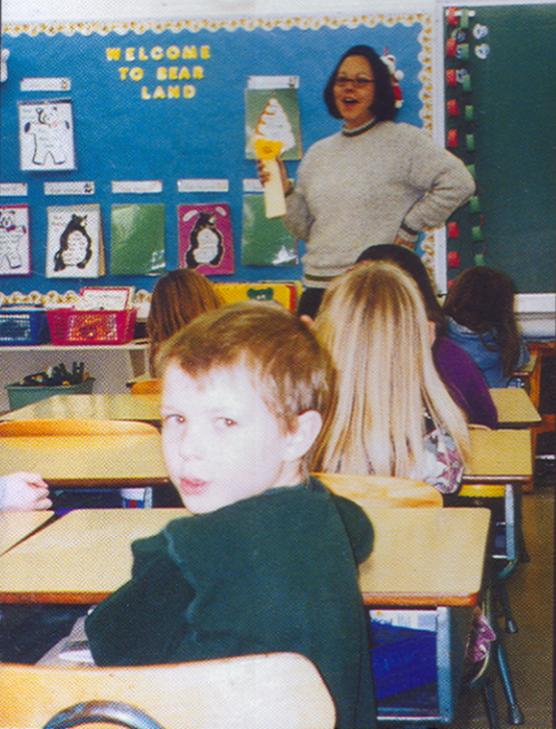
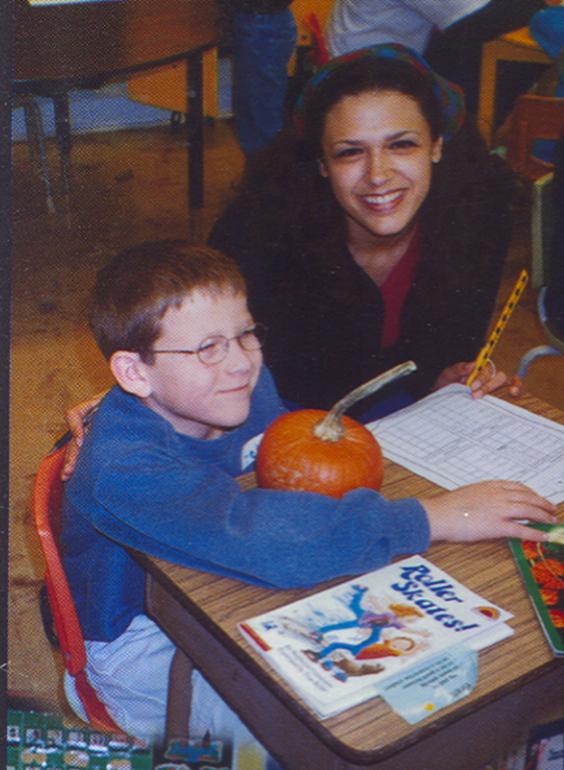


# 2002 *Update* REPORT



GABRIEL DUMONT  
INSTITUTE OF NATIVE STUDIES  
AND APPLIED RESEARCH

# 2001 Update Report

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## Preface

In the fall of 1996 the Gabriel Dumont Institute (GDI) had successfully completed its sixteenth year of operation and had graduated over 370 teachers with their Bachelor of Education degree via the Saskatchewan Urban Native Teacher Education Program (SUNTEP). Up to this time no formal statistics were gathered regarding the overall efficacy of the SUNTEP program, or the financial, personal and professional impact it played in the lives of its graduates or society in general. Due to this lack of statistical data, the fiscal and social impact of the program upon the Metis and First Nations community, as well as the larger community in general, was unclear.

To rectify this problem, GDI undertook an extensive examination of its graduates. The findings from this research were published in the Institute's *1996 Update Report*. The report examined:

- ▶ students' marital status
- ▶ students' gender;
- ▶ students' economic status upon entering the program
- ▶ graduates employment rates and,
- ▶ the kind of employment obtained by graduates.

This type of career tracking allowed the Institute to determine the long term financial impact of SUNTEP upon its graduates, and to gauge the Program's ability to break the cycle of poverty and dependency experienced by its graduates, their families and the Metis community in general. In addition to identifying SUNTEP's financial benefits, the Institute was interested in determining where its graduates were gaining employment. To answer this question, the graduates were identified as working in-province or out-of-province, in an urban or rural setting, as well as in Post-Secondary or in First Nations Schools.

The *1996 Update Report* proved to be a valuable tool in identifying and profiling SUNTEP graduates. It also proved very useful in revealing the social, personal and professional benefits of post-secondary teacher training in the lives of SUNTEP graduates. The Institute felt that it was imperative to revisit this document to examine what new trends, if any, have developed over the past five years. As a result, we have undertaken the task of tracking our graduates, with specific emphasis on those who have graduated between 1996 and the spring of 2001. What follows is a comprehensive overview of all of the SUNTEP graduates from the inception of the program to May of 2001.

## 1. Profile of the Metis

All current demographic indicators suggest that Saskatchewan's Aboriginal population is going to dramatically increase due to a high birth rate and a young population. This forecast appears to be accurate when one compares census figures from Statistics Canada's 1991 and the 1996 Canadian census. According to the 1991 census, there were 97,675 people of Aboriginal origin living in Saskatchewan. In comparison, the 1996 census indicated that there were 111,245 people of Aboriginal origin living in Saskatchewan. This statistic denotes an increase of 13,570 individuals or a 12% growth in the total population over this five-year period.

These numbers indicate not only a dramatic growth within the Aboriginal population but also an increase in the percentage of Aboriginal people in the total provincial population. People of Aboriginal descent currently make up in excess of 11.39% of the total population. Of the 111,245 Aboriginal people living in Saskatchewan identified in the 1996 Census, 32.8% or 36,535 were identified as being Metis (Statistics Canada 1996). This means that the total Metis population has increased by nearly one percentage point in the five-year period from 1991 to 1996, from approximately 3% of the province's total population to 3.74%. It is also clear that this number, and the province's overall percentage of Metis and First Nations citizens, will grow dramatically over the next few years due to a significantly higher birth rate than found in the general population. This burgeoning growth rate, combined with the lack of financial opportunity available to the Aboriginal community, will present Saskatchewan and/or Canada with serious economic challenges if proactive action is not taken immediately.

### 1.1 Demographic Highlights:

Statistics Canada has identified the Metis as a target group in both the 1991 and 1996 Canada Census. As a result of this designation, Statistics Canada has access to a large quantity of data focusing on the Metis. It has also led to numerous publications such as *A Profile of the Metis: Target groups project* (1996). Many of these publications can help provide a detailed overview of the demographic and economic situation of Canada's Metis. The following are statistical highlights and excerpts from Census data and Statistic Canada reports:

#### 1.1.1 Population Distribution and Growth Profile

- ▶ 36% of the Metis population is under the age of 15 in comparison to 23% of the non-Aboriginal population.
- ▶ 63% of the Metis population is under 30 years of age, compared to 43% for the non-Aboriginal population.

- ▶ According to 1991 Census data, the birth rate is higher among Metis women aged 15 to 44 than among the non-Aboriginal population. In 1991, there were 1,541 children born per thousand Metis women in this age group compared to 1,097 per thousand for non-Aboriginal women in the same age group. This trend in population growth appears to be sustaining itself as is demonstrated by the 1996 Census, which states that the Aboriginal fertility rate was 70% higher than that of the larger population.

### **1.1.2 Implications:**

The significantly higher Metis birth rate, combined with the fact that the Metis population is young and either entering, or soon to be entering their child bearing years, leads to the conclusion that Metis numbers will inevitably, rapidly and dramatically increase. Unless there is a cooperative effort on behalf of all the partners to develop and implement a strong vision as to how to meet the needs of the Metis people, a social crisis may be unavoidable.

### **1.1.3 Economic and Educational Profile**

According to the report, *Poverty Profile 1998* (National Council of Welfare 2000), prepared for the Government of Canada by the National Council of Welfare in the Autumn of 2000, the overall national poverty rate is 16.4% while the Saskatchewan poverty rate was slightly lower at 15.7%. In their report, the National Council of Welfare did not differentiate people on the basis of race. However, the report did differentiate poverty rates according to factors such as gender, marital status, number of children and age.

The National Council of Welfare (N.C.W.) *Poverty Profile 1998* report identified a number of areas of concern such as:

- ▶ Poverty rates tend to be increasing in Canada. The income of poor people peaked early in the 1990's and has moved slightly downward ever since.
- ▶ The poverty rate for unattached (without spouse) people was 2.5 to 3 times higher than that for families in 1998. The poverty rate for unattached individuals was 36.1 % or 2.73 times greater than the rate for families, which was 13.2 %.
- ▶ The decreasing number of traditional nuclear two-parent families is demonstrated by the increased number of households headed by single mothers. Since 1980, the number of families headed by a single mother has nearly doubled from 318,000 to 580,000. Of all societal groups, low-income single mothers under 65 with children under 18 are the poorest, living \$9,230 below the poverty line in 1998. The poverty rate for families headed by single mothers have been five to six times

higher on average than the poverty rates for married couples with or without children. In 1998, the poverty rate for single mothers under the age of 25 was 85.4%.

- ▶ The Metis experience poverty to a greater extent than the non-Aboriginal population as such, one must conclude that the poverty rate for single Metis mothers would be even higher than those outlined in the N.C.W. Report.
- ▶ There is a strong correlation between lack of education and increased likelihood of living in poverty. It is clearly demonstrated that the risk of poverty tends to decrease as people become further educated. For example, poverty rates for unattached individuals who never attended high school were 51.1%, while it was only 20.7% for unattached individuals with university degrees.
- ▶ Since 1980 the poverty rate for unattached women under 65 increased alarmingly from 38.1 % to 41.9 %
- ▶ Since 1996, the child poverty rate has improved marginally from 19.1% to 18.8% with the number of poor children exceeding 1.3 million.
- ▶ For at least a decade now there has tended to be a further polarization of wealth occurring within Canada. This is apparent by the alteration in the correlation between the unemployment rate and the poverty rate. For example, until 1993, the unemployment rate and the poverty rate moved together with the poverty rate dependant upon employment. If the employment rate fell, the poverty rate would rise, and conversely, if the employment rate rose, the poverty rate would decline. This correlation did not occur after the recovery from the 1990-1991 recession. As the employment rate decreased, the poverty rate did not improve, and in fact the numbers increased. This led the N.C.W. to conclude that the, “current cycle of economic growth appears to be bypassing many people at the lower end of the income scale,” which suggests that our society is creating a further polarization of wealth and a larger class of working poor.
- ▶ Government social programs or transfer payments of one kind or another provided a high percentage of total income for people living below the poverty line in 1998. For example, government social programs provided approximately half the total income for single individuals and couples under 65 living in poverty, 67% of the total income for single mothers with children under 18 and 91-96% of the total income for people over 65.

As a result of research for their reports, the N.C.W. drew a number of conclusions and recommendations regarding poverty in Canada.

- ▶ Children are poor because their parents are poor, and one of the main reasons for poverty among parents is a lack of good jobs (2000, p.12).

- ▶ As might be expected, a good job is the best insurance against poverty for Canadians under the age of 65 (1996, p.3).
- ▶ The better educated a person becomes, regardless of gender or race, the less likely the person will experience poverty. In fact, the lowest poverty rates were family heads with university degrees (1996, p.42).
- ▶ The poverty rates vary by family type and the rates for families led by single mothers are, “inexcusably high” (2000, p.40).
- ▶ The child poverty rates are a reflection of parental poverty rates and tend to rise or fall as economic conditions deteriorate or improve. “The most striking difference year after year is the huge gulf between the poverty rates for children in two-parent families and the rates for children of single mothers (2000, p.86).
- ▶ For the issue of poverty to be properly and effectively addressed, government at all levels will have to change their priorities and attitudes towards the poor (1996, p.86).

To win the war on poverty the N.C.W. (1996) recommended that government:

- ▶ look to tax expenditures rather than cuts in social programs as the prime means for reducing their deficits;
- ▶ stop cutting social programs that provide help to the least fortunate members of our society. It is unfair to ask poor people to pay their share of the cost deficit reduction;
- ▶ work together in a collaborative effort rather than passing on their own financial problems to other governments;
- ▶ add fighting poverty to their list of immediate economic priorities.

#### **1.1.4 Situation of the Metis Population in Saskatchewan**

According to Statistics Canada’s 1996 Census, the Aboriginal population of Saskatchewan, including the Metis, possesses a fertility rate that is 70% higher than the non-Aboriginal population. This fact has led Statistics Canada to conclude that Aboriginal youth will account for 26% of the total population in Saskatchewan by 2006. The changing demographics of Saskatchewan, and the inequitable distribution of wealth between the Aboriginal and non-Aboriginal community, will require all parties to address numerous social challenges including:

- ▶ nearly twice as high a rate of infant mortality than the non-Aboriginal population;
- ▶ a lower health status; with Aboriginal people’s average life expectancy being 5-7 years lower than the total population;

- ▶ a suicide rate that is 2-6 times higher than the provincial average;
- ▶ a lower average income than the larger community. On average, in 1996, the Aboriginal community had an average annual income of \$12,731 compared to \$23,431 for the larger community;
- ▶ Metis women have the lowest average employment income of all groups at \$21,880 annually. Metis women are the poorest of the poor; unemployment rates that are nearly four times as high for the Metis compared to the non-Aboriginal community. The non-Aboriginal community has a 5.8% unemployment rate for men and a 5.8% unemployment rate for woman, compared to a 23.4% unemployment rate for Metis men and a 18.9% unemployment rate for Metis woman;
- ▶ high dependence on social programming. For example, in August of 2000, Aboriginal people accounted for 41% of the social assistance caseload. 10% of the total caseload was specifically Metis;
- ▶ the overall crime rate for Aboriginal people in Regina and Saskatoon is at least ten times higher than average. It also places Aboriginal people, and women in particular, at a greater risk of being a victim of violent crime;
- ▶ 33% of the Metis population has less than a grade nine education and only approximately 7% of Metis people have completed a degree program.

These statistics outline a dramatic and complex situation that will pose a number of challenges to the Provincial and Federal governments and the Metis community itself. It is clear that the demographics of Saskatchewan will change dramatically in the near future. *The Role of the School Interim Report* (2000, p.55) stresses the significance of this changing demographic, stating that “by 2016 a full one-third of Saskatchewan’s population will be of Aboriginal descent, and nearly half of the children ages 5 to 17 will be Aboriginal: already today, in some medium-sized urban centres, the student population of Aboriginal descent is estimated to be 40% and even higher.”

*Poverty Profile 1998* states that families headed by single mothers are much more likely to live below the poverty line. In fact, the poverty rate for all single mothers under 65 with children under 18 was 54.2% in 1998. In addition, to their earnings these families are dependent upon unemployment insurance and welfare for sustenance. Statistically, these problems are magnified for Metis women who tend to have lower earning power, higher levels of unemployment and a greater reliance on transfer payments than their non-Aboriginal counterparts. To alleviate this social problem the N.C.W. recommends that government work towards providing better job opportunities, income support programs and pension programs.

Studies and statistics clearly indicate that Saskatchewan’s Aboriginal population

experiences higher levels of poverty, and the accompanying social problems. It is also a well-known fact that Aboriginal people have not been able to access the benefits of post-secondary education to the same extent as the non-Aboriginal community. Aboriginal people need greater access, input and participation in post-secondary educational institutions in order to become full participants in Saskatchewan's 21<sup>st</sup> century workforce. To efficiently address these challenges, education and training initiatives must work in tandem with social, economic, and employment strategies.



## 2. Profile of SUNTEP Students

The Saskatchewan Urban Native Teacher Education Program (SUNTEP) was established in 1980 and has graduated over 544 teachers with their Bachelor of Education Degree as of the Spring of 2001 (Table 1). SUNTEP is a four year, fully accredited Bachelor of Education program offered by the Gabriel Dumont Institute in cooperation with Saskatchewan Post-Secondary Education and Skills Training, the University of Saskatchewan and the University of Regina. The program is offered in three urban centres - Prince Albert, Saskatoon and Regina, and has been designed to meet the education needs of Metis students as well as address the strong need for Metis educators.

**Table 1: SUNTEP Graduates by Centre**

<b>Centre/Year</b>	<b>1984 – 1996</b>	<b>1997 – 2001</b>	<b>Total</b>
Prince Albert	156	75	<b>231</b>
Saskatoon	126	63	<b>189</b>
Regina	88	36	<b>124</b>
<b>Total</b>	<b>370</b>	<b>174</b>	<b>544</b>

### 2.1 Who were the SUNTEP Graduates?

This report focuses only on those students who have successfully completed SUNTEP and earned their Bachelor of Education degree. It should be noted that a significant number of those who did not complete the SUNTEP program have gone on to complete their degree with Indian Teacher Education Program (ITEP), Northern Teacher Education Program (NORTEP), the College of Education, or in related fields such as Social Work or Native Human Justice. While incalculable, one cannot dismiss the benefit received by those individuals who, for whatever reason, did not complete the program but grew on a personal level through exposure to a culturally sensitive university experience.

For the purpose of this report, the financial circumstances of SUNTEP graduates were examined upon their entry into the program. Also examined in this report are the employment rates of the graduates upon completion of their program. Some of the data was originally collected in the fall of 1996 but the data was revisited and up-dated in the spring of 2001.

#### 2.1.1 Student Profile

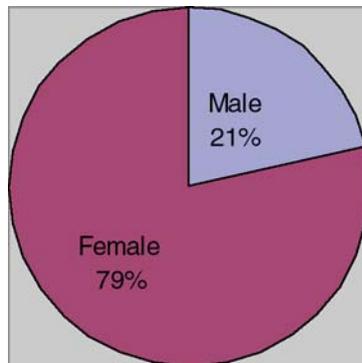
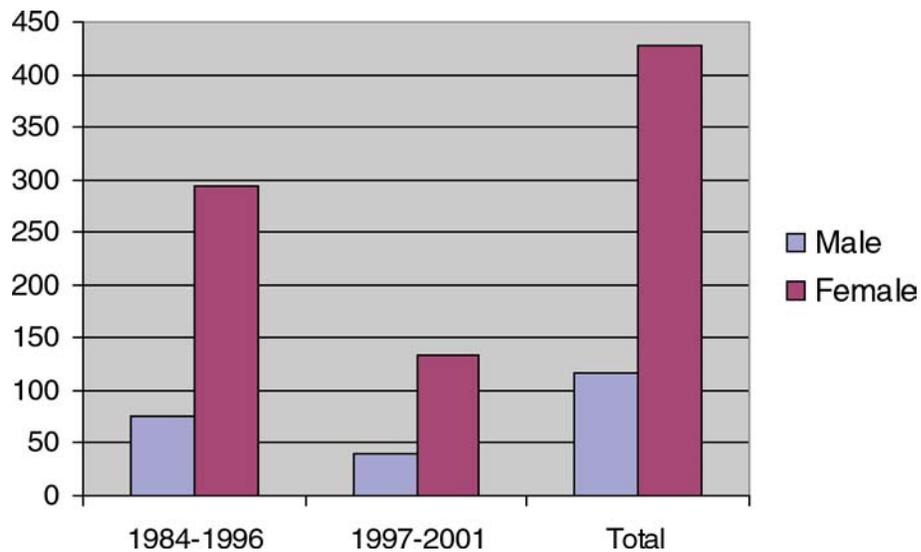
In total 544 students have graduated from SUNTEP since it was founded in 1980. The large majority of these graduates 428 (79%) are female compared to the 116 (21%) who are male (Table 2; Figures 1 and 2). At the time that these students began the program, they, as a group, tended to be plagued by high unemployment, a high incidence of

poverty, and a degree of dependence upon government support of one form or another.

**Table 2: SUNTEP Graduates by Gender**

Centre/Years	1984 – 1996		1997 – 2001		Total	
	Male	Female	Male	Female	Male	Female
Prince Albert	24	132	7	68	<b>31</b>	<b>200</b>
Saskatoon	33	93	24	39	<b>57</b>	<b>132</b>
Regina	19	69	9	27	<b>28</b>	<b>96</b>
<b>Total</b>	<b>76</b>	<b>294</b>	<b>40</b>	<b>134</b>	<b>116</b>	<b>428</b>

**Figures 1 and 2: SUNTEP Graduates by Gender**



As the numbers indicate the 4:1 female to male ratio of SUNTEP graduates has remained

virtually unchanged over the program’s twenty-one year history.

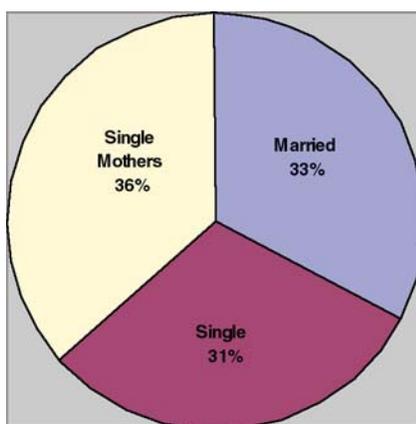
In addition to maintaining a consistent male to female graduate ratio, the marital status of SUNTEP’s female graduates has remained relatively stable over the years.

Approximately one-third of the female graduates were single mothers upon entrance, one-third were married and one-third were unattached (Table 3; Figure 3). However, while the numbers are similar, it should be noted that of these three categories there were slightly more single mothers on average.

**Table 3: Marital Status of Female Students**

<b>Centre/Status</b>	<b>Single</b>	<b>Married/ Common-Law</b>	<b>Single Parent</b>	<b>Total</b>
Prince Albert	52	76	72	<b>200</b>
Saskatoon	48	38	46	<b>132</b>
Regina	31	26	39	<b>96</b>
<b>Total</b>	<b>131</b>	<b>140</b>	<b>157</b>	<b>428</b>

**Figures 3: Female Graduate Profile**



**2.1.1.1 Highlights of the SUNTEP graduate profile:**

- ▶ Of the 428 female graduates, 288 (67.2%) were single at the time they began the program. Of these single women 157 (36.7%) of all the women in the program were single mothers;
- ▶ Of the 52 SUNTEP graduates who were receiving Social Assistance Benefits when they began the program, 48 (11.2% of all women graduates) were women;

- ▶ Both male and female graduates suffered the effects of high unemployment. At the time of entry into the program, the total graduate unemployment rate was 26%. The unemployment rate for female graduates was slightly lower at 25%, but the higher rate of poverty among female graduates reflects that the women, while having lower unemployment rates, tended to be underemployed or employed for lower wages;
- ▶ Overall, 377 graduates, or 69.3% of all graduates were living at or below the poverty line when they began their studies. The incidence of poverty experienced by female graduates is significantly higher, however, with 305 of the women graduates, or 71% of all female graduates, living at or below the poverty line when they began their studies.



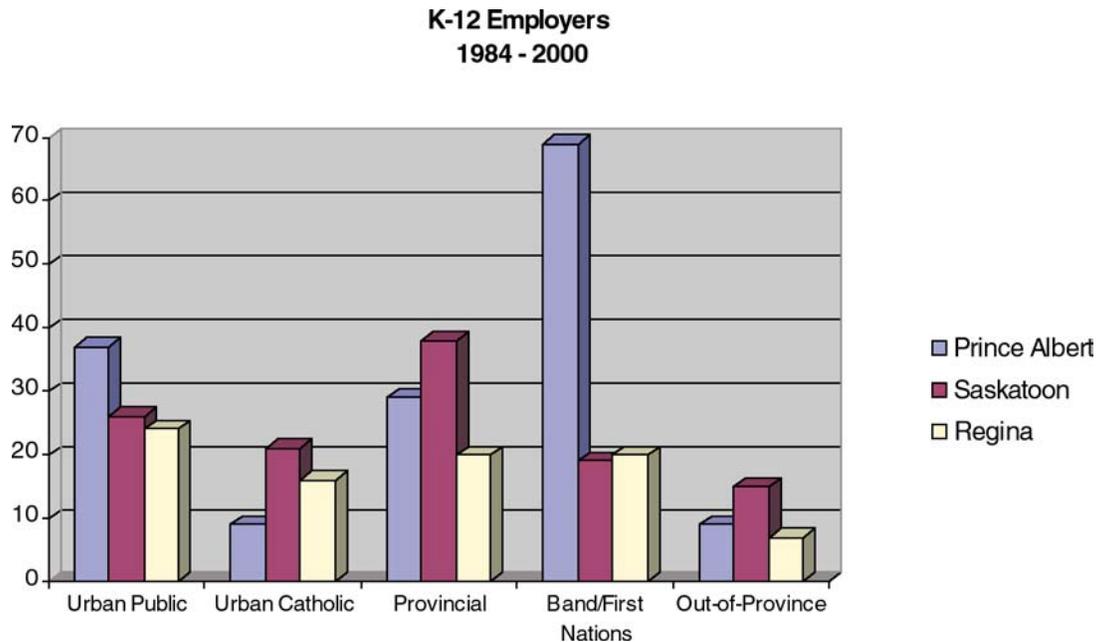
## 2.2 Where are SUNTEP Graduates Today?

Since the SUNTEP students began graduating in 1984, they have experienced a high rate of success at locating employment in their chosen area of study Tables 4 and 5; Figures 4 and 5).

**Table 4: SUNTEP Graduates Employed in the K-12 System**

	Prince Albert	Saskatoon	Regina	Total
<b>TOTAL GRADUATES (1984-2000)</b>	216	173	114	503
<b>K-12 EMPLOYERS</b>				
URBAN	37	26	24	87 (17%)
URBAN CATHOLIC	9	21	16	46 (3%)
PROVINCIAL	29	38	20	87 (17%)
BAND/FIRST NATIONS	69	19	20	108 (21%)
OUT-OF-PROVINCE	9	15	7	31 (6%)
<b>TOTAL K-12</b>	<b>153</b>	<b>119</b>	<b>87</b>	<b>359 (71%)</b>

**Figure 4: Employment of SUNTEP Graduates**

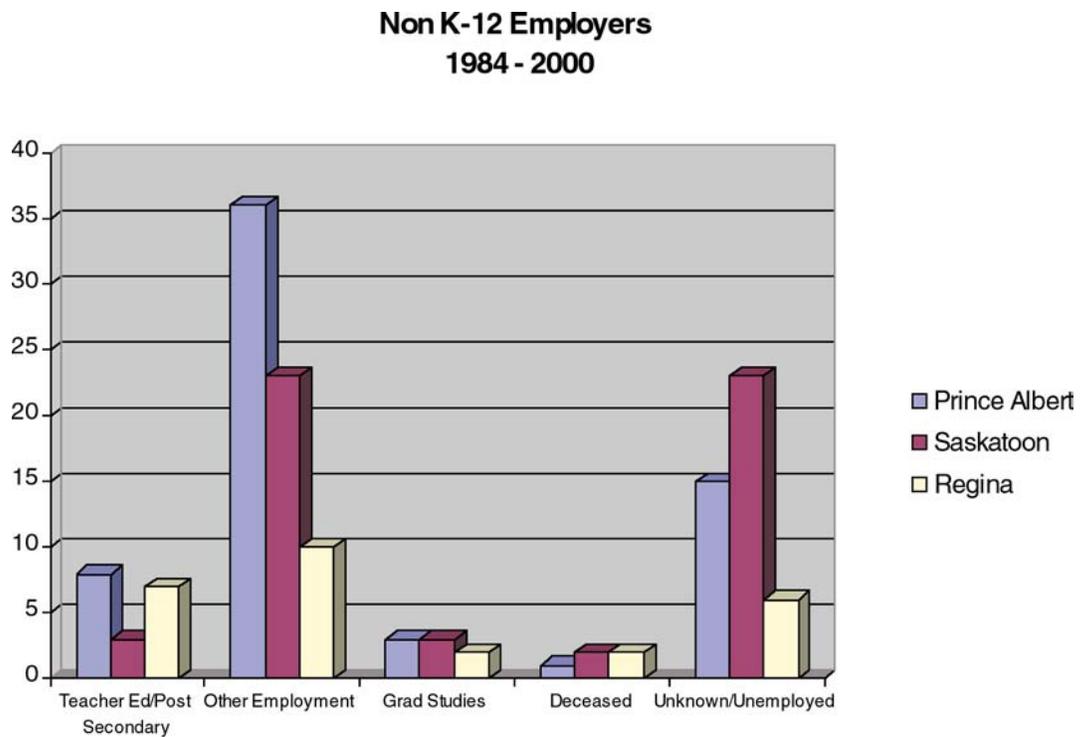


**Table 5: SUNTEP Graduates Employed Outside the K-12 System**

	Prince Albert	Saskatoon	Regina	Total
<b>TOTAL GRADUATES (1984-2000)</b>	216	173	114	503
<b>NON K-12 EMPLOYERS</b>				
<b>TEACHER ED/POST SECONDARY</b>	8	3	7	18 (4%)
<b>OTHER EMPLOYMENT</b>	36	23	10	69 (14%)
<b>GRAD STUDIES</b>	3	3	2	8 (1.5%)
<b>DECEASED</b>	1	2	2	5 (.09%)
<b>UNKNOWN/UNEMPLOYED</b>	15	23	6	44 (9%)
<b>TOTAL NON K-12</b>	54	27	144 (29%)	

\*Note: due to rounding percentages may not total 100%

**Figure 5: Employment of SUNTEP Graduates**



### **2.3 Employability of SUNTEP Graduates**

SUNTEP graduates are in great demand. Upon the successful completion of the program, 90% found employment. The graduate's employment success highlights the correlation between education levels and employability as is demonstrated by the 2/3 drop in unemployment, from 29.1%, upon entrance into the program, to slightly over 10% upon the completion of the program.

A second important variable is the type of employment that SUNTEP graduates are able to secure. Before entering the program, many SUNTEP students were living in poverty and either unemployed, working for low wages, or underemployed. After the successful completion of the program, SUNTEP graduates are able to secure employment in Saskatchewan's schools where the average annual teacher salary is \$50,137. (Sask Ed, 2001)

When examining the unemployment rate for SUNTEP graduates, it should be recognized that 80% of SUNTEP graduates are female, most of whom are currently in their childbearing years. A significant number of graduates have voluntarily removed themselves on a temporary basis from the job market to parent their children. This is an important factor to recognize when considering the 10% unemployment rate among SUNTEP graduates. In addition, the unemployment rate may be slightly inflated by the fact that any graduates who were not located were counted as unemployed.

### **3. Economic Implications**

The economic implications outlined in this report are based upon data and statistics provided by a variety of government reports, census data and published documents from third party agencies. This data is then applied to SUNTEP graduates. For the purpose of calculating the financial implications of SUNTEP, existing data is utilized or, when appropriate conservative estimates are applied.

#### **3.1 Research Assumptions:**

A number of assumptions were made regarding the available statistical data and how it can be generalized and applied toward SUNTEP graduates. The assumptions are as follows:

- ▶ that SUNTEP graduates are an accurate reflection of the general Metis population and that statistical data gathered on the general Metis population can be applied to SUNTEP graduates;
- ▶ that SUNTEP graduates' wages are at, or near, the provincial averages of \$50,137 for teachers in Saskatchewan;
- ▶ that the Statistics Canada census statistic stating that the average income of Aboriginal people in Canada in 1996 was \$12,731 can be applied to the 377 SUNTEP students who were living in poverty at the time of enrollment;
- ▶ that the data stating that government social programs (as pointed out by the *2000 Poverty Profile*) accounts for 50% of the income of single individuals and couples under 65 and 67% of all income for single mothers can be applied to SUNTEP graduates at the time of enrollment. (Since single mothers comprise the largest identified group of SUNTEP graduates, for the purpose of this report we will make a conservative estimate that 59% of all income for SUNTEP graduates who were living in poverty at time of enrollment was via some form of government income-support program); and
- ▶ that the 52 SUNTEP graduates who were receiving welfare benefits at time of enrollment would receive the average amount provided for a single parent with one child. According to available data single parents with one child receives between \$9,184 to \$11, 659 per year for an average yearly cost of \$10,422 per year in social services payments.

#### **3.2 Financial Implications and Benefits of the SUNTEP Program**

The following financial statistics utilizes government data in conjunction with statistical data, collected by the three SUNTEP centers, as outlined in Appendix A.



### 3.3 Benefits of SUNTEP

By graduating from SUNTEP, Metis students become contributing members of the provincial economy. The income tax they have paid on their earnings exceeds six million annually. In addition, the following financial projections clearly demonstrate that SUNTEP is an effective vehicle in breaking the cycle of poverty and dependence experienced by many of its graduates.

#### Graduate Annual Earnings: Financial Benefits of SUNTEP Grads

Assuming that the 359 SUNTEP graduates, currently employed as teachers in the K-12 system, earn the provincial average salary for teachers of \$50,137, SUNTEP graduates would cumulatively earn \$17,999,183 annually. SUNTEP graduates would pay 3.9% of their annual salary in Canada Pension Benefits and 2.4% in Employment Insurance Premiums for an annual total of \$477,434 and \$336,024 respectively. For taxation purposes, if all 359 graduates claimed single status with no dependents (taxation code 1) 27% of their salary will go towards Federal and Provincial Income tax for an annual total of \$4,961,789 (based upon Personal Income Tax Calculations for the Year 2000). This means that SUNTEP graduates, employed within the K-12 system, generate \$1,903,304 in Provincial tax revenue annually (Table 6).

**Table 6: SUNTEP Graduates Working in K-12 system**

<b>K-12 Graduates</b>		
Average Annual Taxable Income (\$50,137 x 359)	\$17,999,183	
Federal Tax Calculation		
Tax on the First \$30,004 x 17% x 359		\$1,831,144
Tax on Remaining \$20,133 x 25% x 359		<u>\$1,806,937</u>
		<b>\$3,638,081</b>
Less: Non-Refundable Tax Credits		
Basic Personal Amount (\$7,231 x 359)	\$2,595,929	
CPP (\$37,600 - \$3,500 x 3.9% x 359)	\$477,434	
Employment Insurance (\$39,000 x 2.4% x 359)	\$336,024	
Total Non-Refundable Tax Credits	\$3,409,387	
Total Deduction from Federal Tax Revenue x 17%		<u>(\$579,596)</u>
<b>Net Federal Tax Revenue</b>		<b>\$3,058,485</b>
Provincial Tax Calculation		
Total Net Federal Tax Revenue (\$3,058,485 x 48%)	\$1,468,073	
Saskatchewan Flat Tax (\$17,999,183 x 1.5%)	\$269,988	\$1,738,061
Debt Reduction Surtax (\$1,738,061 x 10%)	\$173,806	
Less: Reduction Amount (\$150 x 359)	(\$53,850)	\$119,956
High Income Surtax (\$1,738,061/359 = \$4,841 - \$4,000) x 15% x 359		<u>\$45,288</u>
<b>Net Provincial Tax Revenue</b>		<b>\$1,903,304</b>

In addition to the SUNTEP graduates working in the K-12 system, one hundred forty-four (144) graduates are employed in post-secondary education or other forms of employment. Assuming that these individuals on average make a minimum of \$35,000 annually, it can be assumed that these graduates collectively would earn \$5,040,000 and would contribute \$176,904 in Canada Pension Plan contributions and \$120,960 in Employment Insurance Premiums. In total, these graduates would pay \$1,101,841 in Federal and Provincial Income Tax, \$424,139 of which would go to provincial coffers (Table 7).

**Table 7: SUNTEP Graduates in Non K-12 system**

<b>Non K-12 Graduates</b>		
Average Annual Taxable Income (\$35,000 x 144)		\$5,040,000
Federal Tax Calculation		
Tax on the First \$30,004 x 17% x 144	\$734,498	
Tax on Remaining \$4,996 x 25% x 144		<u>\$179,856</u>
		\$914,354
Less: Non-Refundable Tax Credits		
Basic Personal Amount (\$7,231 x 144)	\$1,041,264	
CPP (\$35,000 - \$3,500 x 3.9% x 144)	\$176,904	
Employment Insurance (\$35,000 x 2.4% x 144)	\$120,960	
Total Non-Refundable Tax Credits	\$1,339,128	
Total Deduction from Federal Tax Revenue x 17%		<u>(\$227,652)</u>
<b>Net Federal Tax Revenue</b>		<b>\$686,702</b>
Provincial Tax Calculation		
Total Net Federal Tax Revenue (\$686,702 x 48%)	\$329,617	
Saskatchewan Flat Tax (\$5,040,000 x 1.5%)	\$75,600	\$405,217
Debt Reduction Surtax (\$405,217 x 10%)	\$40,522	
Less: Reduction Amount (\$150 x 144)	(\$21,600)	<u>\$18,922</u>
<b>Net Provincial Tax Revenue</b>		<b>\$424,139</b>

Therefore, the total earning power of all SUNTEP graduates is approximately \$23,039,183 annually. Of this annual income \$6,072,630 is returned to both levels of government through taxation (Table 8). In total, SUNTEP graduates generate \$2,327,443 annually in Provincial Income Tax alone. This amount more than covers the annual operating costs of all three SUNTEP centers or the annual funding received from the provincial government.

**Table 8: Financial Summary**

Personal Income Tax Revenue to Federal Government	\$3,745,187
Personal Income Tax Revenue to Provincial Government	<u>\$2,327,443</u>
<b>Total Income Tax Paid</b>	<b>\$6,072,630</b>

While many of the direct monetary returns to the government are easily measured, the Metis community and the community at large also benefit from the program. In total, SUNTEP graduates earn approximately \$23,039,183 annually. The Economic Council of Canada (Lyons 1995) estimates that over the course of one year, income has a multiplier effect of 1.6. This means that the \$23,039,183 increases in value as it circulates through the Metis community and the provincial economy, resulting in a total economic worth of \$36,862,692. The SUNTEP program serves as a catalyst to directly infuse much needed financial support into the province's Metis community. As such it is a fiscally responsible tool for the government to ensure the Metis people gain a higher standard of living and become full participants in the provincial and federal economy.

In addition to the above financial breakdown, it is important to monitor trends in education and in the student population that a program or institution is mandated to serve. Towards this end, this report compared the profile of SUNTEP graduates in 2001 the profile of SUNTEP graduates that appeared in the original *1996 Update Report* (see Appendix B). The comparison is outline as follows in Table 9.

**Table 9: Comparative SUNTEP Graduate Overview 1996 to 2001**

	<b>1996</b>	<b>2001</b>	<b>Variance</b>
Graduates	370	544	170
Females	294 (80%)	428 (79%)	134 (1%)
Males	76 (20%)	116 (21%)	40 (1%)
Single Females	207 (70%)	288 (68%)	81 (2%)
Single Mothers	128 (43.5%)	157 (37%)	29 (6.5%)
Receiving Social Assistance	34 (9.1%)	52 (10%)	18 (.9%)
Unemployed upon Entry	107 (29%)	140 (26%)	33 (3%)
Below Poverty Line	259 (70%)	377 (69%)	118 (1%)
Below Poverty Line (Female)	235 (80%)	305 (71%)	70 (9%)
Annual Graduate Salary	\$13,747,380	\$23,039,183	\$9,291,803
Annual Tax	\$3,732,601	\$6,072,630	\$2,340,029
Annual Provincial Tax	\$1,504,942	\$2,327,443	\$822,501
Annual Federal Tax	\$2,227,659	\$3,058,485	\$1,921,774

Note: Total Average Annual Provincial Funding to SUNTEP is \$1,341,074

### **3.4 Financial Reality of Graduates Prior to SUNTEP**

Prior to enrolling in SUNTEP, the graduates were generally poorly educated, and plagued by high unemployment rates and a high incidence of poverty (See Appendix C). Upon entering SUNTEP, 26% of the graduates were unemployed compared to less than 10%

for the non-Aboriginal population. This disparity in employment and income is heightened by the fact that 79% of SUNTEP students are female and of these students 37% were single mothers.

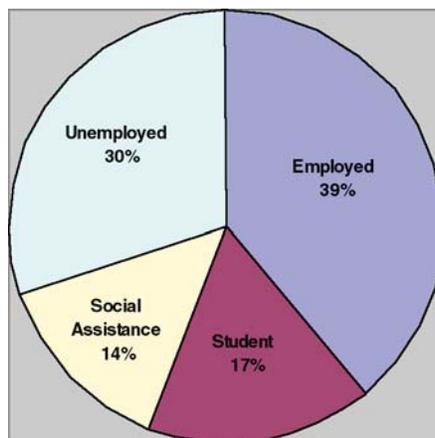
At the time of enrollment, 69% of all SUNTEP graduates were living at or below the poverty line. The incidence of poverty was astonishingly high for female students since 71% were living at or below the poverty line when they began their studies.

Poverty levels are determined according to family size and geographic location. For example, the *Poverty Profile 1988* states that the poverty line in a urban center like Saskatoon or Regina ranges from \$28,723 for a family of four to \$14,481 for a single individual. The report also found that unattached woman under 65 and single-parent families, particularly those headed by a woman, were most likely to be living in poverty. Since 79% of SUNTEP graduates are women and 68% of these women are either single or single-mothers, it is not surprising that 71% of all female SUNTEP graduates were living in poverty before they returned to school (Table 10; Figure 6).

**Table 10: Below Poverty Line At Enrollment (1980-2001)**

	Employed	Unemployed	Students	Social Assistance
Prince Albert	65	47	22	32
Saskatoon	51	37	30	13
Regina	27	27	9	7
Total	<b>143</b>	<b>111</b>	<b>61</b>	<b>52</b>

**Figure 6: SUNTEP Graduates Poverty Profile (upon entering program)**



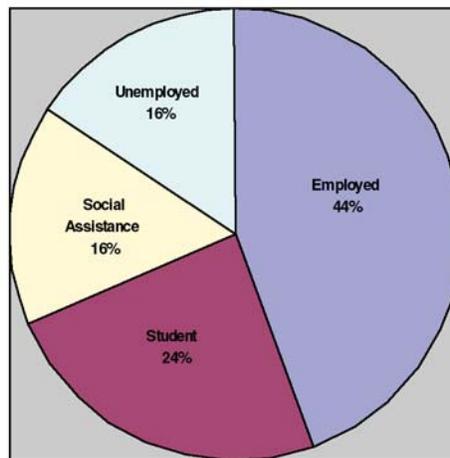
Of the 428 females who graduated from SUNTEP, 304 or approximately 71% were living at or below the poverty line when they began their studies (Table 11; Figure 7). This indicates a slight

improvement in the poverty rate for female SUNTEP graduates as reported in the *1996 Update Report* in which 76% of female graduates were living at or below the poverty line before entering the program. This 5% improvement may be due in large part to the success of the program itself as we are now training a second generation of Metis students, many of whom are the children of former graduates.

**Table 11: Below Poverty Line At Enrollment (Female) (1980-2001)**

	Employed	Unemployed	Students	Social Assistance
Prince Albert	54	43	21	29
Saskatoon	55	17	20	13
Regina	27	13	7	6
<b>Total</b>	<b>136</b>	<b>73</b>	<b>48</b>	<b>48</b>

**Figure 7: Below Poverty Line at Enrollment (Female)**



Statistics indicate that people living below the poverty line have a high dependence on social programs. For people living below the poverty line in 1998, government social programs or transfer payments of one kind or another provided a high percentage of total income. For example, government social programs provided approximately half the total income for single individuals and couples under 65 living in poverty, 67% of the total income for single-parent mothers with children under 18 and 91-96% of the total income for people over 65. (National Council of Welfare, 2000)

In 1998, a high percentage of poor Canadian single men and women and single-parent families were on social assistance much of the year. For example, approximately 69% of all single-parent mothers received welfare benefits. According to calculations by the

National Council of Welfare (2000, p.74) in 1998, “unattached people could receive provincial welfare and related benefits ranging between \$1,124 and \$6,523 a year, single parents with one child between \$9,184 and \$11,659, and couples with two children \$11,332 to \$14,953.”

The typical SUNTEP graduate was a single Metis mother with one or more dependants at enrollment. As such, this report will conservatively estimate, based upon government statistics, that the average annual income of those SUNTEP students living at or below the poverty level was \$10,421 per year. This number was determined by calculating that the average income for single parent students with one or more dependants was between \$9,184 and \$11,659.

The National Council of Welfare’s *Poverty Profile 1998* indicates that, for people living in poverty, 46% to 96% of total income is derived from various government support programs. The report further stated that 63% of the total income of single mothers was provided by government programming. Because 377 SUNTEP graduates were living below the poverty line before entering the program, with a high percentage of these graduates (29%) identified as single mothers, a conservative estimate would be that a minimum of 55% of the income of these graduates was derived from some form of government social programming. As stated in the Cost Benefit Analysis section, the annual cost to social programming would be approximately \$2,983,113.

Therefore, between the \$6,072,630 in taxation revenue that the Provincial and Federal governments generate from previous SUNTEP graduates, and the \$2,983,113 they no longer paid out in income support, the SUNTEP Program is clearly an excellent return investment that directly pays an immediate dividend of \$9,055,743 annually to both federal and provincial coffers.

### **3.5 Is There Still A Need For Aboriginal Teachers?**

Over the years, hundreds of Aboriginal teachers have graduated through teacher training programs such as SUNTEP, ITEP, NORTEP, and the Saskatchewan Indian Federated College (SIFC). However, SUNTEP is unique among this group for two reasons. Firstly, the SUNTEP program is the only program specifically designed for, and easily accessed by Metis students. Unlike their Treaty counterparts, many Metis students lack the financial capacity provided through Indian Affairs sponsorship to attend post-secondary training. Without SUNTEP, most Metis students would be unable to attain their education degree. SUNTEP has enabled these students and their families to break the cycle of poverty and dependence that traps a disproportionately high percentage of Metis people. Secondly, SUNTEP is unique among the Teacher Education Programs (TEP) programs because it is the only program specifically designed to train Aboriginal teachers for the urban setting.

While Aboriginal teachers are still in demand in northern and band schools, the shortage of Aboriginal teachers is also pronounced throughout Saskatchewan, in the rural areas and in the province's larger urban centres. This shortage is highlighted in *Saskatchewan Education Indicators: Kindergarten to Grade 12 (2000)* that was released by Saskatchewan Education, Training and Employment (Table 12).



**Table 12: Student and Teachers in Participating School Divisions  
(Adapted from Sask Ed Indicators 2000)**

<b>Students in Participating School Division</b>	<b>1989-90</b>	<b>1997-98</b>	<b>1998-99</b>
Total	66,080	68,700	69,041
Aboriginal Students	10,624	13,721	14,085
Aboriginal Students as a % of Total	16.1%	20.0%	20.4%
<b>Teachers in Participating School Divisions</b>			
Total	3,577.2	3,928.0	4,097.3
Aboriginal Teachers	152.0	242.5	265.8
Aboriginal Students as a % of Total	4.2%	6.2%	6.5%
<b>Total Students to Aboriginal Teacher Ratio</b>	<b>435</b>	<b>283</b>	<b>260</b>
<b>Student-Educator Ratio (Non-Aboriginal)</b>	N/A	16.7	16.3

According to provincial statistics published by Saskatchewan Education (Saskatchewan Education 2000), the Aboriginal student to Aboriginal teacher ratio is 260 to 1 compared to 16.3 to 1 for the non-Aboriginal community. However, when interpreting this data, it is important to remember that it only includes statistics on school divisions who have been proactive enough to adopt Educational Equity Programs and are thereby required to report their progress annually to the Saskatchewan Human Rights Commission. Because this data does not include school divisions without Educational Equity Programs, it may be assumed that the overall provincial numbers are actually higher than the 260 to 1 ratio presented in the Indicators Report.

Although the Indicator's Report concluded that the number of Aboriginal teachers was rising in most school divisions, it is still far below the percentage of Aboriginal students. In fact, since 1989 the gap between the Aboriginal teacher-student ratio has closed by only 2.3%. At this rate of growth, the Aboriginal teacher-student ratio would not be on par with the mainstream until 2009-2010 at the earliest. This conclusion reinforces the need for TEPs, specifically in the urban setting.

#### **4. Conclusions and Recommendations**

As a result of the data that this study has examined, a number of issues such as the correlation between poverty rates, unemployment rates and education levels have been clarified. After carefully considering all the information presented in this text, the report has arrived at the following conclusions.

- ▶ Due to significantly higher birth rates and the youthfulness of the Metis population, the Metis population will grow at a rate far exceeding all other segments of the population.
- ▶ There is a direct correlation between education levels, unemployment, underemployment and poverty levels. The Metis, at a very high percentage, experience these hurdles.
- ▶ SUNTEP is an effective tool for breaking the cycle of poverty and dependence upon government income support.
- ▶ SUNTEP is an effective tool in addressing social inequities that are based upon race and gender.
- ▶ The SUNTEP student body is predominantly composed of single or single mothers, groups who statistically are identified as the poorest of the poor.
- ▶ As a people, the Metis are economically disadvantaged and lack the financial resources available to groups in the cultural mainstream. The Metis are far more likely to suffer the effects of poverty than most other segments of the population. In fact, without the SUNTEP program and the tuition and academic support it provides, many of the 544 graduates would have lacked the resources necessary to access a post-secondary education.
- ▶ SUNTEP effectively reduces the incidence of child poverty by providing the parents with the opportunity for financially rewarding, sustainable, long-term employment.
- ▶ Students who successfully complete the SUNTEP program will most likely find employment as educators.
- ▶ Although SUNTEP has graduated 544 teachers, there remains a strong need and demand for Aboriginal teachers in the provincial school system, particularly in major urban centres.
- ▶ The SUNTEP program should be considered an investment in the province's long term future not only because it is an effective tool for breaking the cycle of poverty and dependence, but also because the income tax revenues generated by its graduates more than pays for the program on an annual basis.

## Appendix A: SUNTEP Graduates Statistics 1984 -1996

Category	SUNTEP Centre						total #	total %
	Prince Albert		Saskatoon		Regina			
	number	percent	number	percent	number	percent		
<b>Total Graduates</b>	156	100%	126	100%	88	100%	370	100%
<b>Graduates by Gender</b>								
Total Males	24	15%	33	26%	19	22%	76	20.1%
Total Females	132	85%	93	74%	69	78%	294	79.9%
<b>Marital Status of Female Students</b>								
Single	33	25%	24	26%	22	32%	79	26.9%
Married/Common-Law	43	33%	27	29%	17	25%	87	26.6%
Single Parent	56	42%	42	45%	30	44%	128	43.5%
<b>Employment Status at Enrollment</b>								
Employed	62	40.0%	73	58%	54	61%	189	51.1%
Unemployed	50	32%	36	29%	22	25%	108	29.1%
Social Assistance	20	13%	8	6%	6	7%	34	9.1%
Students	24	16%	9	7%	7	7%	40	10.7%
<b>Employment Status at Enrollment (Female)</b>								
Employed	50	38%	63	67%	46	67%	159	54%
Unemployed	44	33%	17	18%	11	16%	72	24.5%
Social Assistance	17	13%	8	9%	5	7%	30	10.3%
Student	21	16%	5	5%	7	10%	33	11.2%
<b>Below Poverty Line at Enrollment</b>								
Employed	48	77%	38	52%	23	43%	109	57.7%
Unemployed	40	80%	30	83%	18	82%	88	81.5%
Social Assistance	20	100%	8	100%	6	100%	34	100%
Students	18	75%	2	22%	7	100%	27	67.5%
<b>Total</b>	126	81%	78	62%	54	61%	258	69.5%
<b>Below Poverty Line at Enrollment (Female)</b>								
Employed	40	83%	51	80%	22	47%	113	71%
Unemployed	36	90%	12	70%	8	73%	56	77.7%
Social Assistance	17	85%	8	100%	5	100%	30	100%
Students	17	94%	2	40%	5	71%	24	72.7%
<b>Total</b>	110	87%	73	78%	40	58%	223	75.9%

## Appendix B: SUNTEP Graduate Statistics 1997 - 2001

Category	SUNTEP Centre						total #	total %
	Prince Albert		Saskatoon		Regina			
	number	percent	number	percent	number	percent		
<b>Total Graduates</b>	75	100%	63	100%	36	100%	174	100%
<b>Graduates by Gender</b>								
Total Males	7	9%	24	38%	9	25%	40	23%
Total Females	68	91%	39	62%	27	75%	134	77%
<b>Marital Status of Female Students</b>								
Single	19	28%	24	62%	9	33%	54	39%
Married/Common-Law	33	48%	11	28%	9	33%	55	40%
Single Parent	16	24%	4	10%	9	33%	30	21%
<b>Employment Status at Enrollment</b>								
Employed	34	45%	16	25%	19	53%	69	40%
Unemployed	16	22%	7	11%	9	25%	32	18%
Social Assistance	12	16%	5	8%	1	3%	18	10%
Students	13	17%	35	56%	7	19%	55	32%
<b>Employment Status at Enrollment (Female)</b>								
Employed	28	41%	5	13%	10	37%	43	32%
Unemployed	17	25%	7	18%	9	33%	33	25%
Social Assistance	12	18%	5	13%	1	4%	18	13%
Student	11	16%	22	56%	7	26%	40	30%
<b>Below Poverty Line at Enrollment</b>								
Employed	17	50%	12	75%	4	21%	33	53%
Unemployed	7	44%	7	100%	9	100%	23	72%
Social Assistance	12	100%	5	100%	1	100%	18	100%
Students	4	31%	28	80%	2	29%	34	61%
<b>Total</b>	40	57%	63	100%	16	44%	119	68%
<b>Below Poverty Line at Enrollment (Female)</b>								
Employed	14	50%	4	80%	5	50%	23	56%
Unemployed	7	41%	5	71%	5	55%	17	52%
Social Assistance	12	100%	5	100%	1	100%	18	100%
Students	4	36%	18	81%	2	100%	24	60%
<b>Total</b>	37	54%	32	82%	13	81%	89	69%

## Appendix C: SUNTEP Graduate Statistics 1984 - 2001

Category	SUNTEP Centre						total #	total %
	Prince Albert		Saskatoon		Regina			
	number	percent	number	percent	number	percent		
<b>Total Graduates</b>	231	100%	189	100%	124	100%	544	100%
<b>Graduates by Gender</b>								
Total Males	31	13%	57	30%	28	23%	116	21%
Total Females	200	87%	132	70%	96	77%	428	79%
<b>Marital Status of Female Students</b>								
Single	52	26%	48	36%	31	32%	131	31%
Married/Common-Law	76	38%	38	29%	26	27%	140	32%
Single Parent	72	36%	46	35%	39	41%	157	37%
<b>Employment Status at Enrollment</b>								
Employed	96	42%	89	47%	72	58%	257	47%
Unemployed	66	28%	43	23%	31	25%	140	26%
Social Assistance	32	14%	13	7%	7	6%	52	10%
Students	37	16%	44	23%	14	11%	95	17%
<b>Employment Status at Enrollment (Female)</b>								
Employed	78	39%	68	52%	56	58%	202	47%
Unemployed	61	31%	24	18%	20	21%	105	25%
Social Assistance	29	14%	13	10%	6	6%	48	11%
Student	32	16%	27	20%	14	15%	73	17%
<b>Below Poverty Line at Enrollment</b>								
Employed	65	68%	51	57%	27	38%	142	55%
Unemployed	47	71%	37	86%	27	87%	111	79%
Social Assistance	32	100%	13	100%	7	100%	52	100%
Students	22	60%	30	68%	9	64%	61	64%
<b>Total</b>	166	72%	141	75%	70	56%	377	69%
<b>Below Poverty Line at Enrollment (Female)</b>								
Employed	54	69%	55	80%	27	48%	135	67%
Unemployed	43	72%	17	71%	13	65	73	70%
Social Assistance	29	100%	13	100%	6	100%	48	100%
Students	21	72%	20	74%	7	50%	48	100%
<b>Total</b>	147	74%	105	80%	53	55%	305	71%

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