 2016

	2017	2016
<b>ASSETS</b>		
Current assets:		
Cash	\$ 4,552,502	\$ 3,996,880
Accounts receivable (note 3)	2,539,798	2,806,602
Inventories	186,068	279,849
Prepays	99,304	39,627
	<b>7,377,672</b>	<b>7,122,958</b>
Investments (note 4)	290,445	265,887
Property and equipment (note 5)	7,651,204	8,812,259
	<b>\$ 15,319,321</b>	<b>\$ 16,201,104</b>
<b>LIABILITIES AND NET ASSETS</b>		
Current liabilities:		
Accounts payable (note 6)	\$ 2,501,382	\$ 2,353,431
Deferred revenue (note 7)	4,176,233	4,772,964
Current portion of long-term debt (note 8)	-	108,195
	<b>6,677,615</b>	<b>7,234,590</b>
Deferred contributions (note 9)	5,327,797	5,910,843
Net assets	3,313,909	3,055,671
Commitments (note 11)		
Economic dependence (note 15)		
	<b>\$ 15,319,321</b>	<b>\$ 16,201,104</b>

See accompanying notes to consolidated financial statements.

On behalf of the Board:

 Director

 Director

## SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES

### CONSOLIDATED STATEMENT OF OPERATIONS

Year ended June 30, 2017, with comparative information for 2016

	2017	2016
<b>REVENUE (SCHEDULE 1):</b>		
Province of Saskatchewan	\$ 11,672,189	\$ 11,204,840
Saskatchewan Indian Training Assessment Group	8,497,192	6,857,147
Saskatchewan First Nations and Tribal Councils	3,931,930	2,907,402
Indigenous and Northern Affairs Canada	1,924,714	2,838,723
Other program and project revenue	3,866,698	4,907,653
Ancillary	265,121	369,286
	<b>30,157,844</b>	<b>29,085,051</b>
<b>EXPENSES (SCHEDULE 2):</b>		
Programs and training	19,353,375	18,108,373
Contract projects	7,615,008	7,520,778
Institutional operations	1,732,923	2,059,331
Facilities and technology	1,157,298	1,273,373
Ancillary	41,002	179,078
	<b>29,899,606</b>	<b>29,140,933</b>
<b>Excess (deficiency) of revenue over expenses</b>	<b>\$ 258,238</b>	<b>\$ (55,882)</b>

See accompanying notes to consolidated financial statements.



## SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES CONSOLIDATED STATEMENT OF CHANGES IN NET ASSETS

Year ended June 30, 2017, with comparative information for 2016

	Invested in property and equipment (note 12)		Unrestricted		2017 Total		2016 Total	
Balance, beginning of year	\$	2,793,221	\$	262,450	\$	3,055,671	\$	3,111,553
Excess (deficiency) of revenue over expenses		(604,364)		862,602		258,238		(55,882)
Investment in property and equipment		134,550		(134,550)		-		-
<b>Balance, end of year</b>	<b>\$</b>	<b>2,323,407</b>	<b>\$</b>	<b>990,502</b>	<b>\$</b>	<b>3,313,909</b>	<b>\$</b>	<b>3,055,671</b>

See accompanying notes to consolidated financial statements.

# SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES

## CONSOLIDATED STATEMENT OF CASH FLOWS

Year ended June 30, 2017, with comparative information for 2016

	2017	2016
Cash flows from (used in):		
Operations:		
Excess (deficiency) of revenue over expenses	\$ 258,238	\$ (55,882)
Items not involving cash:		
Amortization	1,498,423	1,582,628
Unrealized investment gain	(24,558)	(4,637)
Amortization of deferred contributions	(894,059)	(941,774)
Loss on disposal of property and equipment	56,690	31,086
Change in non-cash operating working capital:		
Accounts receivable	266,804	194,128
Inventories and prepaid expenses	34,104	(56,767)
Accounts payable	147,951	(437,531)
Deferred revenue	(596,731)	563,382
	<b>746,862</b>	<b>874,633</b>
Financing:		
Additions to deferred contributions	311,013	310,542
Repayment of long-term debt	(108,195)	(316,589)
	<b>202,818</b>	<b>(6,047)</b>
Investing:		
Proceeds from sale of property and equipment	-	21,538
Purchase of property and equipment	(394,058)	(1,267,641)
	<b>(394,058)</b>	<b>(1,246,103)</b>
Increase (decrease) in cash	555,622	(377,517)
Cash position, beginning of year	3,996,880	4,374,397
<b>Cash position, end of year</b>	<b>\$ 4,552,502</b>	<b>\$ 3,996,880</b>
Cash position consists of:		
Saskatchewan Indian Institute of Technologies	\$ 4,546,008	\$ 3,976,470
Saskatchewan Indian Institute of Technologies Foundation Inc.	6,494	20,410
<b>Cash position, end of year</b>	<b>\$ 4,552,502</b>	<b>\$ 3,996,880</b>
Supplemental cash flow disclosure:		
Interest paid on long-term debt	\$ -	\$ 9,217

See accompanying notes to consolidated financial statements.

# SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Year ended June 30, 2017

### PURPOSE OF THE ORGANIZATION:

The Saskatchewan Indian Institute of Technologies (the “Institute”), provides academic and career education and training to First Nations adults in Saskatchewan. It is governed by the *Saskatchewan Indian Institute of Technologies Act* of the Federation of Sovereign Indigenous Nations Legislative Assembly and the *Saskatchewan Indian Institute of Technologies Act* of the Province of Saskatchewan.

### 1. ACCOUNTING PRINCIPLES AND POLICIES:

These financial statements have been prepared in accordance with Canadian Accounting Standards for Not-For-Profit entities in Part III of the CPA Canada Handbook and reflect the following significant accounting policies:

#### (a) Consolidation:

These consolidated financial statements include the accounts of the Institute and The Saskatchewan Indian Institute of Technologies Foundation Inc. (the “Foundation”), for which the Institute is the sole member. The Foundation was incorporated under the Saskatchewan Non-Profit Corporations Act and is a registered charity under the Income Tax Act. The mandate of the Foundation is to raise funds to gift the Institute for capital projects, new programming, technology, scholarships and student services.

All intercompany transactions and balances have been eliminated upon consolidation.

#### (b) Use of estimates:

Canadian accounting standards for not-for-profit entities require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from these estimates.

#### (c) Cash:

Cash consists of balances with financial institutions which have an initial term to maturity of three months or less.

#### (d) Financial instruments:

Financial instruments are recorded at fair value on initial recognition. Equity instruments that are quoted in an active market are subsequently measured at fair value. Unrealized gains (losses) on equity instruments are recognized in the statement of operations. All other financial instruments are subsequently recorded at cost or amortized cost, unless management has elected to carry the instruments at fair value. The Institute has not elected to carry any such instruments at fair value.

Transaction costs incurred on the acquisition of financial instruments measured subsequently at fair value are expensed as incurred.

All other financial instruments are adjusted by financing costs and transaction costs incurred on acquisition, which are amortized using the straight-line method.

Financial assets are assessed for impairment on an annual basis at the end of the fiscal year. If there is an indicator of impairment, the Institute determines if there is a significant adverse change in the expected amount or timing of future cash flows from the financial asset. If there is a significant adverse change in the expected cash flows, the carrying value of the financial asset is reduced to the highest



## 1. ACCOUNTING PRINCIPLES AND POLICIES (CONTINUED)

### (d) Financial instruments (continued):

of the present value of the expected cash flows, the amount that could be realized from selling the financial asset or the amount the Institute expects to realize by exercising its right to any collateral. If events and circumstances reverse in a future period, an impairment loss will be reversed to the extent of the improvement, not exceeding the original carrying value.

### (e) Revenue recognition:

The Institute follows the deferral method of accounting for revenue. Funding for operational and program expenses of future periods are deferred and recognized as revenue in the year in which the related expense is incurred. Funding designated for property and equipment is deferred and recognized as revenue on the same basis as the related property and equipment are amortized.

Revenue from contractual training and projects is recognized as the service is delivered.

Revenue from tuition and fees is recognized as the course instruction is delivered.

The estimated value of contributed products and services is recognized in revenue and expenses or capital assets at the estimated value of such products and services when the value can be reasonably measured and supported. In-kind contributions were \$nil in 2017 (2016 - \$nil).

### (f) Property and equipment:

Property and equipment for which the Institute holds title are recorded at cost. The net assets invested in property and equipment represent the cumulative cost of assets, less accumulated amortization and financing (note 12).

Amortization is provided to charge the cost of property and equipment to operations over their estimated useful lives and is calculated using the following methods and rates:

Assets	Method	Rate
Buildings	Straight-line	20 years
Course equipment	Declining balance	20%
Leasehold improvements	Declining balance	20%
Automotive equipment	Declining balance	30%
Office furniture and equipment	Declining balance	20%
Computer hardware	Straight-line	2 years
Computer software	Straight-line	2 years

### (g) Allocation of expenses:

The Institute engages in the delivery of programs, contract projects and contract training. Each of these segments include the costs of personnel, premises and other expenses that are directly related to providing the deliveries. The Institute also incurs a number of general support expenses that are common to the administration of the organization and each of its segments.

The Institute allocates certain of its general support expenses to programs and projects that are funded in whole or in part by a negotiated written contract, on the following basis (see note 10):

Administration costs - proportionately on the basis of the total costs estimated for the particular program or project.

Other management costs - as estimated on the basis of time incurred directly to manage a particular program or project.

## 2. RELATED PARTY TRANSACTIONS:

The Institute is related to the Federation of Sovereign Indigenous Nations ("FSIN") and to FSIN member First Nations and organizations including:

- Saskatchewan Indian Training Assessment Group Inc. ("SITAG")
- Saskatchewan Indian Gaming Authority ("SIGA")
- First Nations University of Canada ("FNUC")
- Saskatchewan Indigenous Cultural Centre ("SICC")
- Indigenous Gaming Regulators Inc. ("IGR")
- Other First Nations controlled entities

Amounts payable to, or receivable from, related parties are separately disclosed in the notes to the financial statements.

Significant payments to related parties during the year were primarily for program expenses and facility rental with total expensed amounts as follows:

		2017		2016
First Nations organizations	\$	641,041	\$	892,739
FSIN		10,595		7,525
SICC		8,465		-
SIGA		376		-
IGR		300		-
FNUC		-		2,350

Revenues received from related parties were primarily for program purchases and tuition with total revenue as follows:

		2017		2016
SITAG	\$	8,497,192	\$	6,857,147
First Nations organizations		3,963,389		2,904,844
FNUC		110,600		40,210
SIGA		46,048		68,452
FSIN		2,500		1,200
IGR		1,048		2,152
SICC		-		2,189

## 3. ACCOUNTS RECEIVABLE:

		2017		2016
External	\$	1,556,111	\$	1,589,392
Related parties:				
SITAG		939,434		742,411
First Nations organizations		705,638		667,657
SIGA		-		1,260
Allowance for doubtful accounts		(661,385)		(194,118)
	\$	2,539,798	\$	2,806,602

#### 4. INVESTMENTS:

The Institute carries its investment in Sun Life Financial at fair value. For the year ended June 30, 2017, the fair value of the Sun Life shares has increased and resulted in the recognition of an unrealized gain of \$24,558 (2016 - \$4,637). The cumulative unrealized gain reported at June 30, 2017 is \$191,913 (2016 - \$167,355).

The Investment in Sun Life Financial is based on quoted market values for the securities on the Toronto Stock Exchange.

		Cost		2017 Fair value		2016 Fair value
Investment in Sun Life Financial	\$	98,532	\$	290,445	\$	265,887

#### 5. PROPERTY AND EQUIPMENT:

June 30, 2017		Cost		Accumulated amortization		Net book value
Saskatoon Campus Building	\$	8,712,438	\$	5,343,036	\$	3,369,402
Saskatchewan Aviation Learning Centre		3,421,919		1,287,963		2,133,956
Course equipment		2,201,227		1,571,972		629,255
Land		550,000		-		550,000
Leasehold improvements		1,798,197		1,300,329		497,868
Computer software		786,351		488,191		298,160
Computer hardware		1,533,307		1,458,618		74,689
Office furniture		165,605		114,801		50,804
Office equipment		107,741		80,933		26,808
Automotive equipment		518,531		498,269		20,262
	\$	19,795,316	\$	12,144,112	\$	7,651,204

June 30, 2016		Cost		Accumulated amortization		Net book value
Saskatoon Campus Building	\$	8,543,778	\$	4,907,414	\$	3,636,364
Saskatchewan Aviation Learning Centre		3,418,107		1,116,867		2,301,240
Course equipment		3,939,729		3,162,575		777,154
Leasehold improvements		1,775,767		1,175,862		599,905
Computer software		786,351		190,031		596,320
Land		550,000		-		550,000
Computer hardware		1,383,928		1,174,940		208,988
Office furniture		534,033		460,848		73,185
Office equipment		525,884		485,726		40,158
Automobile equipment		518,531		489,586		28,945
	\$	21,976,108	\$	13,163,849	\$	8,812,259

The amortization expense for the current year is \$1,498,423 (2016 - \$1,582,628).

## 6. ACCOUNTS PAYABLE:

		2017		2016
External	\$	2,348,822	\$	2,199,977
Related parties:				
First Nations organizations		152,423		153,454
FSIN		137		-
	\$	<b>2,501,382</b>	\$	<b>2,353,431</b>

Included in accounts payable are government remittances payable of \$5,685 (2016 - \$3,686), which includes amounts payable for payroll related withholdings.

## 7. DEFERRED REVENUE:

The following program revenues are to be applied against program expenses to be made subsequent to June 30:

		2017		2016
Province of Saskatchewan:				
Skills Training Allocation	\$	1,124,324	\$	1,651,331
Adult Basic Education Grant		799,663		734,176
Other Programs and Projects		239,128		273,614
Scholarships		107,500		55,200
Indigenous and Northern Affairs Canada:				
Post-Secondary Partnerships Program		407,711		172,203
Firefighter Training		211,793		246,042
SaskPower		482,830		698,489
The Boeing Company		358,395		338,788
Saskatchewan First Nations and Tribal Councils:				
Programs and Projects		152,359		165,128
Scholarship Funding		109,309		95,040
Health Canada - First Nations and Inuit Health				
First Nations Inuit Mental Wellness		92,223		221,177
Healthy Child Development		35,854		49,312
Indian Residential Schools		-		21,409
Acklands Grainger		35,184		-
Other Programs and Projects		19,960		17,268
National Indian Brotherhood Trust Fund		-		33,787
	\$	<b>4,176,233</b>	\$	<b>4,772,964</b>



## 8. LONG-TERM DEBT:

	2017	2016
Peace Hills Trust:		
Mortgage, repayable in monthly installments of \$27,151 including interest at 3.65%, secured by land and building at Saskatoon Campus, 229 4th Avenue South, Saskatoon.	\$ -	\$ 108,195
Current portion of long-term debt	-	(108,195)
	\$ -	\$ -

The Institute has an operating line of credit available with Peace Hills Trust for \$500,000 bearing interest at bank prime plus 1% secured by a general security agreement with specific charge on accounts receivable. At June 30, 2017, the amounts outstanding were \$nil (2016 - \$nil).

## 9. DEFERRED CONTRIBUTIONS:

Deferred contributions represent amounts received relating to various property and equipment acquisitions. These amounts are being recognized as revenue on the same basis as the related assets are being amortized.

	2017	2016
Balance, beginning of year	\$ 5,910,843	\$ 6,542,075
Additions - Saskatoon Campus building Strategic Investment Fund	156,125	-
Additions - Computer equipment, infrastructure and software The Boeing Company	133,302	-
SITAG	-	254,572
Dakota Dunes Community Development Corporation	-	40,000
Additions - Aircraft maintenance engineer equipment The Boeing Company	21,586	15,970
Amortization	(894,059)	(941,774)
<b>Balance, end of year</b>	<b>\$ 5,327,797</b>	<b>\$ 5,910,843</b>

## 10. ALLOCATION OF EXPENSES:

Administration and management general support expenses of \$2,531,335 (2016 - \$2,225,140) have been allocated as follows:

	2017	2016
Programs and training	\$ 1,828,868	\$ 1,501,293
Contract projects	520,704	574,771
Facilities and technology	132,660	99,518
Institutional operations and ancillary	49,103	49,558
	<b>\$ 2,531,335</b>	<b>\$ 2,225,140</b>

## 11. COMMITMENTS:

At June 30, 2017, the Institute has commitments to invest in property and equipment of \$1,466,877 (2016 - \$nil). Funding approval for these commitments has been obtained under the Strategic Innovation Fund. Funding will be received when all the program requirements are met.

The Institute rents premises and equipment under operating leases over the next five years as follows:

2018	\$	1,949,552
2019		1,686,197
2020		1,640,524
2021		987,939
2022		428,065
	<b>\$</b>	<b>6,692,277</b>

## 12. NET ASSETS INVESTED IN PROPERTY AND EQUIPMENT:

Net assets invested in property and equipment are comprised of:

	2017		2016	
Net book value of property and equipment	\$	7,651,204	\$	8,812,259
Purchase of property and equipment financed by:				
Long-term debt		-		(108,195)
Deferred contributions		(5,327,797)		(5,910,843)
<b>Net assets invested in property and equipment</b>	<b>\$</b>	<b>2,323,407</b>	<b>\$</b>	<b>2,793,221</b>

## 13. PENSION PLAN:

The Institute has a defined contribution pension plan for the benefit of its employees. Membership in the plan is mandatory for eligible employees and employee contributions are matched equally by the Institute up to 7.5% of salary. The Institute's contribution to the plan was \$757,813 in 2017 (2016 - \$738,021). Annual contributions by the Institute are recorded as expenses in the statement of operations.

#### **14. FINANCIAL INSTRUMENTS AND RISK MANAGEMENT:**

The Institute, through its financial assets and liabilities, has exposure to the following risks from its use of financial instruments: credit risk and market risk (interest rate risk and other price risks).

##### **a) Fair values:**

The fair value of cash, accounts receivable and accounts payable approximate their carrying value due to their short-term period to maturity. Fair value of investments was determined by reference to various market data, as appropriate. Long-term debt bears interest at current market rates and accordingly the carrying value approximates fair value.

##### **b) Credit risk:**

The Institute's principal financial assets are cash and accounts receivable which are all subject to credit risk. The carrying amounts of these financial assets on the statement of financial position represents the Institute's maximum credit exposure at June 30, 2017.

The Institute's credit risk is primarily attributable to its accounts receivable. Credit risk related to accounts receivable is minimized as these receivables are largely from government organizations. The amounts disclosed in the statement of financial position are net of allowance for doubtful accounts, estimated by management of the Institute based on previous experience and assessment of the current economic environment. The credit risk on cash is limited because the counterparties are chartered banks with high credit ratings assigned by national credit-rating agencies.

##### **c) Market risk:**

The Institute is exposed to interest rate risk on its credit facility as interest rates fluctuate based on changes in prime rates. The interest rate risk is minimized as there are currently no amounts drawn on the facility. The Institute is exposed to market risk as a result of its equity instruments. Fluctuations in the market price of the securities will impact the Institute's carrying value of investments.

#### **15. ECONOMIC DEPENDENCE:**

The Institute is economically dependent on government funding.

#### **16. COMPARATIVE FIGURES:**

Certain prior year's numbers have been reclassified to conform to the current year's financial statement presentation.

## SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES

### SCHEDULE OF CONSOLIDATED REVENUE

Year ended June 30, 2017, with comparative information for 2016

	2017		2016	
Province of Saskatchewan:				
Programs and projects	\$	6,210,627	\$	5,742,011
Career Centres		3,002,444		2,980,619
Operating grant		2,164,900		2,201,400
Scholarships		175,700		159,450
Amortization of deferred capital contributions		118,518		121,360
	\$	<b>11,672,189</b>	\$	<b>11,204,840</b>
SITAG:				
Programs and projects	\$	5,397,189	\$	3,931,863
Career Centres		510,884		510,465
Amortization of deferred capital contributions		304,224		82,390
		<b>6,212,297</b>		<b>4,524,718</b>
SITAG regional employment services and projects		2,284,895		2,332,429
	\$	<b>8,497,192</b>	\$	<b>6,857,147</b>
Saskatchewan First Nations and Tribal Councils:				
Programs and projects	\$	2,682,202	\$	1,751,688
Tuition and fees		1,229,728		1,135,714
Amortization of deferred capital contributions		20,000		20,000
	\$	<b>3,931,930</b>	\$	<b>2,907,402</b>
Indigenous and Northern Affairs Canada :				
Post-Secondary Partnerships Program	\$	1,497,159	\$	2,246,186
Other programs and projects		378,139		502,694
Amortization of deferred capital contributions		49,416		89,843
	\$	<b>1,924,714</b>	\$	<b>2,838,723</b>



**SCHEDULE OF CONSOLIDATED REVENUE (CONTINUED)**

	2017		2016	
Other program and project revenue:				
Health Canada - First Nations and Inuit Health Branch	\$	1,045,007	\$	1,048,776
Tuition and fees (other than First Nation organizations)		885,660		710,891
Amortization of deferred capital contributions		401,900		628,181
The Boeing Company		329,453		135,279
SIIT Call Centre		326,468		751,271
SaskPower		230,659		87,179
Other		188,959		196,062
Crown Investment Corporation		97,500		85,000
Regional Colleges		91,982		114,199
BHP Billiton Canada Inc.		85,103		59,528
National Indian Brotherhood Trust Fund		80,109		41,233
North West School Division		56,398		51,696
SIGA		45,000		50,000
FSIN		2,500		-
Enbridge		-		948,358
	<b>\$</b>	<b>3,866,698</b>	<b>\$</b>	<b>4,907,653</b>
Ancillary:				
Donations and miscellaneous	\$	171,558	\$	260,159
Interest and dividends		69,005		104,490
Unrealized investment gain (note 4)		24,558		4,637
	<b>\$</b>	<b>265,121</b>	<b>\$</b>	<b>369,286</b>
<b>Total revenues</b>	<b>\$</b>	<b>30,157,844</b>	<b>\$</b>	<b>29,085,051</b>

## SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES

### SCHEDULE OF CONSOLIDATED EXPENSES BY FUNCTION

Year ended June 30, 2017, with comparative information for 2016

	2017		2016	
Programs and training:				
Trades and industrial	\$	9,311,184	\$	8,365,127
Academic preparation		2,823,237		2,938,029
Business		3,213,417		3,237,750
Health and community		1,874,552		1,328,894
Student services and supports		1,167,575		1,068,380
Workforce development		1,042,613		1,044,589
Academic management		1,023,691		1,005,357
Scholarships		421,950		372,150
Amortization of property and equipment		224,990		282,952
Cost recoveries - internal		(1,749,834)		(1,534,855)
	\$	<b>19,353,375</b>	\$	<b>18,108,373</b>
Contract projects:				
Career Centres	\$	3,793,959	\$	3,726,242
SITAG regional employment services and projects		2,403,787		2,371,899
Employment projects		1,234,673		796,405
SIIT Call Centre		223,959		576,906
Other		80,287		91,130
Indigenous and Northern Affairs Canada		32,681		110,912
Amortization of property and equipment		164,739		90,061
Cost recoveries - internal		(319,077)		(242,777)
	\$	<b>7,615,008</b>	\$	<b>7,520,778</b>
Institutional operations:				
Institutional support	\$	4,131,556	\$	4,152,011
Board and governance		110,810		106,153
Amortization of property and equipment		21,892		26,307
Cost recoveries - internal		(2,531,335)		(2,225,140)
	\$	<b>1,732,923</b>	\$	<b>2,059,331</b>

**SCHEDULE OF CONSOLIDATED EXPENSES BY FUNCTION (CONTINUED)**

	2017		2016	
Facilities and technology:				
Operating costs	\$	3,134,951	\$	2,839,974
Amortization of property and equipment		1,086,801		1,183,308
Loss on disposal of property and equipment		56,690		31,086
Loan interest		-		9,217
Cost recoveries - internal		(3,121,144)		(2,790,212)
	\$	<b>1,157,298</b>	\$	<b>1,273,373</b>
Ancillary:				
Operating costs	\$	76,239	\$	206,291
Cost recoveries - internal		(35,237)		(27,213)
	\$	<b>41,002</b>	\$	<b>179,078</b>
<b>Total expenses</b>	\$	<b>29,899,606</b>	\$	<b>29,140,933</b>

## SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES

### SCHEDULE OF CONSOLIDATED EXPENSES BY OBJECT

Year ended June 30, 2017, with comparative information for 2016

	2017		2016	
Salaries and benefits	\$	15,985,762	\$	15,033,990
Travel and sustenance		1,575,687		1,162,993
Facilities rent		1,500,422		1,501,048
Program broker fees and student training		1,465,841		1,353,058
Contractual services		1,344,903		2,154,286
Supplies		1,002,039		866,384
Trainee income support		744,011		872,919
Equipment, furniture and major tools		662,676		600,540
Telephone and internet		504,570		525,131
Reference materials		484,896		403,802
Scholarships		421,950		372,150
Trainee, travel, and sustenance		403,193		407,927
Janitorial		343,173		342,180
Utilities		322,969		329,042
Advertising		268,283		155,224
Vehicle and equipment rentals		253,935		382,295
Maintenance		148,727		143,758
Board expenses		116,120		110,158
Resource persons		113,224		81,765
Graduation		92,549		67,254
Audit and accounting fees		85,010		92,500
Photocopying, printing, and binding		83,853		83,486
Purchases		69,151		57,116
Insurance		67,303		83,964
Courier, freight, and storage		55,505		80,885
Professional development		50,610		45,616
Miscellaneous		47,514		53,782
Legal fees		46,643		59,415
Memberships and licenses		38,419		42,143
Bank charges and interest		17,906		26,756
Postage		17,199		17,081
Subscriptions		4,392		11,823
Indenturing fees		4,100		4,800
Administration charges		1,858		1,848
Property taxes		100		100



**SCHEDULE OF CONSOLIDATED EXPENSES BY OBJECT (CONTINUED)**

	2017	2016
Total expenses before amortization	28,344,493	27,527,219
Amortization of property and equipment	1,498,423	1,582,628
Loss on disposal of property and equipment	56,690	31,086
<b>Total expenses</b>	<b>\$ 29,899,606</b>	<b>\$ 29,140,933</b>

## OUR PARTNERS

**COMMUNITY PARTNERS**

Dress for Success  
Federation of Sovereign  
Indigenous Nations  
First Nations and Tribal  
Councils of Saskatchewan  
National Indian Brotherhood  
Trust Fund  
Prince Albert Food Bank

**CORPORATE PARTNERS**

Acklands-Grainger  
Albert Bellegarde  
Memorial Fund  
Aluma Systems  
Advanced Data Systems  
Affinity Credit Union  
Boeing Aerospace  
CAE Inc.  
Cameco  
Canadian Shield Insurance  
Certified Human Resource  
Professionals  
Cornerstone Photography  
Crown Investments  
Corporation  
Dakota Dunes Community  
Development Corporation  
Dasro Consulting  
Enbridge  
Farm Credit Canada  
Great West Life  
ISC  
Kent Sutherland Architecture  
Knight Archer Insurance  
Lockheed Martin  
MNP  
PotashCorp  
Rockwell Collins  
Sarens Canada  
Saskatoon Airport Authority  
SaskEnergy  
SaskGaming  
Saskatchewan Government  
Insurance  
SaskPower  
SaskTel

Scotiabank  
SIGA  
Sikorsky Aircraft Corporation  
Stantec  
West Wind Aviation  
Whitecap Development  
Corporation

**GOVERNMENT PARTNERS****Government of Canada**

- Correctional Service of Canada
- Employment and Social Development Canada
- Health Canada – First Nations and Inuit Health
- Indigenous and Northern Affairs Canada
- Innovation, Science and Economic Development Canada
- Western Economic Diversification Canada

**Government of Saskatchewan**

- Ministry of Advanced Education
- Ministry of the Economy
- Ministry of Government Relations and First Nations, Métis and Northern Affairs
- Ministry of Justice
- Saskatchewan Apprenticeship and Trade Certification Commission
- Tourism Saskatchewan

**EDUCATION PARTNERS**

Bow Valley College  
First Nations University of Canada  
Gabriel Dumont Institute  
Greater Saskatoon Catholic Schools  
Oskayak High School  
Northlands College  
North West Regional College

Parkland College  
Saskatchewan Polytechnic  
Saskatoon Public Schools  
University of Lethbridge  
University of Saskatchewan  
Westmount Community School

**MEDIA PARTNERS**

CTV Saskatoon  
Eagle Feather News  
First Nations Drum  
Global Saskatoon  
Missinipi Broadcasting Corporation  
Saskatoon Media Group

**CAREER CENTRE PARTNERS**

A2Z Safety and Training  
Battlefords Urban Training and Employment  
Breck Construction  
Canadian Home Builders' Association  
Coram Construction Management Inc.  
Empire Welding  
G & C Asphalt Services  
Graham Construction  
Kitsaki Management Limited Partnership  
Logan Stevens Construction  
Northern Career Quest  
PCL Construction Management Inc.  
Points Athabasca Contracting Limited Partnership  
Prince Albert Construction Association  
Quorox Construction  
Regina and Region Home Builders Association  
Regina Construction Association  
Regina Treaty/Status Indian Services Inc.  
Riverbank Development Corp.  
Saskatchewan Construction Association

Saskatoon and Region Home Builders Association

**APPRENTICESHIP PARTNERS**

ACE Manufacturing Inc.  
Advance Engineered Products Group  
Allan Construction  
Apex Construction Ltd.  
ATCO Structures & Logistics  
Banff Constructors  
Beg 4 Macs Decorating  
Carmont Construction Ltd.  
C.P. Services  
CCM Construction Ltd.  
Classic Design Carpentry Inc.  
Con-Tech General Contractors Ltd.  
Dene Gold Ventures Ltd.  
Epic Construction  
Etera Group of Companies  
Grass Roots Labour Services Inc.  
HRD Framing  
Jacobs Industrial Services Ltd.  
Jastek  
Krall Construction Ltd.  
Laron Builders Ltd.  
McDonald Home Repair  
Mitsubishi Hitachi Power Systems Canada Ltd.  
Montreal Lake Industrial Construction  
Neufeld Contracting  
Ochapawace Housing  
Points Athabasca  
QSI Interiors Ltd.  
R. Millers Plumbing and Heating  
Reilly's Renovation  
RTF Holdings-Fedler Electric  
Saskatoon Metal Manufacturing  
Tron Construction and Mining  
Westcan Bulk Transport  
Westridge Construction Ltd.  
Wright Construction

# BOARD OF GOVERNORS AND SENIOR EXECUTIVE TEAM

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As of June 30, 2017

## MEMBERS OF THE BOARD

**Saskatoon Tribal Council**  
Chief Darcy Bear (Chair Of The Board)

**Agency Chiefs Tribal Council**  
Steven Jim (Vice-Chair Of The Board)

**Battlefords Agency Tribal Chiefs**  
Chief Bradley Swiftwolfe

**Battlefords Tribal Council**  
Vacant

**Federation of Sovereign  
Indigenous Nations**  
Chief Bobby Cameron

**FSIN Senate**  
Senator Ted Quewezance,  
Senator George Peeace

**File Hills Qu'appelle Tribal Council**  
Chief Rodger Redman, Chief Michael Starr

**Independent**  
Chief Delbert Wapass

**Meadow Lake Tribal Council**  
Chief Richard Ben

**Prince Albert Grand Council**  
Chief Peter A. Beatty, Chief Carlton Bear,  
Chief Greg Ermine

**Southeast Treaty 4 Tribal Council**  
Petra Belanger

**Touchwood Agency Tribal Council**  
Chief Reginald Bellerose

**Yorkton Tribal Council**  
Chief Lyndon Musqua

## SENIOR EXECUTIVE TEAM

**President and CEO**  
Riel Bellegarde

**Vice President Academics and Student  
Services**  
Tresa Reinhardt (Acting)

**Vice President Employment  
Development and Career Services**  
Lisa Shingoose

**Vice President Finance**  
Terry McAdam

**Vice President Human Resources  
and Operations**  
Andrea Lafond



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