GREAT PLAINS COLLEGE

# Business Plan

## 2026-2027

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# EXECUTIVE SUMMARY

Great Plains College is at the forefront of Saskatchewan's regional college system, delivering programs and services across a vast 100,000-square-kilometre region. Our decentralized campuses—located in Biggar, Kindersley, Maple Creek, Swift Current, and Warman—allows us to serve learners and communities where they live and work. We offer a diverse range of post-secondary certificate, diploma, and degree programs, along with university courses, safety training, Adult Basic Education, and English language training. Great Plains College is also proud to offer one of the most competitive scholarship and bursary programs among regional colleges in Saskatchewan, helping to make post-secondary education more accessible and affordable for both domestic and international students.

Great Plains College focuses on addressing the needs of learners, employers, and communities in Saskatchewan. We aim to connect students, communities, and businesses through responsive programs delivered in a flexible, supportive, and student-centred learning environment. We dedicate our efforts and innovation to building careers, partnerships, and communities. These principles have guided the development of the Great Plains College 2026-27 Business Plan.

This Business Plan is grounded in our 2022-27 Strategic Plan, which reaffirms our responsibility to serve our geographic region while aligning our goals with the Saskatchewan Growth Plan 2020-30. We remain dedicated to supporting the provincial government in achieving its education and training priorities. Our vision— "To be a leader in Saskatchewan to obtain growth, prosperity, and quality of life through education and training"—and our mission— "to build and enrich careers, partnerships, and our communities through education"—continue to serve as the foundation of our work. As we build on our distinguished history as an educational leader, we are also navigating a rapidly changing educational landscape shaped by shifting learner demographics, economic pressures, and global influences.

Across Canada, the post-secondary sector is experiencing unprecedented disruption. Recent data indicate that over the past 18 months, institutions have suspended more than 1,065 programs, experienced approximately 20,439 job losses, and closed 91 campuses, resulting in an estimated $6.4 billion financial impact nationally (Steele, 2026). The recent announcement that the Manitoba Institute of Trades and Technology will close at the end of the current academic year further underscores the severity of these conditions and suggests that pressures across the sector are likely to persist before improvements are realized.

Historically, Great Plains College has prided itself on being proactive, responsive, and adaptive within the post-secondary sector. Our strategic and annual planning processes were traditionally grounded in steady progression, with priorities established, investments made, and program and operational sustainability maintained through a predictable cycle of planning, budgeting, and implementation. While adjustments occurred occasionally, this approach generally reflected a stable operating environment—one characterized by "business as usual."

As we approach the 2026-27 academic year—the final year of our current Strategic Plan—this historical approach is no longer sufficient. A key organizational priority will be the development of an engagement process to inform our next multi-year strategic plan. As leadership considered this process alongside the development of the 2026–27 budget and Business Plan, one prevailing thought best reflects the current state of the sector, and shapes our thinking and our actions:

**The only constant is change.**

The current pace and scale of change demands leadership that is prepared to make difficult, timely, and accountable decisions. We recognize that maintaining the status quo is no longer viable. As a result, Great Plains College has chosen to act decisively and strategically to safeguard long-term sustainability and preserve the capacity required to deliver high-quality programs and services to our communities. While we continue to consult, analyze, and engage, we are no longer hesitant to implement change, when necessary, nor are we willing to preserve practices that no longer serve our learners or our organization simply because "we have always done it that way."

The environment leading into 2026-27 can be described as a "perfect storm," shaped by several key factors, including:

1. Extraordinary inflation and global instability have increased the cost of living, while insufficient student financial support is limiting access to education.
2. Political and public discourse increasingly question the value of education and its return on investment.
3. Decades of systemic and chronic underfunding across the education sector.
4. Enrolment declines resulting from government policy changes, leading to reduced revenue.
5. Rising fixed operational costs related to collective and staff agreement settlements, and increased expenses for equipment, materials, and utilities leading to increased costs for delivering programs and services to students.
6. Increased human volatility, contributing to workforce instability, impacts on productivity and learner progression, higher legal costs, and increased organizational effort to manage these effects.

In this context, what can stakeholders expect from Great Plains College's 2026–27 strategic planning efforts, Business Plan, and budget?

First and foremost, we remain unwavering in our commitment to serving our region and fulfilling our mandate to "Be a leader in Saskatchewan's growth, prosperity, and quality of life through education and training". We will continue to align our goals and plans with the Government of Saskatchewan's Growth Plan for 2020-30 and maintain our role as a trusted partner in achieving provincial education and training objectives. Strong, collaborative relationships remain essential to our success, particularly with government ministries, industry, and community partners. Together, we play a vital role in responding to labour market needs and supporting the economic sustainability of rural and remote communities.

To achieve these outcomes, Great Plains College will:

- Encourage data-driven decision-making, ensuring students remain the primary consideration when implementing change.
- Evolve programs and services in response to labour market demands, policy changes, and the changing needs and expectations of learners.
- Prioritize strong change management practices and foster a positive employee culture during times of uncertainty, applying proven tools and approaches to guide our organization through change without losing engagement or trust.
- Preserve our staffing complement where possible and leverage internal capacity and expertise to advance programs and services.
- Invest in tools, systems, and technologies—including artificial intelligence—that create efficiencies, manage labour costs, and support resilient, functional workflows.
- Enhance onboarding processes to support new employees while enabling retiring staff to transfer knowledge in a deliberate, systematic way. Clear, consistent communication will be central as the tolerance for staffing change continues to decrease.
- Fundraise with the intention of further expanding our leading scholarship and bursary programs, ensuring financial barriers do not prevent access to education.

As we enter 2026-27, Great Plains College does so with a clear direction, a resilient mindset, and confidence in our ability to lead through sustained change. We remain committed to delivering a high-quality learning environment that supports student success while continuing to invest in our people, infrastructure, and communities. We invite our partners to continue investing alongside us and look forward to ongoing collaboration—particularly with our primary partner, the Government of Saskatchewan—to ensure the long-term sustainability of Great Plains College.

# STRATEGIC PLANNING

As outlined in the Executive Summary, 2026-27 marks a pivotal transition for Great Plains College. With the current 2022-27 Strategic Plan nearing completion, the College will begin building its next multi-year strategic plan, with the goal of launching the new plan in the summer of 2027.

The strategic planning process will be structured to ensure meaningful engagement, strong governance oversight, and clear alignment with operational and financial planning. The high-level timeline for the planning process includes:

- **Summer 2026:** Engage an external strategic planning facilitator/consultant.
- **Fall 2026:** Engage the Board of Directors, Leadership Team, and Managers to shape strategic direction and priorities.
- **November 2026-January 2027:** Engage broader college staff and community and external stakeholders.
- **February 2027-June 2027:** Develop strategic planning materials, including analysis, communications, and an implementation framework, while ensuring alignment with the 2027–28 Business Plan.
- **2027-28 Academic Year:** Public launch of the new Strategic Plan.

Great Plains College is committed to engaging a diverse range of stakeholders throughout this process, including students, college staff, business and industry partners, community organizations, and multiple levels of government. Broad engagement will help ensure the Strategic Plan reflects both regional realities and broader provincial and sector-wide priorities.

This planning exercise is critical to taking a longer-term view of the challenges and opportunities facing the College. By examining trends in the post-secondary sector and the provincial landscape, Great Plains College will strengthen its ability to remain relevant, resilient, and responsive in a complex and evolving environment.

# CHALLENGES

## CHANGING LEARNER PROFILES AND ELIGIBILITY

The post-secondary education learner profile continues to evolve, influenced by shifting government policies, labour market dynamics, and broader economic pressures. Changes to immigration policy, international education frameworks, and learner eligibility, including permit holders, have limited access to training for certain population groups. These restrictions have contributed to enrolment declines and reduced tuition revenue, while simultaneously increasing the organizational effort and resources required to recruit, support, and retain learners.

At the same time, employers across the college service region are experiencing persistent labour shortages, particularly in rural and remote communities. As a result, learners face growing pressure to remain in the workforce, often working additional hours or prioritizing employment over full-time study. This dynamic has led to an increased preference for part-time or flexible learning options, which can be more costly to deliver and more complex to administer, while further affecting enrolment stability.

In addition, rising household costs and overall affordability pressures are increasingly limiting the ability of prospective and current learners to participate in education. Financial strain related to housing, transportation, and basic living expenses has reduced learners' capacity to study full-time and increased reliance on employment income while enrolled. These pressures have implications for learner persistence, program completion, and demand for additional academic and student support services.

Collectively, these changes have fundamentally shifted the traditional post-secondary learner profile, requiring Great Plains College to adapt programming models, delivery methods, and support structures while balancing access, sustainability, and responsiveness within an increasingly constrained environment.

## CHANGING STAFFING AND CAPACITY

Great Plains College, like much of the post-secondary sector, is experiencing workforce pressures driven by demographic shifts, labour market constraints, and broader societal trends. An aging workforce and increased retirements are creating capacity challenges and elevating the importance of effective succession planning and knowledge transfer. In many cases, the pace of retirements, combined with ongoing operational demands, limits the ability to fully capture and transition institutional knowledge.

These pressures are further compounded by challenges related to onboarding and training. As experienced employees exit the organization, focused onboarding and skills development for new or redeployed staff can be difficult to sustain, resulting in temporary gaps in capacity and continuity, and placing increased strain on teams and managers.

The broader social environment is also influencing workforce dynamics. Public discourse characterized by mistrust and polarization has contributed to a greater reliance on formal processes—including leaves, grievances, legal action, or unionization efforts—over collaborative problem-solving. This shift can create barriers to open communication, increase risk-management demands, and draw organizational resources away from core operations.

Ongoing organizational change, combined with external pressures, has also contributed to change fatigue, including burnout and reduced capacity to adapt to new roles or apply transferable skills. At the same time, attracting and retaining talent remains challenging, particularly given Great Plains College's rural operating environment, which can narrow candidate pools and extend recruitment timelines. Together, these factors continue to affect organizational capacity and workforce stability.

## MAJOR PROJECT IMPLEMENTATION

Ongoing investment in facilities, infrastructure, equipment, and information technology projects is essential to achieving long-term efficiencies and sustaining high-quality program delivery. However, the planning and implementation of these projects often rely on specialized institutional knowledge held by experienced employees who are already managing full operational workloads. Engaging this expertise, while necessary, can exacerbate existing capacity pressures and contribute to workforce burnout.

These pressures are intensified by financial and structural limitations. The cost of major capital and infrastructure projects continues to rise due to inflation, while access to new capital funding remains limited. As a result, the College must carefully prioritize and sequence investments, often extending timelines for renewal or modernization despite the long-term efficiency gains they offer.

In addition, apprehension related to technology adoption can pose challenges during implementation. New systems are sometimes perceived as replacing people rather than supporting them, which can contribute to resistance, slow adoption, and hesitation to fully leverage new tools without clear communication, training, and change management support.

## COLLEGE SECTOR GOVERNANCE AND PRICE OF COLLABORATION

Post-secondary governance and sector collaboration are facing increasing pressure due to broader societal and system-level changes. A decline in volunteerism across society has made it more challenging to attract, engage, and retain qualified board members. This trend has increased the time and resources required for recruitment, onboarding, and governance support, while longstanding governance models across the sector have remained largely unchanged, with limited opportunity to modernize approaches to governance sustainability.

At the same time, expectations for collaboration within the regional college system continue to be emphasized by funders and system partners. While collaboration has historically played a critical role in building collective capacity and maximizing shared resources, evolving local pressures have affected the ability of all parties to participate consistently and equitably. Differences in capacity, resourcing, and competing local priorities can result in uneven engagement, reducing efficiency and increasing frustration among collaborators.

As a result, collaboration itself now carries a measurable cost—requiring significant investments of time, leadership attention, and organizational resources to manage risk, maintain momentum, and address misalignment. These realities necessitate a more deliberate and strategic approach to governance and collaboration, balancing system-wide expectations with local operational sustainability.

# STRATEGIC INITIATIVES AND SUSTAINABILITY MEASURES

## MANAGING THE FINANCIALS

Financial sustainability is the primary factor shaping what is possible for Great Plains College. The Ministry's renewal of the multi-year funding agreement provides a stable base operating grant—including an annual three per cent increase—for the next four years. Taking effect in 2026-27, this long-term commitment provides a clearer and more predictable foundation for planning.

For the first time, the terms and conditions of the multi-year funding agreement require that all compensation increases resulting from collective bargaining settlements be absorbed within the multi-year operating funding, rather than receiving separate allocations following settlement. Great Plains College supports the continuous improvement of compensation packages, recognizing their importance in remaining competitive and attracting and retaining skilled staff. While the increased funding provides confidence that compensation obligations can be managed within the base funding increases, it also means there is limited flexibility for other operating pressures beyond staff costs.

This constraint is significant, as Great Plains College has presented deficit budgets for the past two operating years and will again present a deficit budget for 2026-27. To manage these deficits, the College has taken deliberate and challenging actions, including:

*The strategic use of financial reserves*

Financial reserves were originally planned to help the organization weather sustained sector pressures. As of June 30, 2025, total financial reserves (restricted and unrestricted) stood at $2.39 million. By June 30, 2027, reserves are projected to fall to less than $800,000—a reduction of approximately 66 per cent, or $1.59 million—reflecting the ongoing use of reserves to offset operating deficits.

*Program realignment*

The College has proactively wound down programs that were not financially sustainable to create capacity for viable replacement programming aligned with learner demand and labour market need. Over the past and upcoming academic year, this has included the conclusion of the following programs:

- Youth Care Worker Certificate and Diploma (Warman)
- Business Certificate and Diplomas (Warman and Swift Current)
- Administrative Assistant (Kindersley)
- Adult Basic Education (Maple Creek, Kindersley, Swift Current)
- New intakes of LINC Home Study

*Replacement and expanded programs during this same period have included:*

- Continuing Care Assistant (Full-Time) – Warman and Maple Creek
- Early Childhood Education (Part-Time) – multiple locations
- Early Childhood Education Diploma – Swift Current
- Heavy Equipment Operator – Kindersley
- Primary Care Paramedic – Warman
- Practical Nursing – Kindersley

*Administrative restructuring*

Administrative staffing levels have been reduced through vacancy management and the reassignment of responsibilities. Positions intentionally left vacant during the past year and continuing into 2026-27 include:

- Program Coordinator (0.75 FTE) – Warman
- Program Coordinator (2.0 FTE) – Swift Current
- Student Adviser (1.0 FTE) – Swift Current
- Manager of Programs (1.0 FTE) – Swift Current
- Permanent reduction to administrative assistant staffing complement by 1.5 FTE across Kindersley and Swift Current

These bold and necessary actions have enabled Great Plains College to remain operationally viable and to present a deficit budget that can be actively managed in 2026-27. However, even with these measures, operating deficits persist, and financial reserves are nearing depletion. With most of the new funding absorbed by compensation costs, it is clear that traditional financial management strategies are no longer sufficient on their own.

As a result, additional strategic initiatives will be required to ensure the long-term financial sustainability of the organization.

Moving forward, the following additional strategic initiatives will be employed to ensure financial sustainability:

**ADVANCEMENT AND FOSTERING REVENUE DIVERSIFICATION**

Advancement and fundraising play an increasingly important role in Great Plains College's long-term financial sustainability and revenue diversification efforts. Prioritizing fundraising enhances access to education by expanding scholarships and bursaries that reduce financial barriers and create pathways to the classroom. These investments support enrolment and retention while industry sponsorships and partnerships help offset operational costs and strengthen programs.

The college has established a strong and effective fundraising and donor stewardship program, awarding nearly $3 million in scholarships and bursaries since 2009. The table below summarizes scholarship and emergency funding distribution in recent years.

| Academic/Business Year | Scholarship Amounts | Emergency Funding | Total Awarded |
|---|---|---|---|
| 2019-20 | $164,500 | $97,750 Covid Bursaries | $262,250 |
| 2020-21 | $209,250 | None available | $209,250 |
| 2021-22 | $188,250 | None available | $188,250 |
| 2022-23 | $157,750 | $22,500 Ukrainian Bursaries | $180,250 |
| 2023-24 | $140,775 | $3,000 Emergency Bursaries | $143,775 |
| 2024-25 | $257,075 | $10,000 Emergency Bursaries | $267,075 |
| **2025-26 (ongoing)** | **$288,050** | **$4,000 Emergency Bursaries** | **$292,050** |

## STRATEGIC INITIATIVES AND SUSTAINABILITY MEASURES

Over the past two years, Great Plains College has been actively strengthening and "renovating" its advancement department. While this work is ongoing, several significant successes have been achieved, including major gifts and sponsorship agreements such as the Philip Gobeil Memorial Bursary ($100,000), a contribution toward the Romankewicz Endowment ($92,000), a nursing scholarship donation from alumna Barbara Lindsay ($50,000), five new Indigenous Student Bursaries from Crown Investments Corporation ($25,000 annually), a donation toward the Swift Current student residence from Innovation Federal Credit Union ($25,000), and a naming-rights agreement with Kindersley & District Co-op to support the College's new healthcare lab ($25,000). These contributions, alongside strengthened relationships with existing donors and sponsors, form a strong foundation for future advancement efforts.

In 2026-27, the College will focus its advancement efforts on maintaining and stewarding existing donor relationships, simplifying the administration of scholarships and awards, continuing established fundraising events, and exploring future priorities and capacity for Advancement. Targeted growth areas will include sponsorship opportunities related to the new student residence in Swift Current and expanded philanthropic engagement in Warman. In Warman, priorities include launching a healthcare lab sponsorship campaign and developing a refreshed, high-profile fundraising event to replace the previous Great Plates event. The long-term goal is to establish an event in the north, modeled after the highly successful Carhartts & Caviar Welding Showcase and Auction in Swift Current, which recently raised a record $48,000 and has generated nearly $400,000 for the Welding program and scholarship fund over its 14-year history.

In addition to traditional fundraising and donor engagement activities, Great Plains College is also expanding its focus on diversified revenue through ancillary and partnership-based opportunities. These include exploring innovative approaches to student housing, facility utilization, sponsorship arrangements, and complementary commercial activities that align with the College's mandate and community role. Together, these initiatives are intended to strengthen financial sustainability, reduce reliance on government funding, and support continued investment in programs, services, and student success. The advancement function will continue to play a key role in identifying and supporting opportunities that deliver both financial and community value, working closely with operational areas across the College.

**Strategic Initiative:** Advancement
**Timeframe:** Ongoing
**Priority Action:** Increase Student Financial Supports
**Related Institution Objectives within GPC Strategic Plan:** Cultivate new contributors and provide outstanding donor stewardship
**Relationship to Government of Saskatchewan/Ministry Goals:** Saskatchewan's Plan for Growth stresses diversifying funding and enhancing community partnerships
**Funding:** Not applicable
**Cost implications:** Not applicable
**Objective & Outcomes:** Aim to have 5 per cent increase to 570 Distinct enrolments in 2026-27

**Strategic Initiative:** Fostering Revenue Diversification
**Timeframe:** Ongoing
**Priority Action:** Diversify revenue streams through Other Revenue
**Related Institution Objectives within GPC Strategic Plan:** Seek alternative revenue sources to expand organizational capacity
**Relationship to Government of Saskatchewan/Ministry Goals:** Saskatchewan's Plan for Growth stresses diversifying funding and enhancing community partnerships
**Funding:** Not applicable
**Cost implications:** Not applicable
**Objective & Outcomes:** Increase Other Revenue as a percentage of Total Revenue by 3 to 6 percentage points over a four-year reporting period (2026-27 to 2029-30) aligning with Ministry Accountability Reporting Requirements. Baseline to be utilized 2025-26.

## SYSTEM AND TECHNOLOGY INVESTMENTS, INCLUDING ARTIFICIAL INTELLIGENCE

Great Plains College is making targeted investments in enterprise systems and digital infrastructure to support operational efficiency, enhance student experience, and strengthen long-term financial sustainability. Recent and ongoing initiatives—including the implementation of Dayforce, Dynamics 365 Business Central, MyBudgetFile, and the transition to cloud-based services—are modernizing core administrative functions while improving the accuracy, timeliness, and accessibility of institutional data.

In parallel, the implementation of a new Student Information System and the move toward centralized registration will simplify student-facing processes, reduce administrative complexity, and support a more consistent and responsive learner experience across all campuses.

These investments are expected to enable greater automation of routine processes, reducing reliance on manual workflows and allowing staff to focus on higher-value activities that support students and institutional priorities. Over time, improved system integration and data quality will position the College to responsibly leverage emerging technologies, including artificial intelligence, to enhance planning, forecasting, and service delivery.

Collectively, these system and technology investments will contribute to a more agile, efficient, and sustainable administrative model that supports staff effectiveness, enhances the student experience, and responds to the evolving needs of the communities the College serves.

**Strategic Initiative:** System and Technology Investments, including AI
**Timeframe:** 1-2 years
**Priority Action:** Optimize operations through system modernization
**Related Institution Objectives within GPC Strategic Plan:** Invest in, and support the use of technology in teaching, learning and administration
**Relationship to Government of Saskatchewan/Ministry Goals:** Government of Saskatchewan's Plan for Growth – 20 Actions for 2020, whereby building strong communities by investing in infrastructure is listed as a priority.
**Funding:** SIS Funding through Ministry of Advanced Education, Operational funding from Ministry of Advanced Education to fund HR, financial and payroll systems
**Cost Implications:** Software and implementation support, investment of staff time
**Objective & Outcomes:** 5 per cent reduction in non-personnel expenditures by end of 2026-27

## ENROLMENT AND SUSTAINABLE PROGRAMMING

Students and programs are central to Great Plains College's mandate and remain at the forefront of our operations. Ensuring program offerings support a modern, accessible, and relevant learner experience is essential to meeting the needs of students, industry, and communities. Program optimization is therefore a strategic priority—one that focuses on growing programs aligned with labour market demand while transitioning away from offerings that are no longer financially sustainable or responsive to employer needs.

Over the past several academic years, the College has undertaken significant program transformation. This has included the deliberate sunsetting of several programs alongside substantial investment in new programming, particularly in high-demand areas such as healthcare and Early Childhood Education. Targeted program funding, combined with the reallocation of resources from concluded programs, has enabled the College to successfully manage this transition while continuing to expand access to training that supports workforce development.

Looking ahead, Great Plains College is planning for the introduction and expansion of several programs over the next two academic years, including:

- Continuing Care Assistant (Full-Time) – Warman Campus
- Practical Nursing – Warman Campus
- Virtual Health Lab Assistant – multiple campuses
- Welding Apprenticeship programming – Swift Current Campus
- Continued expansion of Skilled Trades programming – Swift Current Campus
- Expansion of Essential Skills and Adult Basic Education pathways – Warman Campus

These initiatives reflect ongoing demand from employers and communities and align directly with provincial workforce priorities.

However, as the College enters 2026-27, program-related financial reserves are expected to be depleted by the end of the academic year. To sustain momentum and achieve planned program growth, increased investment will be required, including enhanced Health and Human Resources targeted funding, growth in the base Skills Training Allocation, and expanded Essential Skills funding. In addition, accompanying capital investment—particularly to support a new healthcare lab in Warman—will be necessary to ensure programs can be delivered effectively and at scale.

**Strategic Initiative:** Enrolment and Sustainable Programming
**Timeframe:** Ongoing
**Priority Actions:** Increase the number of healthcare program training seats in the Warman/Martensville region and establish a healthcare lab to support implementation. Consolidate all ABE & Essential Skills Programming to Warman campus. Acquire Apprenticeship trades training.
**Related Institution Objectives within GPC Strategic Plan:** Develop and implement program plans that are regionally sensitive and contribute to Saskatchewan's plan for growth.
**Relationship to Government of Saskatchewan/Ministry Goals:** Government of Saskatchewan's Plan for Growth – 20 Actions for 2020 include developing Saskatchewan's labour force.
**Funding:** Ministry of ICT Skills Training Allocation, HHR funding, and Essential Skills Funding. Ministry of Advanced Education, capital funding.
**Cost Implications:** 724,000 in increased STA funding, $200,000 in increased Essential Skills funding, $125,000 in capital funding for healthcare lab
**Objective & Outcomes:** Increase healthcare training enrolments to at least 52 distinct enrolments for the 2026-27 academic year at Warman Campus. Increase the number of individuals who enter GPC post-secondary directly from our ABE & Essential Skills programs.

## MAPLE CREEK PROGRAM CENTRE STRATEGIC DIRECTION

The Maple Creek Program Centre is at a critical decision point. Current operating conditions and program demand indicate that the existing model is no longer sustainable, and continuing on the current path is not viable. As a result, targeted and immediate adjustments are required to assess long-term feasibility. Immediate actions include:

*Discontinue programs and approaches that are no longer effective or sustainable*

Adult Basic Education (ABE) delivery in Maple Creek has faced persistent challenges in recent years due to the elimination of the Provincial Training Allowance (PTA) and increased competition from the Distance Learning Centre (DLC) model. Consequently, ABE programming in Maple Creek will conclude at the end of the 2025-26 academic year. This decision aligns with the planned conclusion of ABE in Kindersley and follows the earlier sunsetting of ABE in Swift Current in 2024-25. Great Plains College remains committed to ABE; however, the attached resources will be strategically concentrated in Warman, reflecting the ever-growing demand in the northern portion of the College's service region.

*Program offerings aligned with industry demand*

The approach in Maple Creek is to focus on programs that demonstrate clear and sustained alignment with industry needs. Previous examples include Power Engineering, delivered in partnership with Chinook Power Station, and Early Childhood Education, delivered in collaboration with the Maple Creek Childcare Cooperative. Both programs successfully addressed local labour market demand and have now completed their intended purpose. As a result, they will not be offered during the 2026–27 academic year. Looking ahead, Great Plains College is evaluating the introduction of a Continuing Care Assistant program in partnership with the Saskatchewan Health Authority. This opportunity reflects current workforce demand in the region and will serve as a key factor in assessing the long-term viability of programming at the Maple Creek Program Centre.

*Continue to prioritize culture and community engagement*

Ongoing participation in key community events—such as the Maple Creek Childcare Cooperative fundraiser, the Maple Creek Chamber's Community and Business Awards, and the Heritage Day Parade—remains essential to maintaining visibility, fostering relationships, and supporting transparent dialogue.

*Communication*

Clear and timely communication will be critical as this strategy moves forward. While the College is committed to exploring viable pathways for the Maple Creek Program Centre, it is also essential to prepare stakeholders for all possible outcomes, including the potential closure of the campus. The severity of the situation, the rationale for decisions, and the range of future scenarios will be communicated openly and transparently.

Overall, the Maple Creek strategy prioritizes sustainability and accountability over sentiment, and the College is prepared to make difficult decisions in support of its long-term organizational health.

**Strategic Initiative:** Maple Creek Program Centre Strategic Direction
**Timeframe:** 2026-27
**Priority Action:** ABE & Essential Skills Programming Consolidation
**Related Institution Objectives within GPC Strategic Plan:** Develop and implement program plans that are regionally sensitive and contribute to Saskatchewan's plan for growth. Understand industry needs to define program opportunities, business development and customized training.
**Relationship to Government of Saskatchewan/Ministry Goals:** Patients First Health Care Plan includes focus on expanding rural training opportunities to support long-term recruitment and retention.
**Funding:** Ministry of ICT Skills Training Allocation (STA)
**Cost Implications:** Increased program delivery costs resulting from the addition of Maple Creek seats and a local facilitator to the full-time Continuing Care Assistant program in Swift Current.
**Objective & Outcomes:** Sustainable post-secondary programming that attracts enrolments to Maple Creek campus starting in 2026-27.

## CAPITAL INVESTMENTS AND FACILITY PLANNING

Strategic capital investment and proactive facility planning are essential to supporting student success and program development. In 2026-27, major project focuses include:

*Swift Current Student Residence*

In 2024, Great Plains College acquired a building on Sidney Street East in Swift Current with the long-term vision of developing a dedicated student residence. Renovation planning is now underway, with construction expected to resume in spring 2026 and occupancy targeted for fall 2026. At the time of writing the 2026-27 Business Plan, renovation Request for Proposals (RFPs) have been issued, and construction is anticipated to be completed by mid-summer.

Once complete, the residence will offer 12 student bedrooms along with shared kitchen, living, and study spaces designed to foster a safe, supportive, and community-oriented living environment. The residence will provide students with an affordable and secure housing option and will play an important role in enhancing the overall student experience in Swift Current.

The College is grateful to Innovation Federal Credit Union for its $25,000 contribution toward the renovation through the Legacy Community Development Grant. Additional sponsorship opportunities will be announced to engage local businesses and organizations interested in supporting this legacy project.

*Martensville and Warman Facilities*

Beginning in the 2026-27 academic year, Great Plains College will temporarily relocate programming currently delivered in Martensville to the Warman North Campus. The existing Martensville facility requires significant repairs, and consolidation of operations is necessary to ensure the health and safety of students and staff, as well as the continuity and quality of program delivery.

This relocation is intended as an interim measure. Great Plains College remains committed to maintaining a long-term presence in both Martensville and Warman. The temporary consolidation provides time to complete required facility upgrades and undertake broader planning to ensure sustainable, high-quality programming in both communities.

The College values its partnership with the City of Martensville and is committed to maintaining open and transparent communication throughout this transition period. Programming at the Martensville Program Centre will conclude in May, with the College completing its transition out of the Martensville Civic Centre space by the end of June 2026.

**Strategic Initiative:** Capital Investment & Facility Planning
**Timeframe:** 2026-28
**Priority Action:** Establish planning and implementation plan for Swift Current residence & Warman/Martensville campus consolidation
**Related Institution Objectives within GPC Strategic Plan:** Continue to modernize facilities and learning environment.
**Relationship to Government of Saskatchewan/Ministry Goals:** Government of Saskatchewan's Plan for Growth – 20 Actions for 2020, whereby building strong communities by investing in infrastructure is listed as a priority.
**Funding:** Swift Current residence project – private financing and sponsorship | Martensville/Warman Facilities project – Ministry of ICT ABE funding for lease costs, Ministry of AE for capital investments, and private sponsorship dollars.
**Cost Implications: Swift Current Residence:** $525,000 | Martensville/Warman Consolidation: $15,000 in moving expenses, consolidation of legacy leases does not lead to additional lease costs.
**Objective & Outcomes:** Sustainable post-secondary programming that attracts enrolments to Maple Creek campus starting in 2026-27.

## CHANGE MANAGEMENT PRACTICES AND EMPLOYEE ENGAGEMENT

*Organizational Effectiveness and Change Management*

As Great Plains College continues to evolve in response to sector pressures, financial realities, and strategic priorities, a strong focus on organizational effectiveness and change management is essential. The People and Culture department will play a central role in supporting leaders and employees through role transitions, structural adjustments, and changes to workflows and systems. This includes aligning organizational design with strategic objectives and operational efficiency, while ensuring clarity of roles and responsibilities.

Internal processes and systems will continue to be reviewed and refined to reduce duplication, improve consistency, and enhance service delivery across the organization. People and Culture will support a measured and sustainable approach to change by strengthening leadership capacity, supporting clear communication, and building internal capability, while remaining mindful of operational pressures and competing priorities.

*Workforce Sustainability and Employee Well-Being*

Maintaining a sustainable and engaged workforce is critical to the College's long-term success. While maximizing internal capacity and flexibility remains important, the College recognizes the need to balance these efforts with a strong commitment to employee well-being. Ongoing monitoring of workload and capacity will help mitigate the risk of burnout and fatigue, particularly in an environment of continued change.

Wellness initiatives and supportive practices will be promoted to strengthen resilience and engagement across the workforce. Changes to roles, responsibilities, and staffing models will be implemented thoughtfully, with consideration for employee impact and long-term sustainability. By integrating workforce well-being into change management practices, the Great Plains aims to foster a positive employee culture that supports adaptability, collaboration, and organizational effectiveness.

**Strategic Initiative:** Change Management Practices and Employee Engagement
**Timeframe:** Ongoing
**Priority Action:** Engage change management guidance to lead staff through change
**Related Institution Objectives within GPC Strategic Plan:** Enhance employee learning, connection, engagement and communications.
**Relationship to Government of Saskatchewan/Ministry Goals:** Government of Saskatchewan's Plan for Growth – 20 Actions for 2020, whereby developing Saskatchewan's labour force is listed.
**Funding:** Ministry of Advanced Education operational funding
**Cost Implications:** Staffing time, minimal change management consultant engagement costs (<$5,000).
**Objective & Outcomes:** Enhanced staff engagement, job satisfaction, workload management, and employee recognition. Effective succession planning that supports transfer of organizational knowledge, internal promotion, and staff retention.

# GOALS, OBJECTIVES, KEY ACTIONS AND SUCCESS MEASURES, 2026-27 TARGETS

## GUIDING PRINCIPLES/ASSUMPTIONS

An important undertaking by our leadership team within the strategic plan renewal process was to establish a set of guiding principles that would inform decision making. We have continued to utilize these principles in establishing our 2026-27 Business Plan.

Great Plains College assumes:

- The budget will be managed within clear limits, upholding fiscal policy and striving for financial sustainability.
- Program development and implementation will be guided by balancing student preferences, labour market demands, enrolment, and responsible resource allocation.
- Use of technology, including AI, is embraced, incorporated, and supported in all aspects of teaching, learning and the workplace.
- Health, wellness, and safety are a priority for staff and students.
- Diversity and inclusivity are respected and encouraged.
- Working together fosters communication, collaboration, and decisions that consider multiple perspectives.
- We embrace creativity, resourcefulness, and innovation.
- Student demand for programs and services drives our facility footprint.
- Organizational capacity will be taken into consideration for all initiatives.

In addition to these guiding principles, we also rely on the academic and economic literature available to us to best project the operating environment we will encounter for the upcoming year. As such, we assume the following:

**Staff and Student Markets - Changing Profiles**

- Demand for workers, household financial pressures, and an evolving perspective regarding the need for credentials in the labour market will result in full-time student recruitment challenges (Binkley & Press, 2023).
- Aging working demographic (21.8 per cent of overall labour market between 55 and 64 years of age) will result in organizational capacity challenges with workforce exits resulting in substantial resources to be spent on transfer of organizational knowledge and training of new staff (Government of Canada, 2022).
- Expectation of blended/remote work and learning environments will continue within the competition for labour and learners (Dennison, 2024).
- Trauma, mental, and emotional health struggles are expected to continue with increased pressures for services in rural and remote environments. Underrepresented labour market and student groups (Indigenous, people with disabilities, females, and youth) are expected to be affected disproportionately (Mental Health Commission of Canada, 2023). Attracting and retaining both workers and students from these groups will require creativity, including incentivizing training.
- Increasing labour mobility within Canada: 30 per cent of those aged 18 to 64 reported that they would be willing to move to another province if a suitable job was offered (Statistics Canada, 2025a).

**Saskatchewan and Canada Labour Market & Related Policy**

- Changes to federal and provincial immigration and international education policy, including restricted eligibility for permanent residency and post graduate work permits (PGWP) will result in less overall domestic and international enrolments at Great Plains College in 2026-27 and 2027-28.
- Global political environment and US-Canada trade tensions and related tariffs will continue to result in inflationary pressures, directly impacting learner households. This will create additional barriers to accessing post-secondary education. Saskatchewan's consumer price index increased by 6 per cent, from 165.2 in February 2025 to 167.8 in February 2026 (Saskatchewan's Dashboard – Consumer Price Index, February 2026).
- The Saskatchewan/Canadian labour market continues to have strength and working age demographics are expected to continually decline. It is anticipated there will be more job vacancies than workers to fill the positions. Statistics Canada (2025b) reported approximately 495,100 unfilled positions in Canada in the fourth quarter of 2025, which is down from the record high 992,000 reached in the second quarter of 2022. While steadily declining, with restricted immigration, high volumes of job vacancies will continue to influence the demands from our regional employers for skilled labour and could impact enrolment.
- High levels of employment and labour market opportunities will continue in Saskatchewan. In February 2026, unemployment in the province reached 6.7 per cent versus 5.4 per cent from one year prior according to the labour market dashboard. (Government of Saskatchewan, 2026).

**Regional College Environment**

- Regional College Review will be undertaken in a way that engages college leadership in honest, transparent conversation about the limitations of the Regional Colleges Act, including the governance and funding structure
- A multi-year funding agreement was established leading into the 2026-27 year that provides operational funding for the next four academic years, including coverage for any collective bargaining agreement settlement. This provides known funding to allow for effective operational planning.
- The regional college system collaborates on many ventures with joint interests, including the student information system (SIS) and Saskatchewan College international partnership. While a valuable approach, acknowledgement of the substantial time, effort, and financial resources required to advance collective partnerships is necessary, including appropriate financial investment by government and college funders.
- The cost of attracting a student and supporting them through their academic journey through to graduation has required an increased investment per individual student and therefore, with limited revenue, we need to be creative to ensure our viability.
- Provincial budgets continue to advance targeted programming funding in areas of labour market priority. However, we continue to advocate for removal of the limitations of these funding envelopes in order to be more responsive to the labour market. This includes removing barriers for student participation, such as reduced tuition rates in full-time programs, to acknowledge that individuals attending full-time programming are sacrificing the ability to garner income.
- Recognition that investments in succession planning, training of new staff, and transfer of organizational knowledge are expected to require an increasing portion of overall operational funding in 2026-27 and beyond.

**The charts below show the objectives, performance, and success measures planned for 2026-27 and how they build into our current strategic plan and government strategy. It is through this approach that we are able to recognize the contribution of Great Plains College to provincial goals and the overall economy.**

## Goal: Optimize Student Success

**Saskatchewan's Growth Plan | 2020-2030**

**www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth**

**Goal:** Developing an Agile and Integrated Education and Training System

- "Ensure institutions work with Saskatchewan employers to define skills and competencies ..." (p. 31)
- "Improve career planning supports for post-secondary students ..." (p. 31)
- "Extend Saskatchewan's post-secondary footprint into global markets ..." (p. 31)

**Ministry of Advanced Education Business Plan for 2026-27**

**Goal:** Students Succeed in Post-secondary Education.

**Expectations:** Accessible, Responsive, Accountable

**Strategies:**

- Provide supports to promote student success
- Foster an inclusive post-secondary sector where students from diverse backgrounds can enroll and succeed
- Provide programs, services and technology that evolve in response to needs of clients and stakeholders

**Actions:**

- Identify opportunities to improve the experience of international students in Saskatchewan.
- Support the enrolment and educational attainment of Indigenous students and students with disabilities.

**Ministry of Immigration and Career Training Plan for 2026-27**

**Goals:** Prepare Saskatchewan People for Jobs.

**Strategies:**

- Invest in a skilled workforce to support a growing economy.

**Actions:**

- Align training programs to jobs in demand that meet industry needs and future workforce needs.
- Accelerate training and transitions to employment.

| Objective | 2026-27 Key Performance Measurements |
|---|---|
| 1. Improve pathways to meaningful employment or further education. | **KPM:** Employment rate of completers and graduates of post-secondary programming one year after program end.<br>**Post-Secondary Target: 85%**<br>**3-year baseline average (2021-24): 87%**<br>(Source: Annual Graduate Follow-up Survey - Fast Consulting)<br><br>**KPM:** Employment rate of completers and graduates of Adult Basic Education programming one year after program end.<br>**Adult Basic Education Target: 65%**<br>**3-year baseline average (2021-24): 64%**<br>(Source: Annual Graduate Follow-up Survey - Fast Consulting)<br><br>**KPM:** Employment rate of completers and graduates of institute credit programming 60-90 days after program completion or graduation.<br>**Target: 85%**<br>**3-year baseline average (2022-25): 85%**<br>(Source: 60-90 Day Follow-up Survey - Fast Consulting)<br><br>**KPM:** Percentage of post-secondary and Adult Basic Education completers and graduates considering further education one year after program end.<br>**Target: 55%**<br>**3-year baseline average (2021-24): 50%**<br>(Source: Annual Graduate Follow-up Survey - Fast Consulting)<br><br>**KPM:** % of Adult Basic Education completers and graduates from Martensville Campus directly transitioning to GPC post-secondary programming.<br>**Target: Increase of 5%**<br>**1-year baseline average:** To be calculated from 2025-26 entry<br>(Source: GPC Applications)<br><br>**KPM:** Percentage of institute credit completers and graduates that have taken or are currently enrolled in further education 60-90 days after program completion or graduation.<br>**Target: 45%**<br>**3-year baseline average (2022-25): 41%**<br>(Source: 60-90 Day Follow-up Survey - Fast Consulting) |
| 2. Support the whole student to obtain credentials, skills and experience. | **KPM:** Percentage of institute credit and Adult Basic Education completers and graduates that would recommend GPC to a friend, colleague or family member as reported 60-90 days after program completion.<br>**Target: 95%**<br>**3-year baseline (2022-25): 96%**<br>(Source: 60-90 Day Follow-up Survey - Fast Consulting)<br><br>**KPM:** Percentage of graduates stating that GPC prepared them for work in their field of study.<br>**Target: 90%**<br>**3-year baseline (2021-24): 91%**<br>(Source: Annual Graduate Follow-up Survey - Fast Consulting)<br><br>**KPM:** Percentage of Institute Credit students satisfied with the quality of instruction at Great Plains College.<br>**Target: 90%**<br>**3-year baseline (2022-25): 94%**<br>(Source: GPC Course and Instructor Evaluation) |

**KPM:** Number of distinct international students graduating and completing their programs.
**Target: 85%**
**3-year baseline (2022-25): 85%** of those eligible to graduate or complete
(Source: Saskatchewan Colleges international student data)

**KPM:** Number of distinct graduates and completers from institute credit distinct enrolments.
**Target: 570**
**3-year baseline (2022-25): 484**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Number of distinct graduates and completers from healthcare credit programming.
**Target: 120**
**No baseline** as new KPM in 2025-26 Business Plan
(Source: GPC Student Information System)

**KPM:** Number of distinct graduates and completers from skilled trades programming.
**Target: 60**
**No baseline** as new KPM in 2025-26 Business Plan
(Source: GPC Student Information System)

**KPM:** Number of distinct enrolments in Early Childhood Education programming.
**Target: 275**
**No baseline** as new KPM in 2025-26 Business Plan
(Source: GPC Student Information System)

**KPM:** Number of distinct graduates and completers from Adult Basic Education credit enrolments.
**Target: 100**
**3-year baseline (2022-25): 115**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Number of distinct completers from Essential Skills for the Workplace programs.
**Target: 24**
**3-year baseline (2022-25): 26**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Percentage of institute credit students retained until completion or graduation.
**Target: 85%**
**3-year baseline (2022-25): 90% (484/536)**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Percentage of Adult Basic Education students (credit programs) retained until completion or graduation.
**Target: 75%**
**3-year baseline (2022-25): 77% (115/150)**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Percentage of Essential Skills for the Workplace students retained until completion.
**Target: 80%**
**3-year baseline (2022-25): 84% (26/31)**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Percentage of program target enrolments met or exceeded in full-time Institute Credit programming.
**Target: 80%**
**3-year baseline (2022-25): 86% (238/277) September Seats Only. Enrolments include PT students in FT programs** (Source: GPC Enrolment Management Template, OCSM)

**KPM:** Percentage of program target enrolments met or exceeded in Adult Basic Education programming.
**Target: 80%**
**3-year baseline (2022-25): 86% (135/157) Fall Seats Only. Enrolments include PT students in FT programs**
(Source: GPC Enrolment Management Template, OCSM)

**KPM:** Improve Indigenous learner retention rate in institute and ABE credit programming until program completion and/or graduation
**Target: 75%**
**1-year baseline (2024-25): 71% (47/66)**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Increase in enrolments in pre-professional and Bachelor of Science in Nursing (BSN) programs
**Target: 40**
**1-year baseline (2024-25): 22**
(Source: GPC Student Information System)

## Goal: Value Employees

**Saskatchewan's Growth Plan | 2020-2030**

**www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth**

**Goal:** Creating safer workplaces

| Objective | 2025-26 Key Performance Measures |
|---|---|
| 1. Promote a safe, collaborative and respectful work environment. | **KPM:** Percentage of designated lead and backup staff who have completed Violence Risk and Threat Assessment (VTRA) training.<br>**Target: 75%**<br>**No baseline** as new KPM<br>(Source: GPC HR records)<br><br>**KPM:** Percentage of in-scope and management trained in Respect in the Workplace<br>**Target: 90%**<br>**3-year baseline (2022-25): 88%**<br>(Source: GPC HR records) |
| 2. All staff are engaged, empowered and have the resources to do their job. | **KPM:** Percentage of eligible staff and out-of-scope management who access professional development opportunities<br>**Target: 50%**<br>**3-year baseline (2022-25): 54%**<br>(Source: GPC HR records)<br><br>**KPM:** Participation in annual staff gathering and long-service awards by in-scope staff.<br>**Target: 75%**<br>**3-year baseline (2022-25): 77%**<br>(Source: GPC Staff Gathering records) |

## Goal: Build & Enhance Partnerships

**Saskatchewan's Growth Plan | 2020-2030**

**www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth**

**Goal:** Developing the Potential of a Diverse Population that Requires Labour Market Supports to Succeed

- "Support partnerships between employers, post-secondary institutions and community organizations ..." (p. 33)

**Ministry of Advanced Education, Business Plan for 2026-27**

**Goal:** Saskatchewan's Post-secondary Sector is Accountable and Sustainable.

**Expectations:** Sustainable, Accountable

**Strategies:** Ensure the post-secondary education sector is accountable for public investments.

**Action:** Implement the ministry's accountability reporting framework to demonstrate progress on shared post-secondary institution and government priorities.

## Objective

1. Be an educational partner of choice by creating and nurturing sustainable and accountable relationships with stakeholders.

## 2026-27 Key Performance Measures

**KPM:** % of non-base funded revenue to total revenue*
**Target: 35%**
**3-year baseline (2022-25): 41%**
*Base-funded includes all funding allocations which are identified in the annual budget letter.
(Source: GPC financial records)

**KPM:** Increase in other revenue as a % of total revenue
**Target: 1% increase in 2026-27 over 2025-26**
**3-year baseline:** Not available, will be established in 2025-26
(Source: GPC financial records)

**KPM:** Reduction in non-personnel expenses
**Target: 5% reduction in 2026-27**
**Baseline:** Not available, will be established based in 2025-26
(Source: GPC financial records)

**KPM:** Annual revenue from donations and fundraising activities.
**Target: $175,000**
*Please note: This does not include matching dollars provided by the Government of Saskatchewan)
**3-year baseline (2022-25): $158,534**
(Source: GPC financial records)

**KPM:** Industry Credit (number of student enrolments)
**Target: 2,500**
**3-year baseline (2022-25): 2,638**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Institute credit enrolment (distinct FT and PT enrolments)
**Target: 575**
**3-year Baseline (2022-25): 563**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Adult Basic Education–ABE credit enrolment (distinct total FT and PT enrolments)
**Target: 140**
**3-year Baseline (2022-25): 150**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Adult Basic Education-Essential Skills enrolment (distinct total FT and PT enrolments)
**Target: 30**
**3-year baseline (2022-25): 31**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** University enrolment (distinct FT and PT enrolments)
**Target: 25**
**3-year Baseline (2022-25): 21**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Increase in number of Warman Campus healthcare seats
**Target: 62**
**1-year Baseline (2024-25): 36**
(Source: STA Program Plan EVF)

**KPM:** Increase in number of Warman Campus healthcare enrolments
**Target: 52**
**1-year Baseline (2024-25): 34**
(Source: GPC Student Information System)

**KPM:** Number of distinct graduates and completers from institute credit distinct enrolments.
**Target: 570**
**3-year baseline (2022-25): 484**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Number of distinct graduates and completers from Adult Basic Education credit enrolments.
**Target: 100**
**3-year baseline (2022-25): 115**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Number of distinct completers from Essential Skills for the Workplace programs.
**Target: 24**
**3-year baseline (2022-25): 26**
(Source: GPC Student Information System Key Performance Indicators)

**KPM:** Percentage of institute credit and Adult Basic Education completers and graduates that would recommend GPC to a friend, colleague or family member as reported 60-90 days after program completion.
**Target: 95%**
**3-year baseline (2022-25): 96%**
(Source: 60-90 Day Follow-up Survey - Fast Consulting)

## Goal: Deliver Education to Meet Labour Market Demand

**Saskatchewan's Growth Plan | 2020-2030**

**www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth**

**Goal:** Developing an Agile and Integrated Education and Training System

**Goal:** Developing the Potential of a Diverse Population that Requires Labour Market Supports to Succeed

- "Ensure skills training programs … have common standards and quality assurance." (p. 31)
- "Ensure institutions work with Saskatchewan employers to define skills and competencies …" (p. 31)
- "Improve career planning supports for post-secondary students …" (p. 31)
- "Support partnerships between employers, post-secondary institutions and community organizations …" (p. 33)
- "Improve outcomes for job seekers through career services …" (p. 33)

**Ministry of Advanced Education Business Plan for 2026-27**

**Goal:** Meet the Post-secondary Education Needs of the Province.

**Expectations:** Responsive, High Quality, Accountable

**Strategies:**

- Support post-secondary institutions to provide education to meet the existing and future needs of Saskatchewan's economy and communities.
- Strengthen program quality and responsiveness to Saskatchewan's economic and social needs.

**Actions:**

- Support government's commitment to the Health Human Resources Action Plan to recruit, train, incentivize, and retain health care workers in the province.
- Strengthen alignment between post-secondary education and employment.
- Improve connections between post-secondary international education and the economy.

**Ministry of Immigration and Career Training Plan for 2026-27**

**Goal:** Prepare Saskatchewan People for Jobs.

**Strategies:**

- Invest in a skilled workforce to support a growing economy.

**Actions:**

- Align training programs to jobs in demand that meet industry needs and future workforce needs.
- Accelerate training and transitions to employment.

## Objective

1. Engage stakeholders to deliver quality training for regional and provincial labour market needs.

## 2025-26 Key Performance Measures

**KPM:** Employment rate of completers and graduates of post-secondary programming one year after program end.
**Post-Secondary Target: 85%**
**3-year baseline average (2021-24): 87%**
(Source: Annual Graduate Follow-up Survey - Fast Consulting)

**KPM:** Employment rate of completers and graduates of Adult Basic Education programming one year after program ends.
**Adult Basic Education Target: 65%**
**3-year baseline average (2021-24): 66%**
(Source: Annual Graduate Follow-up Survey - Fast Consulting)

**KPM:** Employment rate of completers and graduates of institute credit programming 60-90 days after program completion or graduation.
**Target: 85%**
**3-year baseline average (2022-25): 85%**
(Source: 60-90 Day Follow-up Survey - Fast Consulting)

**KPM:** Percentage of graduates stating that GPC prepared them for work in their field of study.
**Target: 90%**
**3-year baseline (2021-24): 91%**
(Source: Annual Graduate Follow-up Survey - Fast Consulting)

**KPM:** Percentage of Institute Credit students satisfied with the quality of instruction at Great Plains College.
**Target: 90%**
**3-year baseline (2022-25): 94%**
(Source: GPC Course and Instructor Evaluation)

**KPM:** Number of partnerships that contribute to business development and program delivery*
**Target: 201**
**3-year baseline (2022-25): 162**
*Partnerships include brokering institutions, donors, ministry contracts and MOU agreements.

# COLLABORATIVE INITIATIVES

The regional college system has a longstanding history of collaboration to increase local capacity through shared resources. Collaboration has been a defining feature of the system and has long been an expectation of both government partners and staff working within the sector. Traditionally, collaborative initiatives have been viewed as a cost-effective means of advancing projects that benefit multiple institutions, based on the principle that collective effort can yield greater returns on shared investments of time, expertise, and resources.

Successful collaboration, however, depends on several critical conditions, including consistent engagement from all partners, equitable contribution of resources, clear leadership and communication, and the ability to make timely, responsive decisions. In recent years, increasing local operational pressures across the sector have made it more difficult for all partners to sustain these conditions. As a result, some collaborative initiatives have become less effective, with risks amplified by uneven capacity and inconsistent participation.

Great Plains College has historically taken a leadership role in collaborative efforts, often contributing significant time, expertise, and financial and human resources to advance shared initiatives for the benefit of both the College and the broader post-secondary system. While this approach reflects a strong commitment to sector advancement, it also requires careful consideration of local capacity and organizational sustainability.

For the 2026-27 year, Great Plains College will limit major collaborative initiatives to the following two projects:

1. Leadership of the Saskatchewan Colleges International Partnership

2. Planning and implementation of the Thesis Student Information System

Both initiatives are of strategic importance to Great Plains College and the regional college system, and the College will continue to invest leadership attention and resources to support their successful advancement.

To safeguard the sustainability of local operations, the College will not pursue additional formal collaborative partnerships beyond existing commitments during 2026-27. This approach allows the organization to manage capacity pressures while continuing to deliver high-quality programs and services.

Great Plains College remains committed to strong system engagement through active participation in provincial forums, information sharing, and communities of practice. At this time, these shared communities of practice are viewed as the most effective means of contributing to sector advancement while ensuring organizational focus and long-term sustainability.

# PROGRAM AND SERVICES

Programming at Great Plains College continues to operate in a period of transition as the organization works to balance evolving labour market demand with organizational capacity, funding constraints, and policy change. The College's three-year Skilled Training Allocation (STA) plan remains a work in progress as we navigate knowledge transfer, changes to targeted program funding envelopes, government learner eligibility policies, and shifting industry needs. Throughout this period, Great Plains remains committed to being a valued training partner in support of Saskatchewan's plan for growth.

For both the 2025-26 and 2026-27 academic years, planned skills institute credit training programming exceeds the available STA funding envelope. While the College proactively announced the sunsetting of multiple programs in fall 2025 to create capacity for new, industry-aligned programming in 2026-27, current projections indicate that STA program reserves will be fully utilized by the end of the 2026-27 academic year.

As a result, Great Plains College is requesting additional STA funding for the 2027-28 academic year to fully realize training opportunities requested by both industry and learners across our service region. Further detail on this funding request is outlined in the narrative that follows and is supported by the STA Appendix charts.

## HEALTH AND HUMAN RESOURCES STRATEGY (HHRS)

In 2026-27, the College will continue to build on its strong record of healthcare training delivery across the service region. Healthcare programming remains a core strength of the organization and a critical contributor to Saskatchewan's workforce needs. Looking ahead, program planning will continue to focus on collaboration with community partners, the Saskatchewan Health Authority (SHA), and the Government of Saskatchewan to respond to sustained demand for skilled healthcare workers—particularly in the province's fastest-growing communities of Martensville and Warman.

In addition to expanding existing programs, the College will explore new healthcare training opportunities to support emerging priorities. This includes aligning future initiatives with the Patients First Health Care Plan, which highlights the importance of virtual healthcare workforce development. Initial discussions have begun with SHA and Saskatchewan Indian Institute of Technologies (SIIT) to explore virtual health care lab assistant training.

*Kindersley Campus*

The first year of operation of the new healthcare lab at the Kindersley Campus has been highly successful, supporting both part-time and full-time Continuing Care Assistant (CCA) and Practical Nursing (PN) programming.

Targeted one-time Health and Human Resources Strategy (HHRS) funding will continue to support the existing 14-seat Practical Nursing cohort as it enters its second year in fall 2026. To respond to sustained regional program demand, the College is seeking approval and funding to offer a second 14-seat PN intake in fall 2027, running from 2027-29. This request includes additional HHRS STA funding of $362,000 for the two-year delivery period.

*Swift Current & Maple Creek*

During the 2025-26 academic year, the Swift Current Campus welcomed its first cohort of 12 students into Year 2 of the Bachelor of Science in Nursing (BSN) program. Uptake in pre-professional university programming has also remained strong, with many students indicating their intention to apply to the BSN program for fall 2026.

Anticipated university and BSN enrolment for fall 2026 includes:

- A minimum of 10 pre-professional university students intending to apply to BSN
- 18 students accepted into Year 2 of the BSN program
- 12 students progressing into Year 3 of the BSN program

Overall, approximately 40 students are expected to participate in BSN or pre-professional university programming in fall 2026, demonstrating the strength of the partnership with the University of Saskatchewan.

This BSN activity is in addition to two 14-seat Practical Nursing cohorts at the Swift Current Campus—one cohort in first year and one in second year—bringing the total anticipated pre-professional and nursing program enrolments to 68 students in 2026–27.

*CCA – Maple Creek Delivery Model*

Community and industry engagement in Maple Creek has identified strong demand for post-secondary healthcare training, supported by local infrastructure investments from SHA, including a modern hospital facility with available space for lab-based training.

In response, six seats from the existing 27-seat full-time CCA program based in Swift Current will be dedicated to learners at the Maple Creek Program Centre beginning in fall 2026. Students will receive synchronous instruction from Swift Current with on-site facilitation, access to lab training at SHA facilities in Maple Creek, and local clinical placement opportunities where possible.

This delivery model provides a cost-effective approach to meeting local needs and supports employee retention by training students within their home communities. On-site student supports, including counselling and student advising, will be available to ensure learner success.

Part-time CCA programming out of Swift Current will also continue in 2026–27, with:

- One returning cohort (24 seats) completing remaining coursework, and
- One new intake (24 seats) beginning in fall 2026

Overall, Swift Current will deliver 75 total CCA seats in 2026–27 (27 full-time and 48 part-time).

*Biggar*

Healthcare programming remains strong in Biggar. The current Practical Nursing cohort will complete the program by the end of the 2026 calendar year, with a new PN intake planned to begin in February 2027. The part-time Continuing Care Assistant program is also planned for the 2026-27 academic year.

*Warman*

Great Plains College plans to significantly expand healthcare training capacity in the Warman–Martensville region in response to rapid population growth and anticipated healthcare infrastructure investment.

In 2025–26, Warman Campus held 36 healthcare training seats, including:

- 24 seats in part-time Continuing Care Assistant programming, and
- 12 seats in Essential Skills for Newcomers – Introduction to Healthcare, which provides language development, essential skills, dual credit toward high school completion, and three CCA courses.

In 2026–27, healthcare programming at Warman will expand healthcare programming substantially with:

- A 14-seat full-time Continuing Care Assistant program (January 2027 start)
- A 12-seat full-time Primary Care Paramedic program (December 2027 start).

These initiatives will be supported through the 2026-27 STA allocation and restricted STA programming reserves. Total healthcare training capacity at Warman will increase to 62 seats, representing a 70 per cent year-over-year increase.

Looking ahead to 2027-28, the College plans to introduce Practical Nursing at the Warman Campus with a 14-seat intake. To support this initiative, the College is requesting additional STA funding of $362,000 for delivery over the 2027-29 period.

| Initiative | Funding Requested |
|---|---|
| Kindersley PN (14 seats, 2027-29 intake) | $362,000 |
| Warman PN (14 seats, 2027-28 intake) | $362,000 |
| **Total Additional HHR STA Funding Request** | **$724,000** |

To support the expanded healthcare portfolio at the Warman Campus—particularly the planned introduction of Practical Nursing—a modern healthcare lab will be required. Development of this lab is estimated at $250,000.

The funding plan includes:

- $100,000 from the HHR Operational Reserve (2027-28)
- $25,000 through local fundraising efforts
- $125,000 in requested HHR Operational funding

| HHR Operational Funding Requested | |
|---|---|
| Warman Health Care Lab | $125,000 |

Healthcare programming continues to be a cornerstone of Great Plains College's program portfolio. With sustained demand across the region and strong partnerships with health system stakeholders, the College anticipates continued growth in healthcare training while remaining focused on financial sustainability, strategic investment, and workforce impact.

## SKILLED TRADES PROGRAMMING

Skilled trades programming remains a key pillar of Great Plains College's workforce development mandate and continues to benefit from targeted support through the Skilled Training Allocation (STA). The College's 2026-27 STA allocation includes the renewal of $200,000 to expand training in skilled trades programming. This is the fourth consecutive year this investment has been received, which has enabled the expansion of trades training opportunities that provide students with direct pathways to employment—particularly for learners who may not otherwise have had access to post-secondary education or training.

In Spring 2025, the College utilized a portion of this allocation to deliver a full-time Production Line Welding program designed specifically for newcomers. Building on this momentum, the 2025-26 academic year saw further expansion at the Kindersley Campus through the introduction of a Heavy Equipment Operator (HEO) program delivered in partnership with the Town of Kindersley. This program, uniquely designed by Great Plains College, emphasizes close collaboration with industry and municipal partners, allowing students to complete real community projects as part of their training. These applied learning opportunities directly support construction and infrastructure initiatives within the province while strengthening employment outcomes for graduates. The current intake is scheduled to begin in June 2026, with plans to renew the partnership for a second intake in June 2027 if the program is successful.

Great Plains has also been working collaboratively with regional college partners, the Ministry of ICT, and the Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) to establish a Training Protocol Agreement (TPA) for a three-year pilot initiative. This pilot would award Level 1 apprenticeship cohorts to regional colleges that have demonstrated success in delivering corresponding pre-employment training programs. Through this initiative, Great Plains College aims to be awarded a Level 1 Welding apprenticeship cohort during the pilot period, further strengthening pathways from training to apprenticeship and long-term employment in the skilled trades.

In support of program modernization and competitiveness, the College has made a significant investment in advanced welding equipment using funds raised through the Carhartts & Caviar Welding Showcase and Auction event, which has generated nearly $400,000 over its 14-year history. This support enabled the acquisition of a state-of-the-art robotic welding arm, representing an investment of approximately $109,000.

Selected for its strong alignment with current and emerging industry practices, the robotic welding arm enhances training in automation, programming, and advanced welding techniques. It strengthens student employment readiness, supports preparation of Canadian Welding Bureau (CWB) test coupons, and helps ensure the program remains competitive as robotic welding becomes increasingly prevalent in industrial production environments. This new piece of equipment will be in place in time for the start of the 2026-27 Welding cohort.

Collectively, these program expansions, partnership-based initiatives, and targeted equipment investments demonstrate Great Plains College's commitment to delivering skilled trades training that is modern, industry-responsive, and aligned with provincial workforce priorities. Through continued innovation and community support, the College remains well positioned to meet labour market demand and provide meaningful employment pathways for learners across the region.

## INTERNATIONAL EDUCATION

International education in Canada is undergoing a period of significant transition. Beginning in 2023, the federal government introduced a series of policy changes intended to reduce the overall number of international students. These shifts have had a pronounced impact on the college sector nationally, including the Saskatchewan Colleges partnership. Policy uncertainty has also affected Canada's reputation as a study destination, leading some prospective students to explore alternatives with more predictable immigration frameworks. Throughout this period, Great Plains College has continued to provide leadership within the Saskatchewan Colleges partnership, with a focus on maintaining stability in a shifting environment.

When Great Plains College's international education program was fully established in 2018, access to Canadian study opportunities was strong. Study permit approval rates were consistently high—typically in the 80–90 per cent range—and student demand was robust. However, beginning in 2023, federal policy adjustments were introduced to address rapid growth in international student volumes. In 2023, Immigration, Refugees and Citizenship Canada (IRCC) issued approximately 496,000 new study permits, compared to a significantly reduced national target of approximately 155,000 new permits by 2026. Early trends from 2025 indicate that approvals may fall short even of these reduced targets.

These changes have had a particularly strong impact on college-level programming. Study permit approval rates for international students enrolling in shorter-term vocational and skills-focused programs have declined approximately 25 per cent, compared to approval rates of roughly 60 per cent between 2021 and 2023. Concurrently, federal immigration policy has increasingly emphasized university-level study, including graduate education and research-based pathways. As a result, college programming has faced increased scrutiny, in part due to their perceived linkage to immigration pathways. This shift has occurred despite the important role these programs play in addressing labour market needs, particularly in regions such as Saskatchewan.

Collectively, these factors have made international student recruitment more challenging. Prospective students are increasingly prioritizing jurisdictions where immigration policies are predictable, eligibility criteria are clearly defined, and approval outcomes are more consistent. Given the significant personal and financial investment associated with international study, these factors play a central role in student decision-making. Historically, Canada—and Saskatchewan in particular—has been competitive due to high-quality education, comparatively affordable tuition and living costs, and immigration pathways aligned with labour market demand. Ongoing policy changes and restrictions have contributed to increased hesitation among prospective international students considering Canada as a destination.

Throughout this period, the Saskatchewan Colleges partnership has remained a critical asset. While not without challenges, the collaborative model has supported continuity, shared problem-solving, and coordinated engagement with government and international stakeholders. The partnership's established reputation has allowed Saskatchewan Colleges to maintain international visibility, even as demand for Canadian college programming has softened. This collaborative approach has also reinforced alignment with provincial priorities and strengthened the sector's collective value proposition.

Although enrolment levels have declined in line with national trends, a key objective over the past year has been to sustain the global presence and credibility of the Saskatchewan Colleges brand. Maintaining this visibility positions the partnership to respond effectively as conditions stabilize and opportunities for sector recovery emerge.

**Projected GPC International Student Enrolment**

| 2025-26 | 2026-27 (projected) |
|---|---|
| # New International Students - 88 | # New International Students - 32 |
| # Returning International Students - 34 | # Returning International Students - 12 |

## EARLY CHILDHOOD EDUCATION (ECE) TRAINING EXPANSION

Early Childhood Education (ECE) continues to be a significant area of strength and demand for Great Plains College. In the 2025-26 academic year, the College supported the completion of ECE training for 220 learners across its service region. This delivery was made possible through funding provided under the Canada–Saskatchewan Early Learning Agreement. In addition, more than 40 international students participated in full-time ECE diploma programs delivered at the Swift Current and Warman campuses. These outcomes reflect the College's capacity to respond effectively to workforce needs and reinforce its role as a key partner in Saskatchewan's early learning and childcare system.

A five-year renewal of the Canada–Saskatchewan Canada-Wide Early Learning and Child Care Agreement has recently been announced, with year one of the agreement scheduled to begin in 2026-27. At the time of writing this Business Plan, negotiations with training partners have not yet commenced. As a result, Great Plains College is advancing its ECE program planning and budget, assuming significant risk should no training dollars be forthcoming through this new agreement.

To manage this risk, the College has structured its desired ECE programming for 2026-27 into three categories based on funding certainty and enrolment status:

**1. Continuing Programs Required to Complete Existing Intakes**

Programs in this category are required to conclude current intakes originating in the 2025-26 academic year. These offerings have been included in the program plan and financial forecasts with the assumption that they will be supported through a combination of international tuition revenue and Early Learning training funding. These programs include:

*Full-Time Programs*

- Swift Current – ECE Diploma (Year 2; domestic and international students)
- Warman – ECE Diploma (January 2025, January 2026, and January 2027 intakes; domestic and international students)

*Part-Time Programs*

- Maple Creek – ECE Level 2 practicums
- Kindersley – ECE Level 2 courses and practicums
- Swift Current – ECE Level 3 courses and practicums (including three remote learners in Maple Creek)
- Warman – ECE Level 2 and Level 3 courses and practicums

The College is confident that its demonstrated success in ECE delivery, combined with sustained regional demand, positions it well to continue delivering these programs effectively.

**2. New Intakes for 2026–27 with Confirmed Demand**

Programs in this category represent new intakes that have already been advertised and are fully subscribed. These offerings have been incorporated into the 2026-27 program plan and are assumed to be funded through the Skills Training Allocation (STA). These programs include:

*Part-Time Programs*

- Swift Current – two cohorts of ECE Level 1 and one cohort of ECE Level 2
- Warman – two cohorts of ECE Level 1

**3. Future Intakes Later in 2026-27**

Programs in this category represent potential future intakes scheduled for later in the 2026-27 academic year. These intakes have not yet completed recruitment and will be assessed once greater clarity on Early Learning training funding becomes available.

Early childhood education remains a strategic priority within the College's multi-year program plan, closely aligned with provincial efforts to expand access to affordable, high-quality childcare. As Saskatchewan continues to invest in early learning, Great Plains College remains committed to being a key partner in delivering training that will support the development of a skilled, qualified early childhood education workforce.

## ADULT BASIC EDUCATION (ABE) AND ESSENTIAL SKILLS (ES) PROGRAMMING

Adult Basic Education (ABE) and Essential Skills programming at Great Plains College focuses on targeted training that aligns with labour market demand and supports clear pathways to post-secondary education and employment. Academic upgrading continues to serve as an important entry point for learners pursuing university and other post-secondary programs, particularly in high-demand sectors such as healthcare. Complementing this work, Essential Skills programming emphasizes the development of foundational workplace and language skills necessary for successful transitions to employment.

Historically, ABE and Essential Skills programming has served diverse learner populations across the College's service region:

**Kindersley:** Programming served a combination of newcomers and domestic learners seeking academic upgrading to improve employment prospects or gain entry to post-secondary education.

**Maple Creek:** Historically, programming primarily served the local Indigenous population, with initiatives aligned to regional workforce needs. Programs such as the Essential Skills Early Childhood Education Level 1 dual-credit certificate provided pathways to credentials and employment.

**Martensville:** This campus experienced significant growth in newcomer enrolment, with many learners pursuing a Canadian Grade 12 credential as a pathway to further education. Targeted Essential Skills and language-embedded programs, such as Early Childhood Education Level 1 and Introduction to Continuing Care Assistant, allowed learners to strengthen English proficiency while earning credentials linked to high-demand occupations. Demand from domestic learners seeking academic upgrading has also remained strong.

Despite flexible delivery models, including continuous intake, enrolment among traditional ABE learners continues to decline across much of the region. While evidence demonstrates that completion of Grade 12 improves long-term earning potential, current labour market shortages allow many individuals to enter the workforce without a credential. Additional contributing factors include the elimination of the Provincial Training Allowance, mental-health-related learner readiness challenges, and expanded access to online learning through the Distance Learning Centre (DLC). These factors have had the greatest impact in Maple Creek and Kindersley. In contrast, Martensville—as a larger urban centre—has continued to see increased demand from newcomers seeking Canadian credentials.

*2026-27 ABE Focus and Strategic Realignment*

In 2026-27, Great Plains College will consolidate ABE and Essential Skills programming and focus resources in the high-demand region surrounding Saskatoon. This strategic shift reflects demographic growth, sustained newcomer demand, and strong labour-market alignment. Programming will continue to emphasize direct pathways to employment and post-secondary education, supported by established community and industry partnerships.

According to the College's 2024-25 performance measures conducted by Trend Research, 95 per cent of surveyed students indicated they would recommend Great Plains College, reflecting strong confidence in the quality of education and learner supports. Partnerships with organizations such as Saskatoon Open Door Society, early learning centres, and healthcare employers further strengthen the College's ability to deliver responsive, pathway-based programming in this region.

Consolidating delivery in this geographic area allows the College to focus organizational capacity and financial resources on sustainable enrolment growth, expanded programming space, and the long-term development of successful Essential Skills pathways. The College's proven track record in this region supports confidence in this approach.

*ABE and Industry-Based Essential Skills Program Offerings: 2026–27*

**Warman (relocated from Martensville):**

- Grade 12 programming, including new evening offerings
- Pre-12 / General Essential Skills programming
- Expanded daytime literacy skills support
- Industry-based Essential Skills programs:
  - Introduction to CCA / Essential Skills / Language Training
  - Early Childhood Education Level 1 / Essential Skills / Language Training

**Maple Creek & Kindersley**

- Given sustained low enrolment and the availability of alternative options through the Distance Learning Centre, ABE programming will not be offered out of Maple Creek or Kindersley in 2026-27. The College will work closely with affected learners to support transitions and ensure continued access to education and support services. Resources from these programs will be reallocated to higher-demand programs.

The 2026-27 academic year will be a transitional period focused on consolidating ABE and Essential Skills programming. Further expansion of course offerings and instructional space is anticipated in 2027-28, with particular emphasis on Essential Skills pathways where demand and outcomes have been strongest.

To support this expansion, Great Plains College is requesting a substantive increase to its Essential Skills funding allocation for 2027-28, doubling the allocation from $200,000 annually, to $400,000 annually.

| **Essential Skills Funding Requested** | |
|---|---|
| Essential Skills Funding Envelope 2027-28 | $400,000 |

## ENGLISH LANGUAGE TRAINING (ELT) PROGRAMMING

Great Plains College remains committed to equipping newcomers with the English language skills required to successfully integrate into Saskatchewan's workforce and communities, particularly in rural and regional settings. However, multiple factors are increasingly limiting access to language training. Shifting immigration policies are expected to exacerbate labour shortages, while rising living costs require many newcomers to work extended hours, reducing their ability to attend classes. In addition, limited provincial response to the needs of CUAET clients has left many learners without access to critical language supports. Recent reductions to Stage 2 funding by Immigration, Refugees and Citizenship Canada (IRCC) have further constrained post-secondary pathways, making it more challenging for learners to attain the language proficiency required for higher education and skilled employment.

In response, Great Plains College continues to adapt its delivery models to provide more flexible, accessible language training that accommodates learners' work, family, and settlement obligations.

*Language Training Funding Context*

The co-funded federal–provincial approach to language training has historically been effective; however, the absence of corresponding increases in the provincial government's funding allocation over time has resulted in IRCC carrying a disproportionate share of program costs. This imbalance intensified in 2025-26 when CUAET clients transitioned jurisdictional responsibility without a resulting increase to provincial language funding. This systemic misalignment presents ongoing risks to program sustainability and equity within the co-funding model.

Great Plains College is actively participating in the provincial language review process and is providing data to help articulate the scope and impact of this funding imbalance. Through this process, the College is advocating for a realignment of provincial funding responsibilities and is hopeful that an increase to its provincial language training allocation will be realized for the 2027-28 academic year.

*ELT Program Offerings: 2026–27*

Great Plains College delivers responsive, learner-centred English language training designed to meet the diverse needs of newcomers across the region. Programming supports language development for community integration, meaningful employment, and transition to further education. Flexibility and responsiveness remain central to delivery, with the ability to pivot quickly based on learner needs and funding context. Ongoing collaboration with regional colleges and newcomer-serving organizations further strengthens service delivery through shared expertise and coordination.

All language learners begin with a placement assessment to ensure they are directed into appropriate programming. Four trained assessors are strategically located across the service region to provide timely access. In 2026-27, the College anticipates completing approximately 125 language assessments.

The College's English Language Training offerings for 2026-27 include:

- **Tutoring:**

  Individual and small-group tutoring supports learners in remote communities and those with lower language proficiency. Approximately 16 learners across 8 communities are expected to be supported through this model.

- **Conversation Circles:**

  Conversation circles provide accessible opportunities for learners in smaller centres to build speaking and listening skills, while strengthening community and employment connections. The College anticipates offering five conversation circles across the region.

- **POM Classes:**

  Pooled-on-the-Margins (POM) classes support provincial waitlist management through a collaborative, sector-wide approach. Demand for remote, cohort-based instruction remains strong, particularly among learners unable to attend in-person classes. With the conclusion of Stage 2 programming, the College plans to offer a CLB 3–4 POM class in 2026–27.

- **PBLA Classroom-Based Learning:**

  PBLA classes provide structured, real-world language instruction aligned with the Canadian Language Benchmarks and emphasize continuous assessment and individualized learning. Digital literacy integration supports employment readiness and post-secondary transitions. The College anticipates delivering five Stage 1 PBLA classes in communities with higher newcomer populations.

- **LINC Home Study:**

  Due to reduced funding and eligibility changes—specifically the removal of Stage 2 learner access—LINC Home Study is no longer a sustainable delivery model. In 2026-27, no new learners will be admitted. Existing Stage 1 participants will be supported through to March 31, 2027, after which the program will be formally concluded and resources reallocated to higher-demand language training initiatives.

Great Plains College continues to align English Language Training delivery with funding levels provided by the Government of Saskatchewan and IRCC, ensuring resources are used strategically to maximize impact. Despite ongoing pressures, the College remains focused on delivering high-quality, responsive language training that supports newcomer integration, employment readiness, and access to further education.

## Program Projections

| Program Categories | Program Capacity, Projected Enrolments (Full-Time and Part-Time) & FLE | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2025-26 Forecast | | | | 2026-27 Budget | | | | 2027-28 Estimate | | | | 2028-29 Estimate | | | |
| | Cap | FT | PT | FLE | Cap | FT | PT | FLE | Cap | FT | PT | FLE | Cap | FT | PT | FLE |
| Institute Credit | N/A | 250 | 350 | 350 | 567 | 200 | 340 | 325 | 575 | 225 | 300 | 330 | 600 | 250 | 350 | 350 |
| Industry Credit | N/A | 0 | 2500 | 55 | N/A | 0 | 2400 | 50 | N/A | 0 | 2400 | 50 | N/A | 0 | 2400 | 50 |
| Industry NonCredit | N/A | 0 | 120 | 12 | N/A | 0 | 110 | 12 | N/A | 0 | 120 | 13 | N/A | 0 | 120 | 13 |
| ABE Credit | N/A | 60 | 75 | 65 | N/A | 60 | 60 | 60 | N/A | 80 | 75 | 70 | N/A | 80 | 75 | 70 |
| ABE NonCredit | N/A | 30 | 500 | 65 | 485 | 24 | 450 | 55 | 350 | 30 | 300 | 45 | 300 | 40 | 220 | 35 |
| University | 22 | 15 | 20 | 15 | 40 | 25 | 22 | 20 | 50 | 25 | 25 | 25 | 50 | 25 | 25 | 25 |
| **Total** | **N/A** | **355** | **3565** | **562** | **N/A** | **309** | **3382** | **522** | **N/A** | **360** | **3220** | **533** | **N/A** | **395** | **3190** | **543** |

| Skills Training Allocation (STA) Financial Overview | | | |
|---|---|---|---|
| Estimated Program Reserves (as of June 30, 2026) | Budget Allocation 2026-27 | Projected Expenditures 2026-27 | Projected Carry Forward 2027-28 |
| $148,543 | $2,197,000 | $2,607,895 | NIL |

| Essential Skills (ABE) Financial Overview | | | | |
|---|---|---|---|---|
| | Estimated Program Reserves (as of June 30, 2026) | Budget Allocation 2026-27 | Projected Expenditures 2026-27 | Projected Carry Forward 2027-28 |
| ABE Traditional | $49,016 | $740,000 | $749,436 | $39,580 |
| ABE On-reserve | $3,604 | $140,000 | $72,564 | $71,040 |
| ABE - ESWP | $4,340 | $200,000 | $206,209 | NIL |
| Total | $56,960 | $1,080,000 | $1,028,209 | $110,620 |

| English as a Subsequent Language (ESL) Financial Overview | | | |
|---|---|---|---|
| Estimated Program Reserves (as of June 30, 2026) | Budget Allocation 2026-27 | Projected Expenditures 2026-27 | Projected Carry Forward 2027-28 |
| $0 | $145,000 | $145,000 | $0 |

## INDIGENOUS ENGAGEMENT

Great Plains College is committed to advancing reconciliation and strengthening its relationships with Indigenous learners, communities, and partners across its service region. This work is guided by the Indigenous Engagement Committee (IEC), comprised of Indigenous and non-Indigenous members, including College staff and community representatives. The IEC serves as an advisory body to administration, faculty, and students, supporting the College's strategic mission.

In September 2025, the IEC formally launched its three-year Indigenous Engagement Committee Action Plan (2025-28) through a ceremony held in Maple Creek. The Action Plan focuses on four interconnected areas—Commitment, Illumination, Activation, and Renewal—and reflects a holistic, Indigenous-informed approach to growth, accountability, and change. As part of this commitment, Great Plains College also became a signatory to the Colleges and Institutes Canada (CICan) Indigenous Education Protocol, becoming the 76th institution in Canada to do so. This national framework encourages colleges to prioritize Indigenous education, support Indigenous students and staff, and embed Indigenous knowledge and culture into our practices and curriculum. Collectively, these actions reaffirm the College's commitment to reconciliation and to honouring Indigenous ways of knowing, learning, and seasonal change.

To further advance this work during the 2025-26 academic year, Great Plains College supplemented internal operational funding with external grant support through the Dakota Dunes Development Corporation (DDDC). This funding enabled enhanced engagement with Elders and Knowledge Keepers and supported learning opportunities for students, staff, and external stakeholders. The inclusion of Elder guidance and Indigenous leadership continues to be foundational to the College's Indigenous engagement efforts.

Building on this momentum, the College also introduced a new staff training initiative titled In a Good Way: From Reconciliation to ReconciliACTion. This training is designed to strengthen understanding of Indigenous histories, treaties, Métis nationhood, the impacts of colonization, and the role of education in Indigenous success. Developed and facilitated by College staff member Michele Rowe, with direct involvement from Elders and Knowledge Keepers, the training emphasizes moving beyond awareness toward meaningful action. Providing Indigenous education to staff supports the creation of culturally safe learning environments and strengthens the College's ability to respond effectively to the needs of Indigenous learners.

Looking ahead to 2026-27, Great Plains College intends to continue advancing the Indigenous Engagement Committee Action Plan through a combination of programming, staff education, and community partnership. To support this work, the College respectfully requests flexibility to utilize its ABE on-reserve allocation more broadly, allowing funds to support both traditional Adult Basic Education delivery and Indigenous engagement initiatives aligned with the IEC Action Plan.

## FOSTERING EQUITY, DIVERSITY AND INCLUSION

Great Plains College is committed to applying an Equity, Diversity, and Inclusion (EDI) lens across its programs, services, and operations to support inclusive and equitable education and promote lifelong learning for all. This commitment aligns with the United Nations' Sustainable Development Goal 4 (United Nations, 2024), which emphasizes inclusive, equitable, and quality education. Person-centered, culturally respectful, and strength-based approaches support learner independence, foster a sense of belonging, and promote global citizenship—capabilities that are increasingly essential in today's workforce.

A commitment to equity, diversity, and inclusion is both an ethical responsibility and a strategic priority for Great Plains College. Recognizing the importance of inclusive and equitable learning environments, the College identified diversity as a core value within its 2022-27 Strategic Plan and established a formal Equity, Diversity, and Inclusion Policy. As resources permit, the College will continue to take deliberate steps to identify and address structural and systemic barriers that affect access, participation, and success for students, staff, and community members.

In support of this work, Great Plains College participates in ImpAct-EDI, a national initiative launched by Colleges and Institutes Canada (CICan) in 2021 to strengthen institutional capacity for equity and inclusion across the post-secondary sector. As part of this initiative, the College joined the 50-30 Challenge in fall 2022, reflecting its commitment to fostering inclusive representation and advancing equity within leadership and decision-making structures. Participation in these initiatives supports ongoing learning and accountability while reinforcing a campus culture grounded in respect, inclusion, and equity.

The College's inaugural EDI Policy establishes clear expectations that all students, staff, and visitors uphold the institution's core values. During the 2026-27 academic year, Great Plains College will continue developing its EDI Action Plan, which will serve as a practical framework to guide implementation, monitor progress, and integrate EDI principles into institutional practices.

# PEOPLE AND CULTURE PLAN

Great Plains College recognizes that its people are essential to achieving strategic priorities and delivering high-quality programs and services across the region. The People and Culture (PC) function plays a central role in supporting a responsive and adaptable organization by aligning workforce strategies with evolving operational needs and sector realities. In an environment shaped by demographic change, competitive labour markets, and ongoing change, PC focuses on strengthening workforce capacity, supporting employees through transitions, and fostering a positive, inclusive workplace culture.

## WORKFORCE PLANNING AND RECRUITMENT STRATEGY

The College will continue to strengthen a proactive, data-informed approach to workforce planning to support long-term sustainability and continuity of service. This includes maximizing internal capacity by aligning roles and responsibilities with organizational priorities and building skills within the existing workforce where appropriate. Workforce planning will also support planned organizational restructuring and the continued centralization of administrative functions—including finance—to improve consistency, efficiency, and service delivery.

Opportunities to realign responsibilities and, where appropriate, expand the scope of existing roles will be considered to better leverage internal expertise and reduce reliance on external resources. These efforts will be undertaken with careful attention to workload management and the mitigation of burnout risks. Ongoing analysis of workforce data will inform decisions related to staffing levels, emerging service delivery pressures, and succession planning for critical and hard-to-recruit roles.

Attracting and retaining qualified employees remains a priority in a competitive rural and regional labour market. The College will continue to enhance recruitment strategies through targeted outreach and the promotion of Great Plains College as an employer of choice. Hiring processes will be streamlined to improve timeliness and candidate experience, while onboarding practices will be strengthened to support new employee integration, engagement, and long-term retention.

## STAFFING

2025-26 Updated Projections

| | In-Scope Admin. and Out-of-Scope Management | Out-of-Scope Admin. | In-Scope Instructors & EA's | Out-of-Scope Instructors | Total |
|---|---|---|---|---|---|
| **FTE** | 61.15 | 3.96 | 35.94 | 9.49 | 110.54 |
| **Employee Count** | 82 | 15 | 71 | 82 | 250 |

2026-76 Projections

| | In-Scope Admin. and Out-of-Scope Management | Out-of-Scope Admin. | In-Scope Instructors & EA's | Out-of-Scope Instructors | Total |
|---|---|---|---|---|---|
| **FTE** | 55.91 | 2.26 | 32.63 | 8.46 | 99.42 |
| **Employee Count** | 81 | 13 | 62 | 72 | 226 |

## EMPLOYEE ENGAGEMENT AND CULTURE

Great Plains College is committed to fostering a respectful, inclusive, and engaging workplace where employees feel supported, valued, and connected to the organization's mission. Informed by the results of the employee engagement survey, the People and Culture team will lead the implementation of a comprehensive three-year Employee Engagement Plan focused on priorities identified directly by staff.

Key areas of focus include enhancing the onboarding experience, strengthening workplace safety, and improving access to technology and tools—such as SharePoint—to support collaboration, communication, and knowledge sharing across the organization. Together, these initiatives are intended to strengthen employee engagement, support organizational effectiveness, and reinforce a positive workplace culture.

## LEARNING AND DEVELOPMENT

Ongoing learning and development are essential to organizational effectiveness, employee engagement, and long-term workforce sustainability. The College will align training and professional development opportunities with strategic priorities and operational requirements, ensuring employees have the skills and knowledge needed to succeed in an evolving environment.

A continued emphasis will be placed on leadership development to strengthen management capacity and support leaders as they navigate ongoing change. In parallel, the College will provide opportunities for employee upskilling and cross-training, particularly as roles evolve, and responsibilities shift in response to organizational priorities. Through these efforts, People and Culture will promote a culture of continuous improvement, adaptability, and shared accountability that supports both individual growth and organizational resilience.

## LABOUR RELATIONS AND COMPLIANCE

Great Plains College is committed to maintaining positive, respectful, and collaborative labour relations. People and Culture will continue to work constructively with union partners to support organizational change and operational needs. With the current collective agreement having expired in August 2025, PC will prepare for negotiations with the goal of achieving a fair, sustainable renewal that supports employees while aligning with the College's strategic and financial objectives.

People and Culture will also ensure the fair, transparent, and consistent application of collective agreements, policies, and procedures across the organization. This includes providing guidance on employee relations matters and maintaining compliance with employment legislation, human rights obligations, and occupational health and safety requirements. Through these efforts, the College aims to foster trust, accountability, and consistency while effectively managing risk and supporting organizational sustainability.

## KEY PRIORITIES

Over the next three years, People and Culture will focus on the following key priorities:

- Advancing workforce planning and succession management strategies to ensure continuity in critical and hard-to-recruit roles.
- Supporting the continued centralization and modernization of administrative functions to improve efficiency, consistency, and service delivery.
- Strengthening recruitment and retention in a competitive rural and regional labour market.
- Enhancing employee engagement and strengthening organizational culture.
- Building leadership capacity to support teams through ongoing change.
- Supporting effective change management across the organization.
- Strengthening approaches to workload management and employee well-being to reduce burnout and support sustainability.
- Successfully negotiating a renewed collective agreement that balances organizational sustainability with employee needs.
- Modernizing People and Culture processes, systems, and data utilization to support informed decision-making and risk management.

# INFORMATION TECHNOLOGY

Information technology is a critical enabler of student success, institutional effectiveness, and responsible financial management. As the College navigates a period of fiscal restraint and operational realignment, strategic investment in technology remains essential to support efficient service delivery, strengthen data-informed decision-making, and mitigate institutional risk.

Over the past year, the College has made significant progress in advancing its multi-year technology modernization agenda. The implementation of Dynamics 365 Business Central in March 2026 represents a major milestone in strengthening financial systems and reporting capabilities. The Dayforce payroll system is now fully operational, with additional human resource functionality continuing to be implemented. In addition, the College is proceeding with the implementation of a new budgeting system, MyBudgetFile, beginning in 2026-27, with full integration into the institutional budgeting process anticipated for 2027-28.

Substantial progress has also been made toward the implementation of the new provincial Student Information System (SIS), with engagement across many areas of the organization. The SIS is expected to be operational in 2026-27 and will significantly enhance the College's ability to manage student information, improve service delivery, and meet reporting and accountability requirements.

Collectively, these system investments are expected to reduce reliance on manual processes, improve the accuracy and timeliness of reporting, and support more responsive and informed financial and operational decision-making. The continued transition toward cloud-based platforms is also improving system resilience, scalability, and security, while reducing reliance on on-premise infrastructure.

The College is also proactively positioning itself to leverage emerging technologies, including artificial intelligence. Current efforts are focused on strengthening data quality, system integration, and governance frameworks to enable the responsible and effective use of advanced analytics and AI-driven tools. Over time, these capabilities are expected to support enhanced planning, forecasting, and service delivery across the institution.

Cybersecurity remains a significant institutional risk and a growing cost pressure. The College maintains a strong focus on threat detection, system monitoring, and staff awareness, while ensuring alignment with evolving insurer requirements and sector expectations. Active participation in the provincial Post-Secondary Sector Cybersecurity Committee continues to support collaboration, shared learning, and coordinated response across the system.

Looking ahead, Great Plains College will continue to prioritize technology investments that support government priorities and institutional objectives, including health-related programming, virtual service delivery, and improved access for students in rural and remote communities. Maintaining modern, reliable, and secure infrastructure will be critical to ensuring the College can respond to emerging opportunities, including those associated with virtual health care and evolving workforce needs.

All technology investments will continue to be carefully prioritized within a constrained fiscal environment to ensure alignment with strategic objectives, operational sustainability, and long-term value.

# LAND TRANSACTION AND OCCUPANCY PLAN

The maintenance and renewal of aging infrastructure remain an ongoing priority across the regional college system. At Great Plains College, continued investment in facilities is essential to ensure safe, accessible, and effective learning environments that support student success and evolving program delivery.

The College is grateful for the continued support of the Ministry of Advance Education through Preventative Maintenance and Renewal (PMR) funding, as well as recent targeted capital investments. For the 2026-27 fiscal year, Great Plains College has been allocated $96,500 in PMR funding, which will be matched through institutional capital reserves to advance priority infrastructure initiatives. Planned projects include multi-purpose room repairs and upgrades, window replacements, and improvements to audio-visual systems across instructional and recreational spaces. Together, these investments will enhance facility safety, functionality, and overall quality.

In addition to PMR funding, the College acknowledges and appreciates the significant targeted capital support received for critical roofing repairs, with $180,000 provided in 2025 and $220,000 in 2026. These investments address high-priority infrastructure risks and contribute meaningfully to the long-term sustainability of College facilities.

Facility capacity and space utilization continue to be areas of active management, particularly in growing regions. The Warman Campus has seen increasing demand for programming and services and is emerging as an important regional hub. To support this growth and maintain service levels, the College has expanded its footprint in the area through additional leased space, enabling greater flexibility and responsiveness to community and program needs.

In 2025-26, the College experienced significant facility challenges at its leased Martensville location following extensive water damage resulting from a major rainfall event. While the City of Martensville responded collaboratively and undertook substantial remediation efforts to support the continuation of programming, the College determined that a temporary relocation was necessary to ensure the ongoing safety and reliability of operations. As a result, Martensville programming has been relocated to Warman on an interim basis.

The College remains committed to maintaining a presence in Martensville and will continue to work with partners to identify appropriate long-term facility solutions that support sustainable program delivery in the community.

Across all campuses, the College continues to advance a longer-term approach to facilities planning and space optimization. This includes aligning infrastructure investments with program demand, supporting growth in priority areas such as health-related training, and ensuring that facilities are equipped to meet the needs of students in both urban and rural communities.

Given ongoing fiscal constraints, capital investments will continue to be carefully prioritized to address areas of highest risk while supporting strategic opportunities. Through a balanced approach that leverages both provincial support and institutional resources, the College will continue to maintain and modernize its facilities in a manner that supports long-term sustainability and responsiveness to community needs.

# LAND TRANSACTION AND OCCUPANCY PLAN

The following table presents our Land Transaction and Occupancy Plan.

**Land Transaction and Occupancy Plan Summary**

| Facility/ Land Description | Address | Owned/ Leased | Lessor Name | Size | Lease Expiry Date | Annual Lease Cost including GST | Annual Operating Cost including GST** | Occupancy Plan* |
|---|---|---|---|---|---|---|---|---|
| Swift Current Campus | 129 2nd Ave NE Swift Current | Owned | | 65,000 sq ft | | | $743,460 | Renovate & Repair as needed |
| Swift Current GPC North | 129 2nd Ave NE Swift Current | Owned | | 3,500 sq ft | | | $39,129 | Renovate & Repair as needed |
| Maple Creek Program Centre | 20 Pacific Ave Maple Creek | Owned | | 3,500 sq ft | | | $40,070 | Renovate & Repair as needed |
| Kindersley Campus | 514 Main St Kindersley | Owned | | 11,000 sq ft | | | $89,374 | Renovate & Repair as needed |
| Biggar Program Centre | 701 Dominion Street Biggar | Joint use with School Division | | 8,750 sq ft | | | $42,900 | Renovate & Repair as needed |
| Warman Campus | 201 Central Ave Warman | Joint Use with School Division | | 6,090 sq ft | | | $54,690 | Renovate & Repair as needed |
| Warman GPC North part I | 110 Central Street Warman | Leased | Crystal Clear Developments | 4,161 sq ft | Aug 31, 2027 | $173,250 | | Renew as needed |
| Warman GPC North part II | 110 Central Street Warman | Leased | Cristal Clear Developments | 2,741 Sq ft | Aug 31, 2028 | $58,656 | | Additional space Sept 2026 |
| Student Residence in Swift Current | 34-35 Sidney St East Swift Current | Owned | | 4,220 sq ft on two levels | | | $24,000 | Renovations in 2025-26 |
| Biggar SHA Lab Room | 501-1st Ave West Biggar, SK | Leased | Saskatchewan Health Authority | 648 sq ft | Sept 30, 2029 | $10,800 | | Renew as needed |
| **Totals** | | | | | | **$242,706** | **$1,033,623** | |

# 2026-27 BUDGET - FINANCIAL OVERVIEW AND OUTLOOK

## PART A: FINANCIAL POSITION AND KEY ASSUMPTIONS

Great Plains College projects total revenues and expenditures of approximately $16 million for the 2026-27 fiscal year. The College anticipates a planned operating fund deficit of $504,906, a capital fund deficit of $533,500, and a scholarship fund deficit of $31,496, resulting in a total projected deficit of $1,069,902 across all funds.

While a deficit of this magnitude is never taken lightly, it is important to note that this represents a significant improvement over the projected 2025-26 total deficit of $1,457,504, a reduction of approximately $387,600, or 27 per cent year-over-year. This improvement reflects the deliberate and disciplined actions the College has taken to align expenditures with available resources and is a tangible indicator of progress toward longer-term financial sustainability.

Great Plains College is genuinely appreciative of the Ministry of Advanced Education's renewal of a multi-year funding agreement providing a 3 per cent annual operating funding increase through 2029-30. This commitment represents a meaningful and welcome shift in the College's planning environment. The four-year funding horizon provides a level of predictability that was previously unavailable, enabling more informed and confident decision-making across operational, capital, and program planning.

The 2026-27 budget is based on the following key assumptions:

- Provincial operating funding based on the confirmed multi-year funding agreement, including a 3 per cent annual increase.
- Tuition revenue reflecting a maximum allowable increase of 3 per cent, in accordance with provincial policy.
- Enrolment projections that reflect current trends and anticipated impacts from changes to international student pathways.
- Salary and benefit costs based on existing agreements, with acknowledgement of potential future pressures related to collective bargaining outcomes.
- Non-salary operating expenditures informed by program plans, historical trends, and inflationary expectations.
- Continued investment in essential capital maintenance and equipment replacement within available Preventative Maintenance and Renewal (PMR) funding.

*Note: See Appendix A for the Projected Financial Statements.*

## PART B: FINANCIAL IMPACTS OF IDENTIFIABLE RISKS

Great Plains College continues to operate in an environment characterized by increasing cost pressures and evolving revenue streams. The following key risks and opportunities have been identified as having potential material impact on the College's financial position:

*Collective Bargaining*

The current collective agreement expired on August 31, 2025, and the College is preparing for negotiations with its union partners. Great Plains College approaches this process in good faith, with a commitment to reaching a fair and sustainable agreement that supports employees while remaining aligned with the institution's financial realities.

It is important that readers of this Business Plan understand that the outcome of collective bargaining represents one of the most significant financial variables facing the College over the planning horizon. Under the terms of the multi-year funding agreement, any compensation increases resulting from a new collective agreement must be absorbed within the existing funding envelope rather than receiving separate allocations. As a result, the magnitude of any settlement will have a direct and material impact on the College's operating position. The College is hopeful that a mutually beneficial resolution can be reached and will manage this process with both fiscal prudence and genuine respect for its workforce.

*International Student Enrolment*

Revenue projections reflect the ongoing decline in international student enrolment resulting from federal policy changes. New international student enrolment is projected at 32 students in 2026-27, compared to 88 in 2025-26. This reduction represents a material downward pressure on tuition revenue that has been incorporated into the budget. Should federal policy stabilize or improve, there is potential for upside recovery in this revenue stream in future years.

*Targeted Program Funding Opportunities*

While base operating funding is fixed within the multi-year agreement, Great Plains College is encouraged by the provincial government's continued openness to targeted program funding in areas of labour market priority. Healthcare training represents the most significant opportunity in this regard. The College has demonstrated strong outcomes in Health Human Resources programming and is actively seeking additional HHR targeted funding to advance its healthcare training ambitions, including the planned expansion of Practical Nursing at both the Kindersley and Warman campuses. The College looks forward to continued dialogue with the Ministry on these opportunities and is committed to being a meaningful partner in Saskatchewan's healthcare workforce strategy.

*Revenue Diversification*

The College is actively advancing ancillary and partnership-based revenue opportunities, including student housing, facility rentals, and sponsorship arrangements. Facility and parking rental income is projected to increase approximately 18 per cent in 2025-26 and a further 9 per cent in 2026-27. The Swift Current student residence, upon reaching full occupancy, is projected to generate net operating income of approximately $46,000 before debt servicing, with an anticipated net cash flow of approximately $15,000 annually. These emerging revenue streams, while modest in the near term, are expected to contribute meaningfully to revenue diversification over the planning horizon.

## PART C: SURPLUS UTILIZATION / DEFICIT MANAGEMENT PLAN

*Internally Restricted and Unrestricted Operating Surplus*

The table below outlines the College's projected reserve position through the planning horizon. Total financial reserves stood at $2,389,260 as of June 30, 2025, and are projected to decline to $733,494 by June 30, 2027 — a reduction of approximately $1,655,766, or 69 per cent over two years. It is important to note that a significant portion of the accumulated surplus is invested in capital assets and is therefore not available to support ongoing operations.

The Board of Directors has authorized the planned use of available reserves to support the managed transition through the current period of structural adjustment. This approach is deliberate and time-limited, with a clear target of stabilizing operations and achieving a balanced operating position by 2028-29.

| | **June 30, 2025 Actual** | **June 30, 2026 Estimated** | **June 30, 2027 Budget** |
|---|---|---|---|
| **Internally Restricted Operating Surplus** | $2,193,410 | $1,035,780 | $558,202 |
| Unrestricted Operating Surplus | $195,850 | $283,815 | $175,292 |
| **Total Financial Reserves** | **$2,389,260** | **$1,319,595** | **$733,494** |

*Deficit Management*

The planned deficits over the 2025-26 to 2027-28 period are recognized as part of a managed transition strategy rather than an indicator of structural failure. These deficits reflect both external pressures and the time required to implement lasting adjustments to the College's operating model.

Great Plains College is actively managing its return to financial balance through a combination of the following measures:

- Ongoing vacancy management and administrative restructuring to reduce expenditure pressures
- Revenue diversification through ancillary activities, facility utilization, and sponsorship development
- Strategic program realignment to focus resources on financially sustainable, labour-market-aligned programming
- Continued pursuit of targeted program funding, particularly in Health Human Resources
- Leveraging technology investments to reduce manual processes and improve operational efficiency

The College recognizes that reserve balances will be significantly reduced over the planning horizon, limiting the ability to rely on this approach beyond the current period. Rebuilding reserve capacity over the medium term is a stated priority. Adequate reserves will be essential to addressing future capital requirements, managing program and enrolment fluctuations, and responding to emerging operational risks.

Throughout this transition period, Great Plains College remains committed to transparent, accountable, and prudent financial management. The progress reflected in this budget and the strategic actions across the organization demonstrate the College's capacity and determination to navigate this period while continuing to serve its students, communities, and the province of Saskatchewan.

NOTE: See Appendix A for the Projected Financial Statements.

# BUDGET ESTIMATES

## 1. Funding Scenarios for 2027-28 and 2028-29

The multi-year funding agreement provides a known and stable base operating grant increase of 3 per cent annually through 2029-30, offering meaningful planning certainty. Program grant funding is held at status quo for the estimate years, consistent with Ministry direction. Tuition revenue projections reflect a 3 per cent annual increase in accordance with provincial policy, applied against enrolment assumptions that account for the ongoing impacts of international student policy changes and domestic enrolment trends.

The most significant expenditure variable over the estimate period remains the outcome of collective bargaining. Under the multi-year funding agreement, any salary settlements must be absorbed within the base funding envelope. Depending on the magnitude of any agreement reached, additional expenditure reductions may be required to maintain a path toward a balanced operating position. The College will continue to assess and manage this risk through vacancy management, administrative efficiency, and strategic program alignment.

The College remains cautiously optimistic that continued progress in revenue diversification, including ancillary revenue growth, targeted HHR funding, and facility optimization, will contribute positively to the financial outlook over the estimate period and support the targeted return to a balanced position by 2028-29.

| Table 1<br>Resource Allocation Summary | 2024-25<br>Actual | 2025-26<br>Budget | 2025-26<br>Forecast | 2026-27<br>Budget<br>Year 1 | 2027-28<br>Estimate<br>Year 2 | 2028-29<br>Estimate<br>Year 3 |
|---|---|---|---|---|---|---|
| **Revenues** | | | | | | |
| - Operating Grant Funding | 5,856,100 | 5,308,100 | 5,496,350 | 6,003,295 | 6,047,922 | 6,229,360 |
| - Program Grant Funding | 3,144,000 | 3,314,000 | 3,314,000 | 3,314,000 | 3,314,000 | 3,314,000 |
| - Tuition | 2,080,487 | 1,959,532 | 2,077,135 | 1,971,377 | 2,050,290 | 2,111,799 |
| - International | 1,419,889 | 1,442,780 | 985,172 | 598,151 | 610,113 | 610,113 |
| - Other Sources | 3,320,879 | 3,276,164 | 3,412,784 | 3,057,068 | 3,058,106 | 3,088,687 |
| **Total Revenues** | 15,821,355 | 15,300,576 | 15,285,441 | 14,943,891 | 15,080,431 | 15,353,958 |
| **Expenditures** | | | | | | |
| - Out of Scope Salaries | 1,797,383 | 1,776,837 | 1,762,290 | 1,712,282 | 1,729,763 | 1,764,358 |
| - Academic In-Scope | 3,771,798 | 3,734,938 | 3,772,361 | 3,585,843 | 3,649,308 | 3,722,294 |
| - Professional In-Scope | 2,943,711 | 2,915,104 | 2,944,150 | 2,798,581 | 2,848,113 | 2,905,075 |
| - Other Salaries | 632,417 | 627,160 | 632,511 | 601,238 | 611,879 | 624,116 |
| - Benefits | 1,665,234 | 1,650,205 | 1,700,843 | 1,579,622 | 1,620,404 | 1,652,812 |
| Sub-total Salaries and Benefits | 10,810,543 | 10,704,244 | 10,812,154 | 10,277,566 | 10,459,466 | 10,668,655 |
| International | 1,703,376 | 1,150,763 | 1,116,574 | 690,056 | 703,857 | 721,453 |
| Other Operating Expenses | 3,530,689 | 4,439,945 | 4,814,217 | 5,046,171 | 5,130,723 | 5,258,991 |
| **Total Expenditures** | 16,044,608 | 16,294,952 | 16,742,945 | 16,013,793 | 16,294,046 | 16,649,100 |
| **Annual Operating (Deficit) Surplus** | ( 223,253) | ( 994,376) | ( 1,457,504) | (1,069,902) | ( 1,213,615) | ( 1,295,141) |

## 2. Supplementary Salary Detail

Key salary assumptions include:

- Out-of-scope and in-scope salary costs are based on existing agreements and current staffing complement
- The current collective agreement expired August 31, 2025; bargaining outcomes are not reflected in current projections and represent a material upside risk to expenditures
- Staffing levels reflect planned reductions through vacancy management, as outlined in the People and Culture section of this Business Plan
- Total projected FTEs decrease from 110.54 in 2025-26 to 99.42 in 2026-27, reflecting deliberate workforce rightsizing

**Supplementary Salary Detail**

| | |
|---|---|
| **Salary in Year 2026-27 (from Table 1)** | 10,277,566 |
| - Annual Merit Increases | 95,000 |
| - Annual Economic Adjustment | 40,000 |
| - Base Adjustments | 46,904 |
| - Position Adjustments | (4) |
| **Salary in Year 2027-28 (from Table 1)** | 10,459,466 |

| **Staff Counts** | **2024-25 Actual** | **2025-26 Estimate** | **2026-27 Budget** |
|---|---|---|---|
| - Out-of-scope salaries (Mgt) | 14 | 19 | 17 |
| - Academic in-scope (Instructors) | 80 | 72 | 65 |
| - Professional in-scope (Admin) | 61 | 60 | 57 |
| - Other salaries (Out of Contract - Admin + Instructors) | 84 | 75 | 71 |
| Total Staff | 239.00 | 226.00 | 210.00 |

| **FTE Counts** | **2024-25 Actual** | **2025-26 Estimate** | **2026-27 Budget** |
|---|---|---|---|
| - Out-of-scope salaries (Mgt) | 17.80 | 18.80 | 16.80 |
| - Academic in-scope (Instructors) | 37.37 | 42.50 | 35.93 |
| - Professional in-scope (Admin) | 46.14 | 43.65 | 42.11 |
| - Other salaries (Out of Contract - Admin + Instructors) | 10.50 | 10.23 | 11.23 |
| Total FTE | 111.81 | 115.18 | 106.07 |

## 3. Internally Restricted Operating Surplus and Unrestricted Operating Surplus

The College's reserve position is projected to decline materially over the planning horizon as reserves are utilized to support the managed operating transition. The Board has approved this drawdown as a time-limited and necessary measure, with a commitment to reserve rebuilding as financial sustainability is restored.

The College's reserve utilization plan is directly tied to the strategic and operational actions outlined throughout this Business Plan. Should any of the identified revenue diversification or targeted funding initiatives outperform projections, the College will prioritize directing any resulting surplus toward reserve restoration ahead of schedule.

| Table 2<br>Accumulated Operating Surplus | 2024-25 Actual | 2025-26 Budget | 2025-26 Forecast * | 2026-27 Budget Year 1 | 2027-28 Estimate Year 2 | 2028-29 Estimate Year 3 |
|---|---|---|---|---|---|---|
| Restricted/Unrestricted Op. Surplus - beginning | 12,788,936 | 11,954,763 | 12,565,683 | 11,108,179 | 10,038,277 | 8,824,662 |
| Restricted/Unrestricted Op. Surplus - ending | 12,565,683 | 10,960,387 | 11,108,179 | 10,038,277 | 8,824,662 | 7,529,521 |

** Please note that Accumulated Operating Surplus includes surplus invested in Tangible Capital Assets. This was $9,788,283 ending June 30, 2026.*

NOTE: See Appendix A for the Projected Financial Statements.

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# APPENDICES

# APPENDIX A - PROJECTED FINANCIAL STATEMENTS

Statement 1

**Great Plains College**
**Projected Statement of Financial Position**
**as at June 30, 2027**

| | 2028 Forecast | 2027 Budget | 2026 Budget | 2026 Estimated | 2025 Actual |
|---|---|---|---|---|---|
| **Financial Assets** | | | | | |
| Cash and cash equivalents | $ 178,032 | **$ 191,853** | $ 368,738 | $ 357,561 | $ 1,239,380 |
| Accounts receivable | 232,500 | **242,800** | 510,000 | 390,000 | 920,427 |
| Inventories for resale | 30,000 | **35,000** | 40,000 | 50,000 | 72,766 |
| Portfolio investments | 2,270,018 | **3,058,841** | 2,820,073 | 2,984,235 | 2,897,316 |
| **Total Financial Assets** | 2,710,550 | **3,528,494** | 3,738,811 | 3,781,796 | 5,129,889 |
| **Liabilities** | | | | | |
| Accrued salaries and benefits | 750,000 | **720,000** | 750,000 | 710,000 | 807,744 |
| Accounts payable and accrued liabilities | 170,000 | **170,000** | 150,000 | 150,000 | 270,268 |
| Deferred revenue | 1,350,500 | **1,625,000** | 1,650,000 | 1,350,000 | 1,423,824 |
| Liability for employee future benefits | 305,000 | **295,000** | 285,000 | 266,900 | 265,600 |
| **Total Financial Assets** | 2,575,500 | **2,810,000** | 2,835,000 | 2,476,900 | 2,767,436 |
| **Net Financial Assets** | 135,050 | **718,494** | 903,811 | 1,304,896 | 2,362,453 |
| **Non-Financial Assets** | | | | | |
| Tangible capital assets | 8,679,612 | **9,304,783** | 10,041,580 | 9,788,283 | 10,176,420 |
| Prepaid expenses | 10,000 | **15,000** | 15,000 | 15,000 | 26,810 |
| **Total Non-Financial Assets** | 8,689,612 | **9,319,783** | 10,056,580 | 9,803,283 | 10,203,230 |
| **Total Accumulated Surplus** | $ 8,824,662 | **$ 10,038,277** | $ 10,960,391 | $ 11,108,179 | $ 12,565,683 |

Statement 2

**Great Plains College**
**Projected Statement of Operations and Accumulated Surplus**
**for the year ended June 30, 2027**

| | 2028 Forecast | 2027 Budget | 2026 Budget | 2026 Estimated | 2025 Actual |
|---|---|---|---|---|---|
| **Revenues** (Schedule 2) | | | | | |
| Provincial government | | | | | |
| Grants | $ 9,531,222 | **$ 9,486,595** | $ 8,762,900 | $ 8,951,150 | $ 9,299,400 |
| Other | 880,951 | **880,951** | 967,713 | 969,531 | 604,284 |
| Federal government | | | | | |
| Grants | 810,854 | **810,854** | 810,854 | 810,854 | 777,420 |
| Other revenue | | | | | |
| Contracts | 380,268 | **377,958** | 488,750 | 561,315 | 619,714 |
| Interest | 181,500 | **181,500** | 181,500 | 181,500 | 229,674 |
| Rents | 156,460 | **154,200** | 128,000 | 143,000 | 119,796 |
| Resale items | 4,000 | **4,000** | 4,000 | 4,000 | 4,840 |
| Tuitions | 2,660,403 | **2,569,528** | 3,402,312 | 3,062,307 | 3,500,376 |
| Donations | 102,255 | **103,255** | 119,000 | 100,880 | 192,475 |
| Other | 372,518 | **375,050** | 435,547 | 500,903 | 473,376 |
| Total Revenues | 15,080,431 | **14,943,891** | 15,300,576 | 15,285,440 | 15,821,355 |
| **Expenses** (Schedule 3) | | | | | |
| General | 8,124,040 | **7,772,603** | 7,654,675 | 7,872,425 | 7,612,115 |
| Skills training | 4,616,474 | **4,691,558** | 5,017,876 | 5,095,040 | 4,681,754 |
| Basic education | 1,994,136 | **1,992,957** | 2,079,013 | 2,073,651 | 2,198,785 |
| University | 196,900 | **193,069** | 171,097 | 173,625 | 95,956 |
| Services | 1,120,648 | **1,118,757** | 1,120,691 | 1,217,420 | 1,157,329 |
| Scholarships | 229,050 | **229,050** | 248,000 | 307,050 | 257,075 |
| Development | 12,800 | **15,800** | 3,600 | 3,735 | 41,594 |
| Total Expenses | 16,294,048 | **16,013,794** | 16,294,952 | 16,742,946 | 16,044,608 |
| Surplus (Deficit) for the Year from Operations | (1,213,617) | **(1,069,903)** | (994,376) | (1,457,506) | (223,253) |
| Accumulated Operating Surplus, Beginning of Year | 10,038,277 | **11,108,179** | 11,954,767 | 12,565,683 | 12,788,936 |
| Accumulated Operating Surplus, End of Year | $ 8,824,662 | **$ 10,038,277** | $ 10,960,391 | $ 11,108,179 | $ 12,565,683 |

**Statement 3**

**Great Plains College**
**Projected Statement of Changes in Net Financial Assets**
**as at June 30, 2027**

| | 2027 Budget | 2026 Budget | 2026 Estimated | 2025 Actual |
|---|---|---|---|---|
| **Net Financial Assets, Beginning of Year** | **$ 1,304,896** | $ 1,657,748 | $ 2,362,453 | $ 2,440,609 |
| **(Deficit) surplus for the Year from Operations** | **(1,069,903)** | (994,376) | (1,457,506) | (223,253) |
| Acquisition of tangible capital assets | **(146,499)** | (385,000) | (237,300) | (426,290) |
| Amortization of tangible capital assets | **630,000** | 625,439 | 625,439 | 589,624 |
| (Increase) decrease in prepaid expenses | **-** | - | 11,810 | (15,399) |
| **Change in Net Financial Assets** | **(586,402)** | (753,937) | (1,057,557) | (78,156) |
| **Net Financial Assets, End of Year** | **$ 718,494** | $ 903,811 | $ 1,304,896 | $ 2,362,453 |

Statement 4

**Great Plains College**
**Projected Statement of Cash Flows**
**for the year ended June 30, 2027**

| | 2027 Budget | 2026 Budget | 2026 Estimated | 2025 Actual |
|---|---|---|---|---|
| **Operating Activities** | | | | |
| (Deficit) Surplus for the year from operations | **$ (1,069,903)** | $ (994,376) | $ (1,457,506) | $ (223,253) |
| Non-cash items included in (deficit) surplus | | | | |
| Amortization of tangible capital assets | **630,000** | 625,439 | 625,439 | 589,624 |
| Changes in non-cash working capital | | | | |
| Decrease (increase) in accounts receivable | **147,200** | 102,847 | 530,427 | (135,056) |
| Decrease (increase) in inventories for resale | **15,000** | 10,000 | 22,766 | (37,292) |
| Increase (decrease) in accrued salaries and benefits | **10,000** | - | (97,744) | (554,493) |
| Increase (decrease) in accounts payable and accrued liabilities | **20,000** | - | (120,268) | (42,654) |
| Increase (decrease) in deferred revenue | **275,000** | - | (73,824) | (590,095) |
| Increase in employee future benefits | **28,100** | 9,376 | 1,300 | 4,100 |
| Decrease (increase) in prepaid expenses | **-** | - | 11,810 | (15,399) |
| **Cash Provided (Used) by Operating Activities** | **55,397** | (246,714) | (557,600) | (1,015,765) |
| **Capital Activities** | | | | |
| Cash used to acquire tangible capital assets | **(146,499)** | (385,000) | (237,300) | (426,290) |
| Proceeds on disposal of tangible capital assets | **-** | - | - | 8,409 |
| **Cash (Used) by Operating Activities** | **(146,499)** | (385,000) | (237,300) | (417,881) |
| **Investing Activities** | | | | |
| Cash used to acquire portfolio investments | **(74,606)** | (68,782) | (86,919) | (226,160) |
| Proceeds from disposal of portfolio investments | **-** | - | - | - |
| **Cash (Used) by Investing Activities** | **(74,606)** | (68,782) | (86,919) | (226,160) |
| **Increase (Decrease) in Cash and Cash equivalents** | **(165,708)** | (700,496) | (881,819) | (1,659,806) |
| **Cash and Cash Equivalents, Beginning of Year** | **357,561** | 1,069,234 | 1,239,380 | 2,899,186 |
| **Cash and Cash Equivalents, End of Year** | **$ 191,853** | $ 368,738 | $ 357,561 | $ 1,239,380 |

Schedule 1

**GREAT PLAINS COLLEGE**
**Projected Schedule of Revenue and Expenses by Function**
**for the year ended June 30, 2027**

| | 2027 Projected | | | | | | | | | | 2027 | 2026 | 2026 | 2028 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | General | Skills Training | | Basic Education | | Services | | University | Scholarships | Development | Projected | Budget | Estimated | Forecast |
| | | Credit | Non-credit | Credit | Non-credit | Learner Support | Counsel | Credit | | | | | | |
| **REVENUES** | | | | | | | | | | | | | | |
| **Provincial Government** | | | | | | | | | | | | | | |
| Operating Grant | $5,950,295 | $ - | $ - | $ - | $ - | $ 53,000 | $ - | $ - | $ - | $ - | $ 6,003,295 | $ 5,308,100 | $ 5,496,350 | $ 6,047,922 |
| Program Payments | | 2,169,000 | - | 800,000 | 345,000 | - | - | - | - | - | 3,314,000 | 3,314,000 | 3,314,000 | 3,314,000 |
| Other | 96,500 | - | - | - | - | - | - | - | 72,800 | - | 169,300 | 140,800 | 140,800 | 169,300 |
| | 6,046,795 | 2,169,000 | - | 800,000 | 345,000 | 53,000 | - | - | 72,800 | - | 9,486,595 | 8,762,900 | 8,951,150 | 9,531,222 |
| Other Provincial | - | 808,553 | - | - | 72,398 | - | - | - | - | - | 880,951 | 967,713 | 969,531 | 880,951 |
| | 6,046,795 | 2,977,553 | - | 800,000 | 417,398 | 53,000 | - | - | 72,800 | - | 10,367,546 | 9,730,613 | 9,920,681 | 10,412,173 |
| **Federal Government** | - | - | - | - | 810,854 | - | - | - | - | - | 810,854 | 810,854 | 810,854 | 810,854 |
| **Other Revenue** | | | | | | | | | | | | | | |
| Contracts | 182,458 | 105,000 | 10,500 | 80,000 | - | - | - | - | - | - | 377,958 | 488,750 | 561,315 | 380,268 |
| Interest | 160,000 | - | - | - | - | - | - | - | 21,500 | - | 181,500 | 181,500 | 181,500 | 181,500 |
| Rents | 154,200 | - | - | - | - | - | - | - | - | - | 154,200 | 128,000 | 143,000 | 156,460 |
| Resale Items | 4,000 | - | - | - | - | - | - | - | - | - | 4,000 | 4,000 | 4,000 | 4,000 |
| Tuitions | | 2,346,731 | 37,595 | - | - | - | - | 185,202 | - | - | 2,569,528 | 3,402,312 | 3,062,307 | 2,660,403 |
| Other | 260,850 | 73,000 | - | - | 3,700 | 37,500 | - | - | 103,255 | - | 478,305 | 554,547 | 601,783 | 474,773 |
| | 761,508 | 2,524,731 | 48,095 | 80,000 | 3,700 | 37,500 | - | 185,202 | 124,755 | - | 3,765,491 | 4,759,109 | 4,553,905 | 3,857,404 |
| **Total Revenues** | 6,808,303 | 5,502,284 | 48,095 | 880,000 | 1,231,952 | 90,500 | - | 185,202 | 197,555 | - | 14,943,891 | 15,300,576 | 15,285,440 | 15,080,431 |
| **EXPENSES** | | | | | | | | | | | | | | |
| Agency Contracts | 177,675 | 1,028,515 | 17,250 | 9,000 | 56,250 | 13,000 | 35,700 | 191,569 | - | - | 1,528,959 | 1,557,208 | 1,562,739 | 1,630,223 |
| Amortization | 630,000 | | - | - | - | - | - | - | - | - | 630,000 | 625,439 | 625,439 | 628,000 |
| Equipment | 197,665 | 253,800 | - | - | - | 2,500 | - | - | - | - | 453,965 | 384,000 | 568,599 | 460,609 |
| Facilities | 528,740 | 27,000 | - | 218,067 | 13,700 | - | - | - | - | - | 787,507 | 749,574 | 780,370 | 812,815 |
| Information Technology | 351,260 | | - | - | - | - | - | - | - | - | 351,260 | 380,550 | 398,400 | 359,262 |
| Operating | 1,104,945 | 457,601 | 550 | 37,000 | 104,240 | 500 | 33,350 | 1,500 | 229,050 | 15,800 | 1,984,536 | 1,867,937 | 1,995,245 | 1,943,673 |
| Personal Services | 4,782,318 | 2,891,898 | 14,944 | 489,176 | 1,065,524 | 131,837 | 901,870 | - | - | - | 10,277,567 | 10,730,244 | 10,812,154 | 10,459,466 |
| **Total Expenses** | 7,772,603 | 4,658,814 | 32,744 | 753,243 | 1,239,714 | 147,837 | 970,920 | 193,069 | 229,050 | 15,800 | 16,013,794 | 16,294,952 | 16,742,946 | 16,294,048 |
| **Excess (deficiency) of revenues over expenses** | $ (964,300) | $ 843,470 | $ 15,351 | $ 126,757 | $ (7,762) | $ (57,337) | $ (970,920) | $ (7,867) | $ (31,495) | $ (15,800) | $ (1,069,903) | $ (994,376) | $ (1,457,506) | $ (1,213,617) |

Schedule 2

## GREAT PLAINS COLLEGE
### Projected Schedule of Revenues by Function
for the year ended June 30, 2027

| | 2027 Projected Revenues | | | | | | | | | | 2027 | 2026 | 2026 | 2028 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | General | Skills Training | | Basic Education | | Services | | University | Scholarships | Development | | | | |
| | | Credit | Non-credit | Credit | Non-credit | Learner Support | Counsel | Credit | | | Budget | Budget | Estimated | Forecast |
| **Provincial Government** | | | | | | | | | | | | | | |
| Adv Ed/Immigration & Career | | | | | | | | | | | | | | |
| Operating Grant | $ 5,950,295 | $ - | $ - | $ - | $ - | $ 53,000 | $ - | $ - | $ - | $ - | $ 6,003,295 | $ 5,308,100 | $ 5,496,350 | $ 6,047,922 |
| Program Grants | | 2,169,000 | - | 800,000 | 345,000 | - | - | - | - | - | 3,314,000 | 3,314,000 | 3,314,000 | 3,314,000 |
| Capital Grants | 96,500 | - | - | - | - | - | - | - | - | - | 96,500 | 68,000 | 68,000 | 96,500 |
| | 6,046,795 | 2,169,000 | - | 800,000 | 345,000 | 53,000 | - | - | - | - | 9,413,795 | 8,690,100 | 8,878,350 | 9,458,422 |
| Other | - | - | - | - | - | - | - | - | 72,800 | - | 72,800 | 72,800 | 72,800 | 72,800 |
| | 6,046,795 | 2,169,000 | - | 800,000 | 345,000 | 53,000 | - | - | 72,800 | - | 9,486,595 | 8,762,900 | 8,951,150 | 9,531,222 |
| Other Provincial | - | 808,553 | - | - | 72,398 | - | - | - | - | - | 880,951 | 967,713 | 969,531 | 880,951 |
| **Total Provincial** | 6,046,795 | 2,977,553 | - | 800,000 | 417,398 | 53,000 | - | - | 72,800 | - | 10,367,546 | 9,730,613 | 9,920,681 | 10,412,173 |
| **Federal Government** | | | | | | | | | | | | | | |
| Program Grants | - | - | - | - | 810,854 | - | - | - | - | - | 810,854 | 810,854 | 810,854 | 810,854 |
| **Total Federal** | - | - | - | - | 810,854 | - | - | - | - | - | 810,854 | 810,854 | 810,854 | 810,854 |
| **Other Revenue** | | | | | | | | | | | | | | |
| Contracts | 182,458 | 105,000 | 10,500 | 80,000 | - | - | - | - | - | - | 377,958 | 488,750 | 561,315 | 380,268 |
| Interest | 160,000 | - | - | - | - | - | - | - | 21,500 | - | 181,500 | 181,500 | 181,500 | 181,500 |
| Rents | 154,200 | - | - | - | - | - | - | - | - | - | 154,200 | 128,000 | 143,000 | 156,460 |
| Resale Items | 4,000 | - | - | - | - | - | - | - | - | - | 4,000 | 4,000 | 4,000 | 4,000 |
| Tuitions | - | 2,346,731 | 37,595 | - | - | - | - | 185,202 | - | - | 2,569,528 | 3,402,312 | 3,062,307 | 2,660,403 |
| Donations | - | - | - | - | - | - | - | - | 103,255 | - | 103,255 | 119,000 | 100,880 | 102,255 |
| Other | 260,850 | 73,000 | - | - | 3,700 | 37,500 | - | - | - | - | 375,050 | 435,547 | 500,903 | 372,518 |
| **Total Other** | 761,508 | 2,524,731 | 48,095 | 80,000 | 3,700 | 37,500 | - | 185,202 | 124,755 | - | 3,765,491 | 4,759,109 | 4,553,905 | 3,857,404 |
| **Total Revenues** | $ 6,808,303 | $ 5,502,284 | $ 48,095 | $ 880,000 | $ 1,231,952 | $ 90,500 | $ - | $ 185,202 | $ 197,555 | $ - | $ 14,943,891 | $ 15,300,576 | $ 15,285,440 | $ 15,080,431 |

GREAT PLAINS COLLEGE
Projected Schedule of Expenses by Function
for the year ended June 30, 2027

Schedule 3

| | 2027 Projected Expenses | | | | | | | | | | 2027 | 2026 | 2026 | 2028 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | General | Skills Training | | Basic Education | | Services | | University | Scholarships | Development | Budget | Budget | Estimated | Forecast |
| | | Credit | Non-credit | Credit | Non-credit | Learner Support | Counsel | Credit | | | | | | |
| **Agency** | | | | | | | | | | | | | | |
| Agency Contracts | $ 177,175 | $ 764,435 | $ 10,550 | $9,000 | $ 56,250 | $ 13,000 | $ 35,700 | $ 191,569 | $ - | $ - | $ 1,257,679 | $ 1,265,183 | $ 1,304,438 | $ 1,353,527 |
| Contract Instructors | 500 | 264,080 | 6,700 | - | - | - | - | - | - | - | 271,280 | 292,025 | 258,301 | 276,696 |
| **Total Agency** | 177,675 | 1,028,515 | 17,250 | 9,000 | 56,250 | 13,000 | 35,700 | 191,569 | - | - | 1,528,959 | 1,557,208 | 1,562,739 | 1,630,223 |
| **Amortization** | 630,000 | - | - | - | - | - | - | - | - | - | 630,000 | 625,439 | 625,439 | 628,000 |
| **Equipment** | | | | | | | | | | | | | | |
| Non-Capital Equip | 11,150 | 3,000 | - | - | - | - | - | - | - | - | 14,150 | 33,500 | 127,133 | 15,328 |
| Rental | 66,105 | 217,500 | - | - | - | 2,500 | - | - | - | - | 286,105 | 216,500 | 289,766 | 288,910 |
| Repairs & Maint | 7,260 | 33,300 | - | - | - | - | - | - | - | - | 40,560 | 23,000 | 39,700 | 40,963 |
| Vehicle Lease | 113,150 | - | - | - | - | - | - | - | - | - | 113,150 | 111,000 | 112,000 | 115,408 |
| **Total Equipment** | 197,665 | 253,800 | - | - | - | 2,500 | - | - | - | - | 453,965 | 384,000 | 568,599 | 460,609 |
| **Facilities** | | | | | | | | | | | | | | |
| Building Supplies | 1,000 | - | - | - | - | - | - | - | - | - | 1,000 | - | 500 | 2,000 |
| Grounds | 30,315 | - | - | - | - | - | - | - | - | - | 30,315 | 29,300 | 27,300 | 32,881 |
| Janitorial | 92,775 | - | - | - | - | - | - | - | - | - | 92,775 | 86,000 | 86,000 | 98,073 |
| Rental | 5,000 | 27,000 | - | 218,067 | 13,700 | - | - | - | - | - | 263,767 | 248,274 | 250,570 | 254,503 |
| Repairs & Maint Buildings | 124,500 | - | - | - | - | - | - | - | - | - | 124,500 | 119,000 | 148,000 | 137,500 |
| Utilities | 275,150 | - | - | - | - | - | - | - | - | - | 275,150 | 267,000 | 268,000 | 287,858 |
| **Total Facilities** | 528,740 | 27,000 | - | 218,067 | 13,700 | - | - | - | - | - | 787,507 | 749,574 | 780,370 | 812,815 |
| **Total Information Technology** | | | | | | | | | | | | | | |
| Computer Services | 50,500 | - | - | - | - | - | - | - | - | - | 50,500 | 56,200 | 48,000 | 50,501 |
| Data Communications | 21,000 | - | - | - | - | - | - | - | - | - | 21,000 | 17,000 | 17,000 | 21,000 |
| Equipment | 80,000 | - | - | - | - | - | - | - | - | - | 80,000 | 98,750 | 112,800 | 90,000 |
| Materials & Supplies | 18,000 | - | - | - | - | - | - | - | - | - | 18,000 | 24,000 | 18,000 | 19,000 |
| Repairs & Maint | 3,000 | - | - | - | - | - | - | - | - | - | 3,000 | 3,000 | - | 3,000 |
| Software | 178,760 | - | - | - | - | - | - | - | - | - | 178,760 | 181,600 | 202,600 | 175,761 |
| **Total Information Technology** | 351,260 | - | - | - | - | - | - | - | - | - | 351,260 | 380,550 | 398,400 | 359,262 |
| **Personal Services** | | | | | | | | | | | | | | |
| Employee Benefits | 791,541 | 407,227 | 1,359 | 63,034 | 132,548 | 21,549 | 162,366 | - | - | - | 1,579,624 | 1,650,205 | 1,700,843 | 1,620,404 |
| Honoraria | 15,000 | - | - | - | - | - | - | - | - | - | 15,000 | 12,000 | 12,000 | 15,000 |
| Salaries | 3,961,777 | 2,484,671 | 13,585 | 426,142 | 932,976 | 110,288 | 739,504 | - | - | - | 8,668,943 | 9,054,039 | 9,085,311 | 8,810,062 |
| Other | 14,000 | - | - | - | - | - | - | - | - | | 14,000 | 14,000 | 14,000 | 14,000 |
| **Total Personal Services** | 4,782,318 | 2,891,898 | 14,944 | 489,176 | 1,065,524 | 131,837 | 901,870 | - | - | - | 10,277,567 | 10,730,244 | 10,812,154 | 10,459,466 |
| **Operating Expenses** | | | | | | | | | | | | | | |
| Advertising & Promotion | 118,500 | 600 | - | - | 1,975 | - | - | - | - | - | 121,075 | 124,400 | 121,410 | 121,087 |
| Association Fees & Dues | 45,680 | 7,482 | - | 4,000 | 1,840 | - | - | - | - | - | 59,002 | 53,928 | 57,005 | 54,596 |
| Bad Debts | 1,500 | - | - | - | - | - | - | - | - | - | 1,500 | 1,500 | 1,500 | 1,500 |
| Financial Services | 35,000 | - | - | - | - | - | - | - | - | - | 35,000 | 60,000 | 58,000 | 35,000 |
| Professional Development | 153,550 | - | - | - | 2,300 | - | - | - | - | - | 155,850 | 143,500 | 154,900 | 155,850 |
| Insurance | 153,925 | 1,600 | - | - | - | - | - | - | - | - | 155,525 | 146,900 | 160,877 | 163,658 |
| Material & Supplies | 117,525 | 352,965 | 550 | 19,000 | 68,025 | 500 | 14,850 | 1,000 | - | 8,500 | 582,915 | 528,645 | 554,953 | 547,639 |
| Postage, Freight & Courier | 19,500 | 30,804 | - | - | - | - | - | - | - | - | 50,304 | 38,300 | 50,988 | 50,893 |
| Printing & Copying | 25,000 | - | - | - | 100 | - | - | - | - | - | 25,100 | 25,100 | 25,100 | 25,100 |
| Professional Services | 163,200 | - | - | - | - | - | - | - | - | 3,000 | 166,200 | 143,200 | 178,700 | 157,200 |
| Subscriptions | 64,850 | - | - | 5,000 | - | - | - | - | - | 3,300 | 73,150 | 10,950 | 12,711 | 73,150 |
| Telephone | 82,440 | - | - | - | 8,500 | - | 5,500 | - | - | - | 96,440 | 98,700 | 100,425 | 99,912 |
| Travel | 117,275 | 64,150 | - | 9,000 | 21,500 | - | 3,000 | 500 | - | 1,000 | 216,425 | 234,814 | 219,626 | 212,038 |
| Other Operating Expenses | 7,000 | - | - | - | - | - | 10,000 | - | 229,050 | - | 246,050 | 258,000 | 299,050 | 246,050 |
| **Total Operating Expenses** | 1,104,945 | 457,601 | 550 | 37,000 | 104,240 | 500 | 33,350 | 1,500 | 229,050 | 15,800 | 1,984,536 | 1,867,937 | 1,995,245 | 1,943,673 |
| **Total Expenses** | $ 7,772,603 | $ 4,658,814 | $ 32,744 | $ 753,243 | $ 1,239,714 | $ 147,837 | $ 970,920 | $ 193,069 | $ 229,050 | $ 15,800 | $ 16,013,794 | $ 16,294,952 | $ 16,742,946 | $ 16,294,048 |

**GREAT PLAINS COLLEGE**
**Projected Schedule of General Expenses by Functional Area**
**for the year ended June 30, 2027**

| | 2027 Projected General | | | | 2027 | 2026 | 2026 | 2028 |
|---|---|---|---|---|---|---|---|---|
| | Governance | Operating and Administration | Facilities and Equipment | Information Technology | Budget | Budget | Estimated | Forecast |
| **Agency** | | | | | | | | |
| Agency Contracts | $ - | $ 177,175 | $ - | $ - | **$ 177,175** | $ 146,000 | $ 166,550 | $ 272,175 |
| Contract Instructors | - | 500 | - | - | **500** | 500 | - | 500 |
| **Total Agency** | **-** | **177,675** | **-** | **-** | **177,675** | **146,500** | **166,550** | **272,675** |
| **Amortization** | **-** | **630,000** | **-** | **-** | **630,000** | **625,439** | **625,439** | **628,000** |
| **Equipment** | | | | | | | | |
| Non-Capital Equip | - | 2,000 | 9,150 | - | **11,150** | 11,000 | 71,000 | 12,308 |
| Rental | - | 65,500 | 605 | - | **66,105** | 73,000 | 73,100 | 66,110 |
| Repairs & Maint | - | 3,500 | 3,760 | - | **7,260** | 5,000 | 5,950 | 7,323 |
| Vehicle Lease | - | | 113,150 | - | **113,150** | 111,000 | 112,000 | 115,408 |
| **Total Equipment** | **-** | **71,000** | **126,665** | **-** | **197,665** | **200,000** | **262,050** | **201,149** |
| **Facilities** | | | | | | | | |
| Building Supplies | | | 1,000 | | **1,000** | - | 500 | 2,000 |
| Grounds | - | - | 30,315 | - | **30,315** | 29,300 | 27,300 | 32,881 |
| Janitorial | - | 5,000 | 92,775 | - | **97,775** | 86,000 | 86,000 | 98,073 |
| Rental | - | - | - | - | **-** | 47,724 | 50,000 | 5,000 |
| Repairs & Maint Buildings | - | - | 124,500 | - | **124,500** | 119,000 | 148,000 | 137,500 |
| Utilities | - | - | 275,150 | - | **275,150** | 267,000 | 268,000 | 287,858 |
| **Total Facilities** | **-** | **5,000** | **275,150** | **-** | **528,740** | **549,024** | **579,800** | **563,312** |
| **Total Information Technology** | | | | | | | | |
| Computer Services | - | 49,500 | - | 1,000 | **50,500** | 56,200 | 48,000 | 50,501 |
| Data Communications | - | - | - | 21,000 | **21,000** | 17,000 | 17,000 | 21,000 |
| Equipment | - | - | - | 80,000 | **80,000** | 54,150 | 66,000 | 90,000 |
| Materials & Supplies | - | - | - | 18,000 | **18,000** | 24,000 | 18,000 | 19,000 |
| Repairs & Maint | - | - | - | 3,000 | **3,000** | 3,000 | | 3,000 |
| Software | - | 45,000 | - | 133,760 | **178,760** | 181,600 | 202,600 | 175,761 |
| **Total Information Technology** | **-** | **94,500** | **-** | **256,760** | **351,260** | **335,950** | **351,600** | **359,262** |
| **Personal Services** | | | | | | | | |
| Employee Benefits | 600 | 671,838 | 67,946 | 51,157 | **791,541** | 799,865 | 810,444 | 808,796 |
| Honoraria | 15,000 | - | - | - | **15,000** | 12,000 | 12,000 | 15,000 |
| Salaries | - | 3,463,973 | 250,567 | 247,237 | **3,961,777** | 3,948,692 | 3,956,090 | 4,156,499 |
| Other | - | 14,000 | - | - | **14,000** | 14,000 | 14,000 | 14,000 |
| **Total Personal Services** | **15,600** | **4,149,811** | **318,513** | **298,394** | **4,782,318** | **4,774,557** | **4,792,534** | **4,994,295** |
| **Operating Expenses** | | | | | | | | |
| Advertising & Promotion | - | 118,500 | - | - | **118,500** | 119,400 | 118,500 | 118,500 |
| Association Fees & Dues | 10,000 | 32,530 | - | 3,150 | **45,680** | 35,155 | 39,330 | 40,838 |
| Bad Debts | - | 1,500 | - | - | **1,500** | 1,500 | 1,500 | 1,500 |
| Financial Services | - | 35,000 | - | - | **35,000** | 60,000 | 58,000 | 35,000 |
| Professional Development | 11,500 | 142,050 | - | - | **153,550** | 140,800 | 152,600 | 153,550 |
| Insurance | 14,000 | 3,500 | 124,875 | 11,550 | **153,925** | 145,850 | 158,777 | 162,026 |
| Material & Supplies | 1,200 | 108,450 | 7,875 | - | **117,525** | 114,650 | 131,125 | 117,619 |
| Postage, Freight & Courier | - | 19,500 | - | - | **19,500** | 21,000 | 20,500 | 19,500 |
| Printing & Copying | - | 25,000 | - | - | **25,000** | 25,000 | 25,000 | 25,000 |
| Professional Services | 12,000 | 151,200 | - | - | **163,200** | 143,200 | 177,200 | 157,200 |
| Subscriptions | - | 64,850 | - | - | **64,850** | 3,450 | 4,550 | 64,850 |
| Telephone | - | 17,600 | 62,950 | 1,890 | **82,440** | 83,800 | 86,050 | 85,912 |
| Travel | 15,000 | 97,500 | 1,575 | 3,200 | **117,275** | 129,400 | 114,321 | 116,854 |
| Other Operating Expenses | - | 7,000 | - | - | **7,000** | - | 7,000 | 7,000 |
| **Total Operating Expenses** | **63,700** | **831,180** | **197,275** | **19,790** | **1,104,945** | **1,023,205** | **1,101,453** | **1,105,349** |
| **Total Expenses** | **$ 79,300** | **$ 5,959,166** | **$ 917,603** | **$ 574,944** | **$ 7,772,603** | **$ 7,654,675** | **$ 7,879,426** | **$ 8,124,042** |

Schedule 5

## GREAT PLAINS COLLEGE
### Projected Schedule of Changes in Accumulated Surplus from Operations
### for the year ended June 30, 2027

| | June 30 2025 Actual | June 30 2026 Estimated | June 30 2026 Budget | Additions during the year | Reductions during the year | June 30 2027 Budget | June 30 2028 Forecast |
|---|---|---|---|---|---|---|---|
| **Invested in Tangible Capital Assets:** | | | | | | | |
| Net Book Value of Tangible Capital Assets | $ 10,176,420 | $ 9,788,283 | $ 10,041,580 | $ 50,000 | $ 533,500 | $ 9,304,783 | $ 8,679,612 |
| **Internally Restricted Operating Surplus:** | | | | | | | |
| **Capital:** | | | | | | | |
| Capital Contingency | 202,538 | 202,283 | 153,884 | - | 146,500 | 55,783 | 72,500 |
| Gym Project | 237,302 | - | - | - | - | - | - |
| Swift Current Roof Replacement Project | - | - | - | | - | - | |
| **Scholarships:** | | | | | | | |
| Scholarship Fund | 185,132 | 92,262 | 101,282 | - | 31,495 | 60,767 | - |
| **Fundraising:** | | | | | | | |
| Equipment and Other Initatives | 76,150 | 113,701 | 76,150 | - | 110,000 | 3,701 | - |
| **Other** | | | | | | | |
| Student Health & Dental Reserve | 68,971 | 68,971 | 34,097 | - | - | 68,971 | 72,550 |
| Deficit Management Fund | 100,000 | - | - | - | - | - | - |
| Program Development, Technology & Innovation | 254,461 | 177,461 | 183,050 | - | 65,000 | 112,461 | - |
| International | 100,000 | - | - | - | - | - | - |
| Saskatchewan College | 21,786 | - | - | - | | - | - |
| Health & Human Resources Action Plan | 256,985 | 175,899 | | | 30,000 | 145,899 | |
| **Programs:** | | | | | | | |
| Skills Training Allowance | 607,779 | 148,543 | 326,279 | - | 148,543 | - | - |
| Adult Basic Education | 18,513 | 49,016 | 31,807 | - | 9,436 | 39,580 | - |
| ABE - On Reserve | - | 3,604 | 10,199 | 67,436 | - | 71,040 | - |
| Essential Skills | 63,793 | 4,340 | - | - | 4,340 | - | - |
| English as a Subsequent Language | - | - | - | - | - | - | - |
| Early Learning | - | - | - | - | - | - | - |
| Literacy Hubs | - | - | - | - | - | - | - |
| Disability Grant | - | - | - | - | - | - | - |
| South Sask Community Foundation (SSCF) | - | - | - | - | - | - | - |
| | 2,193,410 | 1,036,080 | 916,748 | 67,436 | 545,314 | 558,202 | 145,050 |
| **Unrestricted Operating Surplus** | 195,850 | 283,815 | 2,060 | 219,049 | 327,573 | 175,292 | - |
| **Total Accumulated Surplus** | $ 12,565,680 | $ 11,108,178 | $ 10,960,388 | | | $ 10,038,277 | $ 8,824,662 |

## APPENDIX B - STA PROGRAM MANAGEMENT PLAN 2025-28

Government of Saskatchewan

Immigration and Career Training
12th floor, 1945 Hamilton St.
Regina, SK S4P 2C8
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**Appendix B**
**Skills Training Program Management Plan**
**Year 1**

| STA Financial Overview | | | |
|---|---|---|---|
| Estimated Program Reserves (as of June 30, 2026) | Budget Allocation 2026-27 | Projected expenditures for 2026-27 | Projected Carry Forward for 2027-28 |
| $ 148,543 | 2,169,000 | $2,674,180 | -$356,637 |

| Delivery Institution (Dropdown Menu) | Year (Dropdown Menu) | Date Submitted MM/DD/YYYY |
|---|---|---|
| Great Plains College | 2026-27 | 4/23/2026 |

**PLAN A**

| Program Information | | | | | | | | | | | | | | | | | | ICT Funding | | Other Funding | | Total Cost |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Program Name | Standard Program Name (Dropdown Menu) | Is this program using targeted funding? (Dropdown Menu) | Credentials (Dropdown Menu) | Accredited Organization | Delivery Method (Dropdown Menu) | Location (Dropdown Menu) | Start Date (MM/DD/YYYY) | End Date (MM/DD/YYYY) | Program Days | Program Capacity | Part-time | Full-time | Projected FLE | Labs/clinicals provided (Dropdown Menu) | Work placements provided (Dropdown Menu) | Projected STA Funding [A] | Use of Carryover [B] | Tuition & Books [C] | Partner Contribution [D] | Total Course Cost [A+B+C+D] | Cost per Seat | Please provide rationale for offering this program. |
| Administrative Assistant-PT (Warman) | UNAVAILABLE | No | Institute | Assiniboine | Classroom | UNAVAILABLE | 9/2/2026 | 12/9/2026 | | 4 | 4 | | 2.0 | No | Yes | | | | | | | Finishing off students on old curriculum |
| Administrative Skills-PT (Warman) | UNAVAILABLE | No | Institute | Assiniboine | Classroom | UNAVAILABLE | 9/8/2026 | 6/24/2027 | | 12 | 6 | | 4.0 | No | Yes | 53,257.00 | | $8,290.00 | | $61,547.00 | $5,128.92 | New curriculum, modernized program reflective of industry |
| Administrative Skills-FT | UNAVAILABLE | No | Institute | Assiniboine | Classroom | Swift Current | 9/8/2026 | 6/18/2027 | | 12 | 4 | 8 | 8.0 | No | Yes | 97,361.00 | | $42,590.00 | | $139,951.00 | $11,662.58 | New curriculum, modernized program reflective of industry |
| Agricultural Science Certificate | UNAVAILABLE | No | Institute | Lakeland | Classroom | Swift Current | 9/28/2026 | 4/9/2027 | | 12 | | 6 | 6.0 | Yes, in person | No | 74,093.00 | | $36,904.00 | | $110,997.00 | $9,249.75 | Industry engagement indicates entry level workers required in region |
| Business Certificate | Business Certificate | No | Institute | SaskPoly | Classroom | Swift Current | 8/26/2026 | 4/30/2027 | | 24 | | 10 | 10.0 | No | No | 86,069.00 | | $64,102.00 | | $150,171.00 | $6,257.13 | Broad base skill program encouraging small business development in region |
| Continuing Care Assistant-PT (Biggar) | Continuing Care Assistant Certificate | No | Institute | SaskPoly | Classroom | UNAVAILABLE | 9/1/2026 | 4/27/2027 | | 24 | 6 | | 3.0 | Yes, in person | No | 57,276.00 | | $14,098.00 | | $71,374.00 | $2,973.92 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Continuing Care Assistant-PT | Continuing Care Assistant Certificate | No | Institute | SaskPoly | Classroom | Kindersley | 9/1/2026 | 4/27/2027 | | 24 | 12 | | 5.0 | Yes, in person | No | 57,591.00 | | $28,195.00 | | $85,786.00 | $3,574.42 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Continuing Care Assistant-PT | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | Combination (Cla | Swift Current | 9/2/2026 | 6/23/2027 | | 48 | 35 | | 15.0 | Yes, in person | No | 64,752.00 | | $62,507.00 | | $127,259.00 | $2,651.23 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Continuing Care Assistant-PT (Warman) | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | Classroom | UNAVAILABLE | 8/24/2026 | 5/11/2027 | | 24 | 15 | | 8.0 | Yes, in person | No | 119,518.00 | | $10,192.00 | | $129,710.00 | $5,404.58 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Continuing Care Assistant-FT | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | Classroom | Kindersley | 9/2/2026 | 4/27/2027 | | 10 | | 8 | 7.0 | Yes, in person | No | 52,513.00 | | $10,650.00 | | $63,163.00 | $6,316.30 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Continuing Care Assistant-FT (with local seats facilitated in Maple Creek-*NEW*) - Only MC part *NEW* | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | Combination (Classroom and distance learning) | Swift Current | 8/31/2026 | 5/7/2027 | | 27 | | 20 | 16.0 | Yes, in person | No | 35,875.00 | | $31,951.00 | | $67,826.00 | $2,512.07 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Continuing Care Assistant-FT (Warman) *NEW* | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | Classroom | UNAVAILABLE | 1/4/2027 | 5/7/2027 | | 14 | | 10 | 8.0 | | | 48,140.00 | | $26,104.00 | | $74,244.00 | $5,303.14 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Early Childhood Education-PT (Warman 2 level 1 cohorts) | Early Childhood Education Certificate | No | Institute | SaskPoly | Classroom | UNAVAILABLE | 7/1/2026 | 6/30/2027 | | 48 | 46 | | 14.0 | No | Yes | 227,989.00 | | | | $227,989.00 | $4,749.77 | Expanding ECE daycare seats throughout region, need labour supply. Less Early Learning Years Training funding available to moving these offerings to STA support |
| Early Childhood Education-PT (Level 1 cohort) | Early Childhood Education Certificate | No | Institute | SaskPoly | Classroom | Swift Current | 9/1/2026 | 5/4/2027 | | 24 | 22 | | 10.0 | No | Yes | 111,509.00 | | | | $111,509.00 | $4,646.21 | Expanding ECE daycare seats throughout region, need labour supply. Less Early Learning Years Training funding available to moving these offerings to STA support |
| Early Childhood Education-PT (Level 2 cohort) | Early Childhood Education Certificate | No | Institute | SaskPoly | Classroom | Swift Current | 9/1/2026 | 5/4/2027 | | 18 | 16 | | 10.0 | No | Yes | | | | | $0.00 | $0.00 | Expanding ECE daycare seats throughout region, need labour supply. Less Early Learning Years Training funding available to moving these offerings to STA support |
| Electrician | Electrician Applied Certificate | No | Institute | SaskPoly | Classroom | Swift Current | 8/31/2026 | 1/29/2027 | | 12 | | 12 | 6.0 | Yes, in person | No | 56,193.00 | | $36,867.00 | | $93,060.00 | $7,755.00 | Skilled Trades Strategy alignment, Strong Labor market forecast & job postings |
| Heavy Equipment Operator (Warman) | UNAVAILABLE | Skills Trade | Industry | Great Plains College | Classroom | UNAVAILABLE | 4/27/2026 | 6/5/2026 | | 8 | | 8 | 4.0 | Yes, in person | No | 36,575.00 | | $94,113.00 | | $130,688.00 | $16,336.00 | Skilled Trades Strategy alignment, Strong Labor market forecast & job postings |
| Heavy Equipment Operator (Warman) | UNAVAILABLE | Skills Trade | Industry | Great Plains College | Classroom | UNAVAILABLE | 8/10/2026 | 9/18/2026 | | 8 | | 8 | 4.0 | Yes, in person | No | 36,574.00 | | $94,113.00 | | $130,687.00 | $16,335.88 | Skilled Trades Strategy alignment, Strong Labor market forecast & job postings |
| Heavy Equipment Operator (Kindersley) *NEW Spring 2026 & if successful, repeated Spring 2027* | UNAVAILABLE | Skills Trade | Industry | Great Plains College | Classroom | Kindersley | 6/1/2026 | 7/10/2026 | | 8 | | 6 | 3.0 | Yes, in person | No | 85,855.00 | | $74,335.00 | | $160,190.00 | $20,023.75 | Skilled Trades Strategy alignment, Strong Labor market forecast & job postings |
| Primary Care Paramedic (Warman) *NEW* | Primary Care Paramedic Certificate | HHR | Institute | SaskPoly | Classroom | UNAVAILABLE | 12/1/2026 | 12/17/2027 | | 12 | | 12 | 10.0 | Yes, in person | No | 169,990.00 | | $56,429.00 | | $226,419.00 | $18,868.25 | Patients First Strategy Alignment, PCP training access in demand |
| Power Engineering - Third Class (Spring 2026 continuing) | Power Engineering Technology Diploma (3rd Class) | Skills Trade | Institute | SaskPoly | Classroom | Swift Current | 5/1/2026 | 8/26/2026 | | 14 | | 10 | 4.0 | No | No | 87,247.00 | | $23,136.00 | | $110,383.00 | $7,884.50 | Skilled Trades Strategy alignment, Strong Labor market forecast & job postings |
| Power Engineering - Third Class (Spring 2027) | Power Engineering Technology Diploma (3rd Class) | Skills Trade | Institute | SaskPoly | Classroom | Swift Current | 4/30/2027 | 8/27/2027 | | 14 | | 10 | 4.0 | No | No | | | | | $0.00 | $0.00 | Skilled Trades Strategy alignment, Strong Labor market forecast & job postings |
| Power Engineering - Fourth Class | Power Engineering Technician Certificate (4th Class) | Skills Trade | Institute | SaskPoly | Classroom | Swift Current | 8/24/2026 | 4/30/2027 | | 10 | | 10 | 8.0 | Yes, in person | No | 122,343.00 | | $56,760.00 | | $179,103.00 | $17,910.30 | Skilled Trades Strategy alignment, Strong Labor market forecast & job postings |
| Practical Nursing- FT (September 2025 start) | Practical Nursing Diploma (Year 2) | HHR | Institute | SaskPoly | Classroom | Kindersley | 9/15/2025 | 6/25/2027 | | 14 | | 14 | 14.0 | Yes, in person | No | 132,897.00 | | $90,169.00 | | $223,066.00 | $15,933.29 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Practical Nursing- FT (February 2025 start) (Biggar) | Practical Nursing Diploma (Year 2) | HHR | Institute | SaskPoly | Classroom | UNAVAILABLE | 2/24/2025 | 2/12/2027 | | 14 | | 14 | 14.0 | Yes, in person | No | 107,525.00 | | $59,250.00 | | $166,775.00 | $11,912.50 | Patients First Strategy Alignment, Criticial shortage of workers in health system |
| Practical Nursing- FT (February 2027 start) (Biggar) | Practical Nursing Diploma (Year 1) | HHR | Institute | SaskPoly | Classroom | UNAVAILABLE | 2/22/2027 | 2/16/2029 | | 14 | | 14 | 14.0 | Yes, in person | No | 94,285.00 | | $37,854.00 | | $132,139.00 | $9,438.50 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Practical Nursing- FT (September 2026 start) | Practical Nursing Diploma (Year 1) | HHR | Institute | SaskPoly | Classroom | Swift Current | 9/2/2026 | 6/30/2028 | | 14 | | 14 | 14.0 | Yes, in person | No | 267,959.00 | | $102,098.00 | $28,000.00 | $398,057.00 | $28,432.64 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Practical Nursing-FT (September 2025 start) | Practical Nursing Diploma (Year 2) | HHR | Institute | SaskPoly | Classroom | Swift Current | 8/28/2025 | 6/30/2027 | | 14 | | 14 | 14.0 | Yes, in person | No | 239,210.00 | | $65,661.00 | | $304,871.00 | $21,776.50 | Patients First Strategy Alignment, Critical shortage of workers in health system |
| Welding-FT | Welding Certificate | No | Institute | SaskPoly | Classroom | Swift Current | 8/24/2026 | 4/30/2027 | | 12 | | 12 | 8.0 | Yes, in person | No | 151,584.00 | | $69,638.00 | | $221,222.00 | $18,435.17 | Skilled Trades Strategy alignment, Strong Labor market forecast & job postings |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | TOTAL | 493 | 166 | 220 | 247.0 | | TOTAL | $2,674,180.00 | $0.00 | $1,196,006.00 | $0.00 | $3,898,186.00 | $7,907.07 | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | TOTAL | 0 | 0 | 0 | 0 | | TOTAL | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |

Government of Saskatchewan

Immigration and Career Training
12th floor, 1945 Hamilton St.
Regina, SK S4P 2C8
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**Appendix B**
**Skills Training Program**
**Management Plan**
**Year 2**

| Delivery Institution (Dropdown Menu) | Year (Dropdown Menu) | Date Submitted MM/DD/YYYY |
|---|---|---|
| Great Plains College | 2027-28 | 4/23/2026 |

**PLAN A**

| Program Information | | | | | | | | | | | | | | | | | | ICT Funding | | Other Funding | | Total Cost |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Program Name | Standard Program Name (Dropdown Menu) | Is this program using targeted funding? (Dropdown Menu) | Credentials (Dropdown Menu) | Accredited Organization | Delivery Method (Dropdown Menu) | Location (Dropdown Menu) | Start Date (MM/DD/YYYY) | End Date (MM/DD/YYYY) | Program Days | Program Capacity | Part-time | Full-time | Projected FLE | Labs/clinicals provided (Dropdown Menu) | Work placements provided (Dropdown | Projected STA Funding [A] | Use of Carryover [B] | Tuition & Books [C] | Partner Contribution [D] | Total Course Cost [A+B+C+D] | Cost per Seat | Please provide rationale for offering this program. |
| Admnistrative Skills (PT) Warman | UNAVAILABLE | No | Institute | Assiniboine | Classroom | UNAVAILABLE | 9/1/2027 | 6/30/2028 | | 12 | 12 | | 4 | No | Yes | $62,108.00 | | $8,456.00 | | $70,564.00 | $5,880.33 | New curriculum, modernized program reflective of industry |
| Administrative Skills (FT) Swift Current | UNAVAILABLE | No | Institute | Assiniboine | Classroom | Swift Current | 9/8/2027 | 6/19/2028 | | 12 | | 10 | 6 | Yes, in person | Yes | $99,174.00 | | $43,442.00 | | $142,616.00 | $11,884.67 | New curriculum, modernized program reflective of industry |
| Agricultural Skills Certificate | UNAVAILABLE | No | Institute | Lakeland | Classroom | Swift Current | 9/28/2027 | 4/10/2028 | | 12 | | 8 | 6 | No | Yes | $75,464.00 | | $37,642.00 | | $113,106.00 | $9,425.50 | Industry engagement indicates entry level workers required in region |
| Business Certificate | Business Certificate | No | Institute | SaskPoly | Classroom | Swift Current | 8/30/2027 | 4/28/2028 | | 24 | 2 | 14 | 10 | No | No | $87,656.00 | | $65,384.00 | | $153,040.00 | $6,376.67 | Broad based skills program encouraging small business development in region |
| Continuing Care Assistant (PT) | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | Classroom | Kindersley | 9/1/2027 | 4/27/2028 | | 24 | 12 | | 5 | Yes, in person | No | $58,632.00 | | $28,759.00 | | $87,391.00 | $3,641.29 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Continuing Care Assistant (PT) | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | (Classroom and distance learning) | Swift Current | 9/2/2027 | 4/23/2028 | | 48 | 36 | | 18 | Yes, in person | No | $65,817.00 | | $63,757.00 | | $129,574.00 | $2,699.46 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Continuing Care Assistant (PT) Warman | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | Classroom | UNAVAILABLE | 9/2/2027 | 6/23/2028 | | 24 | 15 | | 8 | Yes, in person | No | $125,216.00 | | $10,396.00 | | $135,612.00 | $5,650.50 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Continuing Care Assistant-PT (Biggar) | Continuing Care Assistant Certificate | No | Institute | SaskPoly | Classroom | UNAVAILABLE | | | | 24 | 10 | | 4 | Yes, in person | No | $58,311.00 | | $14,380.00 | | $72,691.00 | $3,028.79 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Continuing Care Assistant (FT) | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | Classroom | Kindersley | 9/2/2027 | 4/27/2028 | | 10 | | 8 | 7 | Yes, in person | No | $53,445.00 | | $10,863.00 | | $64,308.00 | $6,430.80 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Continuing Care Assistant (FT) | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | Classroom | Swift Current | 8/31/2027 | 4/27/2027 | | 27 | | 20 | 16 | Yes, in person | No | $36,474.00 | | $32,590.00 | | $69,064.00 | $2,557.93 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Continuing Care Assistant (FT) Warman | Continuing Care Assistant Certificate | HHR | Institute | SaskPoly | Classroom | UNAVAILABLE | 1/2/2028 | 6/30/2028 | | 14 | | 10 | 8 | Yes, in person | No | $52,410.00 | | $26,626.00 | | $79,036.00 | $5,645.43 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Early Childhood Education (PT) Warman | Early Childhood Education Certificate | No | Institute | SaskPoly | Classroom | UNAVAILABLE | Not avail | Not Avail | | 48 | 46 | | 14 | No | Yes | $85,730.00 | | $0.00 | | $85,730.00 | $1,786.04 | Expanding ECE daycare seats in region, need labour supply. |
| Early Childhood Education (PT Level 1) | Early Childhood Education Certificate | No | Institute | SaskPoly | Classroom | Swift Current | Not avail | Not Avail | | 24 | 22 | | 10 | No | Yes | $69,652.00 | | $0.00 | | $69,652.00 | $2,902.17 | Expanding ECE daycare seats in region, need labour supply. |
| Early Childhooed Education (PT Level 2) | Early Childhood Education Certificate | No | Institute | SaskPoly | Classroom | Swift Current | Not avail | Not Avail | | 18 | 16 | | 10 | No | Yes | | | | | $0.00 | $0.00 | Expanding ECE daycare seats in region, need labour supply. |
| Electrician | Electrician Applied Certificate | Skills Trade | Institute | SaskPoly | Classroom | Swift Current | Not avail | Not Avail | | 12 | | 12 | 6 | Yes, in person | No | $57,198.00 | | $37,604.00 | | $94,802.00 | $7,900.17 | Skilled Trades Strategy Alignment, Strong labor market forecast & job postings |
| Heavy Equipment Operator Warman | UNAVAILABLE | Skills Trade | Industry | Great Plains College | Classroom | UNAVAILABLE | 8/10/2027 | 9/18/2027 | | 8 | | 8 | 4 | Yes, in person | No | $35,209.00 | | $95,995.50 | | $131,204.50 | $16,400.56 | Skilled Trades Strategy Alignment, Strong labor market forecast & job postings |
| Heavy Equipment Operator Warman | UNAVAILABLE | Skills Trade | Industry | Great Plains College | Classroom | UNAVAILABLE | 4/15/2028 | 6/6/2027 | | 8 | | 8 | 4 | Yes, in person | No | $35,209.00 | | $95,995.50 | | $131,204.50 | $16,400.56 | Skilled Trades Strategy Alignment, Strong labor market forecast & job postings |
| Heavy Equipment Operator | UNAVAILABLE | Skills Trade | Industry | Great Plains College | Classroom | Kindersley | 6/1/2027 | 7/10/2027 | | 8 | | 6 | 3 | Yes, in person | No | $84,582.00 | | $75,522.00 | | $160,104.00 | $20,013.00 | Skilled Trades Strategy Alignment, Strong labor market forecast & job postings |
| PCP | Primary Care Paramedic (Warman) *NEW* | Primary Care Paramedi | HHR | Institute | SaskPoly | Classroom | Not avail | Not Avail | | 12 | | 12 | 10 | Yes, in person | No | $176,698.00 | | $57,557.00 | | $234,255.00 | $19,521.25 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Power Engineering - Third Class (Spring 2027 continuing) | Power Engineering Technology Diploma (3rd Class) | Skills Trade | Institute | SaskPoly | Classroom | Swift Current | 4/30/2027 | 8/27/2027 | | 14 | | 10 | 4 | No | No | $88,872.00 | | $23,599.00 | | $112,471.00 | $8,033.64 | Skilled Trades Strategy Alignment, Strong labor market forecast & job postings |
| Power Engineering- Third Class (Spring 2028) | Power Engineering Technology Diploma (3rd Class) | Skills Trade | Institute | SaskPoly | Classroom | Swift Current | 5/1/2028 | 6/30/2028 | | 14 | | 10 | 4 | No | No | | | | | $0.00 | $0.00 | Skilled Trades Strategy Alignment, Strong labor market forecast & job postings |
| Power Engineering- Fourth Class | Power Engineering Technician Certificate (4th Class) | Skills Trade | Institute | SaskPoly | Classroom | Swift Current | 8/24/2027 | 4/30/2028 | | 10 | | 10 | 8 | Yes, in person | No | $124,671.00 | | $57,895.00 | | $182,566.00 | $18,256.60 | Skilled Trades Strategy Alignment, Strong labor market forecast & job postings |
| Practical Nursing (FT) Year 1 | Practical Nursing Diploma (Year 1) | HHR | Institute | SaskPoly | Classroom | Kindersley | 8/30/2027 | 6/15/2029 | | 14 | | 12 | 14 | Yes, in person | No | $178,744.00 | | $91,972.00 | | $270,716.00 | $19,336.86 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Practical Nursing (FT) Sem 3,4&5 Biggar | Practical Nursing Diploma (Year 1) | HHR | Institute | SaskPoly | Classroom | UNAVAILABLE | 2/22/2027 | 2/16/2029 | | 14 | | 12 | 14 | Yes, in person | No | $95,598.00 | | $38,611.00 | | $134,209.00 | $9,586.36 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Practical Nursing (FT) Year 1 | Practical Nursing Diploma (Year 1) | HHR | Institute | SaskPoly | Classroom | Swift Current | Not avail | Not Avail | | 14 | | 14 | 14 | Yes, in person | No | $281,814.00 | | $102,098.00 | | $383,912.00 | $27,422.29 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Practical Nursing (FT) Year 2 | Practical Nursing Diploma (Year 2) | HHR | Institute | SaskPoly | Classroom | Swift Current | Not avail | Not Avail | | 14 | | 14 | 14 | Yes, in person | No | $211,048.00 | | $66,947.00 | | $277,995.00 | $19,856.79 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Practical Nursing (FT) Year 1 Warman | Practical Nursing Diploma (Year 1) | HHR | Institute | SaskPoly | Classroom | UNAVAILABLE | Not avail | Not Avail | | 14 | | 14 | 14 | Yes, in person | No | $287,440.00 | | $102,098.00 | | $389,538.00 | $27,824.14 | Patients First Strategy Alignment, Critical shortage of workers in health care |
| Welding | Welding Certificate | Skills Trade | Institute | SaskPoly | Classroom | Swift Current | 8/25/2027 | 4/30/2028 | | 12 | | 12 | 8 | Yes, in person | No | $154,496.00 | | $71,030.00 | | $225,526.00 | $18,793.83 | Skilled Trades Strategy Alignment, Strong labor market forecast & job postings |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | TOTAL | 489 | 171 | 224 | 247 | | TOTAL | $2,741,668.00 | $0.00 | $1,259,219.00 | $0.00 | $4,000,887.00 | $8,181.77 | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | TOTAL | 0 | 0 | 0 | 0 | | TOTAL | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |

Revised Dec 2019

Government of Saskatchewan

Immigration and Career Training
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**Appendix B**
**Skills Training Program Management Plan**
**Year 3**

| Delivery Institution (Dropdown Menu) | Year (Dropdown Menu) |
|---|---|
| Great Plains College | 2028-29 |

**PLAN A**

| Program Information | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Program Name** | **Standard Program Name (Dropdown Menu)** | **Is this program using targeted funding? (Dropdown Menu)** | **End Date (MM/DD/YYYY)** | **Program Days** | **Program Capacity** | **Part-time** | **Full-time** | **Projected FLE** | **Labs/clinicals provided (Dropdown Menu)** | **Work placements provided (Dropdown Menu)** |
| Administrative Skills (PT) Warman | | No | 6/30/2029 | | 12 | 12 | | 4 | No | Yes |
| Administrative Skills (FT) Swift Current | | No | 6/19/2029 | | 12 | | 10 | 6 | Yes, in person | Yes |
| Agricultural Skills Certificate | | No | 4/10/2029 | | 12 | | 8 | 6 | No | Yes |
| Business Certificate | Business Certificate | No | 4/30/2029 | | 24 | 2 | 14 | 10 | No | No |
| Continuing Care Assistant (PT) | Continuing Care Assistant Certificate | HHR | 4/27/2029 | | 24 | 12 | | 5 | Yes, in person | No |
| Continuing Care Assistant (PT) | Continuing Care Assistant Certificate | HHR | 4/23/2029 | | 48 | 36 | | 18 | Yes, in person | No |
| Continuing Care Assistant (PT) Warman | Continuing Care Assistant Certificate | HHR | 6/23/2029 | | 24 | 15 | | 8 | Yes, in person | No |
| Continuing Care Assistant (FT) | Continuing Care Assistant Certificate | HHR | 4/27/2029 | | 10 | | 8 | 7 | Yes, in person | No |
| Continuing Care Assistant (FT) | Continuing Care Assistant Certificate | HHR | 4/27/2029 | | 27 | | 20 | 16 | Yes, in person | No |
| Continuing Care Assistant (FT) Warman | Continuing Care Assistant Certificate | HHR | 6/30/2029 | | 14 | | 10 | 8 | Yes, in person | No |
| Early Childhood Education (PT) Warman | Early Childhood Education Certificate | No | Not Avail | | 48 | 46 | | 14 | No | Yes |
| Early Childhood Education (PT Level 1) | Early Childhood Education Certificate | No | Not Avail | | 24 | 22 | | 10 | No | Yes |
| Early Childhooed Education (PT Level 2) | Early Childhood Education Certificate | No | Not Avail | | 18 | 16 | | 10 | No | Yes |
| Electrician | Electrician Applied Certificate | Skills Trade | Not Avail | | 12 | | 12 | 6 | Yes, in person | No |
| Heavy Equipment Operator Warman | | Skills Trade | 9/18/2028 | | 8 | | 8 | 4 | Yes, in person | No |
| Heavy Equipment Operator Warman | | Skills Trade | 6/6/2029 | | 8 | | 8 | 4 | Yes, in person | No |
| Heavy Equipment Operator | | Skills Trade | 7/10/2029 | | 8 | | 6 | 3 | Yes, in person | No |
| Power Engineering - Third Class (Spring 2027 continuing) | Power Engineering Technology Diploma (3rd Class) | Skills Trade | 8/26/2028 | | 14 | | 10 | 4 | No | No |
| Power Engineering- Third Class (Spring 2028) | Power Engineering Technology Diploma (3rd Class) | Skills Trade | 6/30/2029 | | 14 | | 10 | 4 | No | No |
| Power Engineering- Fourth Class | Power Engineering Technician Certificate (4th Class) | Skills Trade | 4/30/2029 | | 10 | | 10 | 8 | Yes, in person | No |
| Practical Nursing (FT) Year 2 | Practical Nursing Diploma (Year 1) | HHR | 6/15/2029 | | 14 | | 12 | 14 | Yes, in person | No |
| Practical Nursing (FT) Sem 6 Biggar | Practical Nursing Diploma (Year 1) | HHR | 2/16/2029 | | 14 | | 12 | 14 | Yes, in person | No |
| Practical Nursing (FT) Year 1 | Practical Nursing Diploma (Year 1) | HHR | Not Avail | | 14 | | 14 | 14 | Yes, in person | No |
| Practical Nursing (FT) Year 2 | Practical Nursing Diploma (Year 2) | HHR | Not Avail | | 14 | | 14 | 14 | Yes, in person | No |
| Practical Nursing (FT) Year 2 Warman | Practical Nursing Diploma (Year 1) | HHR | Not Avail | | 14 | | 14 | 14 | Yes, in person | No |
| Welding | Welding Certificate | Skills Trade | 4/30/2029 | | 12 | | 12 | 8 | Yes, in person | No |
| | | | | | | | | | | |
| | | | | TOTAL | 453 | 161 | 212 | 233 | | TOTAL |
| **PLAN B** | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | TOTAL | 0 | 0 | 0 | 0 | | TOTAL |

## APPENDIX C - ESSENTIAL SKILLS (ABE) PROGRAM PLAN 2025-28

Immigration and Career Training
12th floor, 1945 Hamilton St.
Regina, SK S4P 2C8
skillstraining@gov.sk.ca

**Appendix C**
**Essential Skills (Adult Basic Education) Program Management Plan**
**Year 1**

| Delivery Institution | Year | Date Submitted MM/DD/YYYY |
|---|---|---|
| Great Plains College | 2026-27 | 4/23/2026 |

**Essential Skills Financial Overview**

| | Estimated Program Reserves as of June 30, 2026 | Budget Allocation for 2026-27 (From Ministry) | Projected Expenditures for 2026-27 (Ministry and | Projected Carry Forward for 2027-28 |
|---|---|---|---|---|
| ESL | $0 | $145,000 | $145,000 | $0 |
| ABE Traditional | $49,016 | $660,000 | $670,426 | $39,580 |
| ABE On-reserve | $3,604 | $140,000 | $72,564 | $71,040 |
| ABE - ESWP | $4,340 | $200,000 | $204,340 | $0 |
| Total | $56,960 | $1,145,000 | $1,092,330 | $110,620 |

**PLAN A**

| Program Information | | | | | | | | | | | | | | | ICT Funding | | | | | | Other Funding | | Total Cost | Cost per Seat | ETI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Program Status | Program Name | Program Level | Location | On-Reserve/ Off-Reserve | Partners | Delivery Method | Start Date MM/DD/YYYY | End Date MM/DD/YYYY | Total # of Contact Days | Seat Capacity | Part-time | Full-time | Projected FLE | Work placements provided | Projected ABE-Traditional Funding [A] | Projected ABE On-Reserve Funding [A] | Projected ABE-ESWP Funding [A] | ESL Funding [A] | ABE Carry Over Funds Used * [B] | K-12 Funding for 18-21 Year Olds [C] | Partner Contribution [D] | Total Anticipated Program Funding [A+B+C+D] | Cost per Seat | Education Training Incentive (ETI) | Comments Please provide additional information to support programing change, if any. |
| Unchanged | Essential Skills/ECE Level 1/Language (Warman North Daytime) | Level 4 | Warman North Daytime | Off-Reserve | SODS, IRCC, | In-person | 9/08/06 | 5/14/27 | 120 | 12 | | 12 | 10 | Yes | | | $103,145.00 | | | | Unknown yet | $103,145.00 | $8,595 | No | Language portion will be partially funded by IRCC but financials not inserted yet as still negotiating |
| Unchanged | Essential Skills/Intro to HealthCare/Language (Warman North Daytime) | Level 4 | Warman North Daytime | Off-Reserve | SODS, IRCC | In-person | 9/08/26 | 5/14/27 | 120 | 12 | | 10 | 8 | Yes | | | $103,145.00 | | | | Unknown yet | $103,145.00 | $8,595 | No | Language portion will be partially funded by IRCC but financials not inserted yet as still negotiating |
| Unchanged | General Academic Studies/ Literacy | Level 1 & 2 | Warman North Daytime | Off-Reserve | Prairie Spirit School Division | In-person | not available yet | not available | 161 | 18 | 4 | 8 | 8 | No | $82,690.00 | | | | $1,180.00 | $11,022.00 | | $94,892.00 | $5,272 | Yes | |
| Unchanged | Adult 10 | Level 3 | Warman North Daytime | Off-Reserve | Prairie Spirit School Division | In-person | 8/31/26 | 5/21/27 | 161 | 18 | 6 | 10 | 5 | No | $108,864.00 | | | | $1,555.00 | $13,778.00 | | $124,197.00 | $6,900 | Yes | |
| Unchanged | Adult 12 | Level 4 | Warman North Daytime | Off-Reserve | Prairie Spirit School Division | In-person | 8/31/26 | 5/22/27 | 161 | 48 | 10 | 40 | 60 | No | $358,444.00 | | | | $5,100.00 | $55,200.00 | | $418,744.00 | $8,724 | Yes | |
| New | Adult 12 (Evening) | Level 4 | Warman North Daytime | Off-Reserve | Prairie Spirit School Division | In-person | not available yet | not available yet | 120 | 24 | 20 | | 10 | No | $110,002.00 | | | | $1,601.00 | $0.00 | | $111,603.00 | $4,650 | No | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | TOTAL | 132 | 40 | 80 | 101 | | $660,000.00 | $0.00 | $206,290.00 | $0.00 | $9,436.00 | $80,000.00 | $0.00 | $955,726.00 | $7,240.35 | | |

**PLAN B**

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | TOTAL | 0 | 0 | 0 | 0 | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |

Government of Saskatchewan

Immigration and Career Training
12th floor, 1945 Hamilton St.
Regina, SK S4P 2C8
skillstraining@gov.sk.ca

**Appendix C**
**Essential Skills (Adult Basic Education)**
**Program Management Plan**
**Year 2**

| Delivery Institution | Year | Date Submitted MM/DD/YYYY |
|---|---|---|
| Great Plains College | 2027-28 | 4/23/2026 |

**PLAN A**

| Program Information | | | | | | | | | | | | | | | ICT Funding | | | | | | Other Funding | | Total Cost | Cost per Seat | ETI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Program Status | Program Name | Program Level | Location | On-Reserve/ Off-Reserve | Partners | Delivery Method | Start Date MM/DD/YYYY | End Date MM/DD/YYYY | Total # of Contact Days | Seat Capacity | Part-time | Full-time | Projected FLE | Work placements provided | Projected ABE-Traditional Funding [A] | Projected ABE On-Reserve Funding [A] | Projected ABE-ESWP Funding [A] | ESL Funding [A] | ABE Carry Over Funds Used * [B] | K-12 Funding for 18-21 Year Olds [C] | Partner Contribution [D] | Total Anticipated Program Funding [A+B+C+D] | Cost per Seat | Education Training Incentive (ETI) | Comments Please provide additional information to support programing change, if any. |
| Unchanged | Essential Skills/ECE Level 1/Language | Level 4 | Warman North Daytime | Off-Reserve | SODS, IRCC | In-person | Not Available | Not Available | 120 | 12 | | 12 | 10 | Yes | | | $103,645.00 | | | | | $103,645.00 | $8,637 | No | Language portion will be partially funded by IRCC but financials not inserted yet as still negotiating |
| Unchanged | Essential Skills/Intro to Health Care/Language | Level 4 | Warman North Daytime | Off-Reserve | SODS, IRCC | In-person | Not Available | Not Available | 120 | 12 | | 10 | 8 | Yes | | | $103,645.00 | | | | | $103,645.00 | $8,637 | No | Language portion will be partially funded by IRCC but financials not inserted yet as still negotiating |
| New | Essential Skills/Industry Pathway/Language (Sector TBD) | Level 4 | Warman North Daytime | Off-Reserve | SODS, IRCC | In-person | Not Available | Not Available | 120 | 12 | | 10 | 8 | Yes | | | Not available | | | | | Not available | Not available | No | Offering is dependent on receiving new Essential Skills funding. Ask in Business Plan is for $200,000 increase in allocation for 2027-28. We have not included this in our 2027-28 financial budget projection given this. |
| Unchanged | General Academic Studies/Literacy | Level 1 and 2 | Warman North Daytime | Off-Reserve | Prairie Spirit School Division | In-person | Not Available | Not Available | 161 | 18 | 4 | 10 | 9 | No | $82,690.00 | | | | $1,395.00 | $13,778.00 | | $97,863.00 | $5,437 | Yes | |
| Unchanged | Adult 10 | Level 3 | Warman North Daytime | Off-Reserve | Prairie Spirit School Division | In-person | Not Available | Not Available | 161 | 18 | 6 | 10 | 6 | No | $108,865.00 | | | | $1,555.00 | $13,778.00 | | $124,198.00 | $6,900 | Yes | |
| Unchanged | Adult 12 | Level 4 | Warman North Daytime | Off-Reserve | Prairie Spirit School Division | In-person | Not Available | Not Available | 161 | 60 | 10 | 50 | 70 | No | $358,444.00 | | | | $5,055.00 | $69,000.00 | | $432,499.00 | $7,208 | Yes | |
| Unchanged | Adult 12 (Evening) | Level 4 | Warman North Evening | Off-Reserve | Prairie Spirit School Division | In-person | Not Available | Not Available | 120 | 24 | 20 | | 10 | No | $110,001.00 | | | | $1,601.00 | $0.00 | | $111,602.00 | $4,650 | No | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | TOTAL | 156 | 40 | 102 | 121 | | $660,000.00 | $0.00 | $207,290.00 | $0.00 | $9,606.00 | $96,556.00 | $0.00 | $973,452.00 | $6,240.08 | | |

**PLAN B**

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | TOTAL | 0 | 0 | 0 | 0 | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | | |

Government of Saskatchewan

Immigration and Career Training
12th floor, 1945 Hamilton St.
Regina, SK S4P 2C8
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**Appendix C**
**Essential Skills (Adult Basic Education) Program Management Plan**
**Year 3**

| Delivery Institution | Year | Date Submitted MM/DD/YYYY |
|---|---|---|
| Great Plains College | 2028-29 | 4/23/2026 |

**PLAN A**

| Program Information | | | | | | | | | | | | | | | ICT Funding | | | | | | Other Funding | | Total Cost | Cost per Seat | ETI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Program Status | Program Name | Program Level | Location | On-Reserve/ Off-Reserve | Partners | Delivery Method | Start Date MM/DD/YYYY | End Date MM/DD/YYYY | Total # of Contact Days | Seat Capacity | Part-time | Full-time | Projected FLE | Work placements provided | Projected ABE Traditional Funding [A] | Projected ABE On-Reserve Funding [A] | Projected ABE-ESWP Funding [A] | ESL Funding [A] | ABE Carry Over Funds Used * [B] | K-12 Funding for 18-21 Year Olds [C] | Partner Contribution [D] | Total Anticipated Program Funding [A+B+C+D] | Cost per Seat | Education Training Incentive (ETI) | Comments Please provide additional information to support programing change, if any |
| Unchanged | Essential Skills/ECE Level 1/Language | Level 4 | Warman North Daytime | Off-Reserve | SODS, IRCC | In-person | Not Available | Not Available | 120 | 12 | | 12 | 10 | Yes | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | No | |
| Unchanged | Essential Skills/Intro to Health Care/Language | Level 4 | Warman North Daytime | Off-Reserve | SODS, IRCC | In-person | Not Available | Not Available | 120 | 12 | | 10 | 8 | Yes | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | No | |
| Unchanged | Essential Skills/Industry Pathway/Language (Sector TBD) | Level 4 | Warman North Daytime | Off-Reserve | SODS, IRCC | In-person | Not Available | Not Available | 120 | 12 | | 10 | 8 | Yes | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | No | |
| New | Essential Skills/Industry Pathway/Language (Sector TBD) | Level 4 | Warman North Daytime | Off-Reserve | SODS, IRCC | In-person | Not Available | Not Available | 120 | 12 | | 10 | 8 | Yes | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | No | |
| Unchanged | General Academic Studies/Literacy | Level 1 & 2 | Warman North Daytime | Off-Reserve | Prairie Spirit School Division | In-person | Not Available | Not Available | 161 | 18 | 4 | 10 | 10 | No | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Yes | |
| Unchanged | Adult 10 | Level 3 | Warman North Daytime | Off-Reserve | Prairie Spirit School Division | In-person | Not Available | Not Available | 161 | 18 | 6 | 10 | 8 | No | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Yes | |
| Unchanged | Adult 12 | Level 4 | Warman North Daytime | Off-Reserve | Prairie Spirit School Division | In-person | Not Available | Not Available | 161 | 80 | 15 | 60 | 75 | No | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Yes | |
| Unchanged | Adult 12 (Evening) | Level 4 | Warman North Evening | Off-Reserve | Prairie Spirit School Division | In-person | Not Available | Not Available | 120 | 24 | 24 | | 12 | No | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | Not Avail | No | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | TOTAL | 188 | 49 | 122 | 139 | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | | |

**PLAN B**

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | TOTAL | 0 | 0 | 0 | 0 | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | | |

# APPENDIX D – ENGLISH AS A SUBSEQUENT LANGUAGE PROGARM PLAN 2025-26

Government of Saskatchewan

Immigration and Career Training
12th floor, 1945 Hamilton St.
Regina, SK S4P 2C8
skillstraining@gov.sk.ca

**Appendix D**
**English as a Subsequent Language (ESL)**

| Delivery Institution (Dropdown Menu Selection) | Year (Dropdown Menu Selection) | Date Submitted MM/DD/YYYY |
|---|---|---|
| Great Plains College | 2026-27 | 4/23/2026 |

| ESL Financial Overview | | | |
|---|---|---|---|
| Estimated Program Reserves as of June 30, 2026 | Budget Allocation for 2026-27 | Projected Expenditures for 2026-27 | Projected Carry Forward for 2027-28 |
| $0 | $145,000 | $145,000 | $0 |

**Program Information**

| Program Name | Program Type Dropdown Menu Selection) | Location (Dropdown Menu Selection) | Partner | Delivery Method (Dropdown Menu Selection) | Start Date MM/DD/YYYY | End Date MM/DD/YYYY | Total # of learner hours | Seats Per Class (ICT Capacity) | Seats Per Class (IRCC Capacity) | Total Class Seats (ICT+IRCC) | ICT Funding (Only include ICT language funding) | ICT ES Funding (Only include ICT ES funding being used for the programs) | ICT STA Funding (Only include ICT STA funding being used for the programs) | IRCC Funding | Other Funding | Total | Cost per seat |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Swift Current Daytime CLB 1-4 | 1. PBLA | Swift Current | IRCC | Classroom | TBD | TBD | 375 | 5 | 10 | 15 | $ 20,000 | | | $ 48,000 | | $ 68,000 | $ 4,533 |
| Swift Current Evening CLB 1-4 | 1. PBLA | Swift Current | IRCC | Classroom | TBD | TBD | 183 | 5 | 10 | 15 | $ 18,000 | | | $ 36,500 | | $ 54,500 | $ 3,633 |
| Warman CLB 1 - 4 | 1. PBLA | Warman | IRCC | Classroom | TBD | TBD | 183 | 5 | 10 | 15 | $ 18,000 | | | $ 36,500 | | $ 54,500 | $ 3,633 |
| Outlook CLB 1-4 | 1. PBLA | Outlook | IRCC | Classroom | TBD | TBD | 183 | 5 | 9 | 14 | $ 18,000 | | | $ 36,500 | | $ 54,500 | $ 3,893 |
| Frontier CLB 1 - 4 | 1. PBLA | Frontier | IRCC | Classroom | TBD | TBD | 183 | 5 | 9 | 14 | $ 18,000 | | | $ 36,500 | | $ 54,500 | $ 3,893 |
| Provincial Online Model CLB 3 & 4 | 1. PBLA | Virtual Campus | IRCC | Online | TBD | TBD | 183 | 5 | 9 | 14 | $ 18,000 | | | $ 36,500 | | $ 54,500 | $ 3,893 |
| LINC Home Study CLB 2 - 4 | 1. PBLA | Virtual Campus | IRCC | Online | 8/4/2026 | 3/31/2027 | 17 | 0 | 40 | 40 | $ - | | | $ 96,269 | | $ 96,269 | $ 2,407 |
| Swift Current Conversation Class | 6. Other | Swift Current | IRCC | Classroom | TBD | TBD | 50 | 6 | 10 | 16 | $ 3,642 | | | $ 28,500 | | $ 32,142 | $ 2,009 |
| Warman Conversation Class | 6. Other | Warman | IRCC | Classroom | TBD | TBD | 50 | 6 | 10 | 16 | $ 3,642 | | | $ 28,500 | | $ 32,142 | $ 2,009 |
| Gull Lake Conversation Class | 6. Other | Gull Lake | IRCC | Classroom | TBD | TBD | 50 | 6 | 10 | 16 | $ 3,642 | | | $ 28,500 | | $ 32,142 | $ 2,009 |
| Biggar Conversation Class | 6. Other | Biggar | IRCC | Classroom | TBD | TBD | 50 | 6 | 10 | 16 | $ 3,642 | | | $ 28,500 | | $ 32,142 | $ 2,009 |
| Burstall Conversation Class | 6. Other | Burstall | IRCC | Classroom | TBD | TBD | 50 | 6 | 10 | 16 | $ 3,642 | | | $ 28,500 | | $ 32,142 | $ 2,009 |
| Online Conversation Class | 6. Other | Virtual Campus | IRCC | Online | TBD | TBD | 50 | 6 | 10 | 16 | $ 3,642 | | | $ 28,500 | | $ 32,142 | $ 2,009 |
| Fox Valley Conversation Class | 6. Other | Fox Valley | IRCC | Classroom | TBD | TBD | 50 | 6 | 10 | 16 | $ 3,642 | | | $ 28,500 | | $ 32,142 | $ 2,009 |
| Gravelbourg Conversation Class | 6. Other | Gravelbourg | IRCC | Classroom | TBD | TBD | 50 | 6 | 10 | 16 | $ 3,642 | | | $ 28,500 | | $ 32,142 | $ 2,009 |
| Shaunavon Conversation Class | 6. Other | Shaunavon | IRCC | Classroom | TBD | TBD | 50 | 6 | 10 | 16 | $ 3,642 | | | $ 28,500 | | $ 32,142 | $ 2,009 |
| Mendham tutoring | 5. Tutoring | Mendham | IRCC | Classroom | TBD | TBD | 35 | 1 | 2 | 3 | $ 556 | | | 1,700 | | $ 2,256 | $ 752 |
| Kindersley Tutoring | 5. Tutoring | Kindersley | IRCC | Classroom | TBD | TBD | 35 | 1 | 2 | 3 | $ 556 | | | 1,700 | | $ 2,256 | $ 752 |
| Hodgeville Tutoring | 5. Tutoring | Hodgeville | IRCC | Classroom | TBD | TBD | 35 | 1 | 2 | 3 | $ 556 | | | 1,700 | | $ 2,256 | $ 752 |
| Rosetown Tutoring | 5. Tutoring | Rosetown | IRCC | Classroom | TBD | TBD | 35 | 1 | 2 | 3 | $ 556 | | | 1,700 | | $ 2,256 | $ 752 |
| | | | | | | | Total: | 88 | 195 | 283 | $145,002 | $0 | $0 | $590,069 | $0 | $735,071 | $2,349 |

No PBLA Classrooms will have Stage 2 learner eligibility (federal or provincial). Only Conversation classes and tutoring which are informal offerings will allow for both Stage 1
Essential Skills/Language Offerings are captured on the Essential Skills (ABE) Appendix Chart. No IRCC budget allocation attached to these offerings but may be negotiated in Year 2 IRCC Contributio
Current seat and funding breakdown is 65% IRCC 35% Province of Saskatchewan however, ICT language funding allocation provided is insufficient to meet 35% obligation

**Biggar** Program Centre

Box 700, 701 Dominion Street
Biggar, SK  S0K 0M0
Phone: (306) 948-3363

**Kindersley** Campus

Box 488, 514 Main Street
Kindersley, SK  S0L 1S0
Phone: (306) 463-6431

**Maple Creek** Program Centre

Box 1738, 20 Pacific Avenue
Maple Creek, SK  S0N 1N0
Phone: (306) 662-3829

**Swift Current** Campus

129 2nd Avenue NE
Swift Current, SK  S9H 2C6
Phone: (306) 773-1531

**Warman** Campus

Box 1001, 201 Central Street
Warman, SK  S0K 4S0
Phone: (306) 242-5377

**Great Plains College provides educational services in Treaty 4 and 6 Territories and the Traditional Homeland of the Métis People.**

**1.866.296.2472**
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great plains college