
**BRIDGES AND FOUNDATIONS PROJECT ON URBAN ABORIGINAL HOUSING
AND THE SASKATOON & REGION HOME BUILDERS' ASSOCIATION**

**MANAGEMENT & COORDINATION OF APPRENTICESHIP
TRAINING OPPORTUNITIES FOR ABORIGINAL STUDENTS
IN RESIDENTIAL CONSTRUCTION**

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-FINAL REPORT-

December 15, 2004

Prepared For

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ACKNOWLEDGEMENTS

The Saskatoon & Region Home Builders' Association would like to acknowledge the opportunity for partnership provided within the Bridges and Foundations Project on Urban Aboriginal Housing. Without this opportunity, the Association would not have been able to move forward with numerous other education and training initiatives also focused on careers, housing, affordability and urban First Nations and Métis people in Saskatoon.

The views expressed within this report are those of the Saskatoon & Region Home Builders' Association and not necessarily those of the funding body. All views expressed are based on the experiences throughout the administration of the *Management and Coordination of Apprenticeship Training Opportunities for Aboriginal Students in Residential Construction* agreement.

1.0 EXECUTIVE SUMMARY

The agreement with the Saskatoon & Region Home Builders' Association (hereinafter the Association) entitled *Management and Coordination of Apprenticeship Training Opportunities for Aboriginal Students in Residential Construction*, mandated the Association to provide support to First Nations and Métis people who are currently enrolled in an apprenticeship program and are committed to a career in the residential construction industry. In order to be successful, partnerships with many of the organizations in and around Saskatoon were formed by the Association to assist in all aspects of the Bridges & Foundations bursary program.

As discussed in greater detail throughout the report, several mechanisms were developed to recruit candidates. While many techniques were explored, it was the partnerships formed that proved to be instrumental in the recruiting and selecting of successful bursary recipients. These partnerships offer significant benefits beyond recruitment and placements of candidates. Common goals and initiatives were identified within the organizations that extend beyond the administration of the Bridges & Foundations bursaries.

The Association held firmly the principles of accountability and probability for success and as such, exercised due diligence throughout the recruitment process. They strongly believed in recruiting the best candidates for the bursaries. The Association felt it is in the best interest of the residential construction industry, the applicants, and the Bridges & Foundations Project to ensure the most deserving candidates received the bursary. Criteria modifications were implemented throughout the recruitment process to create the most sustainable process.

The Association is dedicated to the success of the project and appreciates the assistance received from all partners. The Association selected twenty-two candidates to receive a total of \$86,000.00. The funds were distributed for use on tuition, tools, safety apparel, steel-toed boots, commuting expenses, and living allowances. Outlined within the report are profiles of the twenty-two individuals including their trade, training level achieved and long term goals. The information presents an assessment of the quality of the individuals selected to receive the bursaries and the many goals that motivate their career pursuits.

Concluding the report are recommendations to improve the administrative process and mechanisms that should be put in place to better assist the candidates. All recommendations are centered on the goal of assisting Aboriginal people achieve greater success within the residential construction industry.

2.0 INTRODUCTION

The Saskatoon & Region Home Builders' Association is a non-profit trade association organized in 1955 to represent the residential construction industry. The Association works proactively with governments, community groups, housing agencies and its members to promote sound housing policy for the industry and the consumer, provide access to home ownership for all people in Saskatoon and Central Saskatchewan and deliver quality and innovation from the professional building industry.

Recognized for its expertise and professionalism the Association was approached and entered into an agreement with the Bridges and Foundations CURA (Community-University Research Alliances) Project on June 20, 2003 entitled *Management and Coordination of Apprenticeship Training Opportunities for Aboriginal Students in Residential Construction*. The Association's expertise in the fundamentals of trades training, residential construction and its drive to work with Aboriginal organizations to realize affordable housing options and strong cross cultural relationships amalgamated well with the objectives of Bridges and Foundations.

Management and Coordination of Apprenticeship Training Opportunities for Aboriginal Students in Residential Construction was designed to focus on two segments, partnerships and bursary administration, with a common end result.

2.1 PARTNERSHIPS

The initial objective was to establish and develop working relationships with a number of Aboriginal organizations. These partnerships would assist the Saskatoon & Region Home Builders' Association in identifying Aboriginal students enrolled in apprenticeship program with a focus on residential construction trades and careers.

2.2 BURSARY ADMINISTRATION

The second phase of the agreement was the disbursement of financial support to assist Aboriginal students enrolled, or enrolling in, a residential construction apprenticeship program. The Association was responsible for recruitment, selection, coordination, management, and the administration of resources allocated to support Aboriginal employees and students.

The report includes an outline of the partnerships formed and an assessment of the potential ability to sustain these partnerships. In conclusion, an analysis of the processes, procedures, outcomes and observations of successes and shortcomings provide insight into the recommendations being offered by the Association.

3.0 BACKGROUND

The residential construction industry in Canada is responsible for more than \$60 billion in contribution to the national economy equally divided between new home construction and the renovation of existing homes¹. Saskatchewan and Saskatoon and region, for their part, have enjoyed significant activity in the marketplace and the prospects for future sustained activity in both sectors remain strong.

As with other trades based industries, the residential construction industry, has been and continues to be, challenged with chronic shortages of skilled labour. The issue is generally not the number of applicants but the skills available. New technology, innovation, building systems, environmental enhancements and materials create skill gaps between those with experience and those attempting to enter the industry².

A large percentage of trades and residential construction professionals are nearing retirement age. With nearly 58% of Saskatoon's population reaching retirement age in the next ten to fifteen years and only 40% of the population to replace them³, steps must be taken in the interests of housing and sustainability of the industry. This trend is also noted in studies performed by SaskTrends Monitor, which reports at least 50,000 and possibly 100,000 additional people (depending on their planned retirement age) will be leaving the Saskatchewan labour force over the next ten to fifteen years. This is a result of retirement as well as out migration to other provinces within Canada.

A demographic trend that complements the decreasing labour force is the growth in the First Nations and Métis population. According to SaskTrends Monitor, over the next ten to fifteen years 30,000 to 40,000 young First Nations and Métis people will be entering the labour force. As First Nations and Métis people enter the labour force it is important they understand the opportunities available within the residential construction industry and other trades based industries. Resources are needed to provide mentorship, guidance in selected career paths and financial assistance to these people entering the workforce.

3.1 BURSARY CRITERIA

Many factors were taken into consideration in determining the criteria necessary for individuals to receive the financial support. The Association established criteria that would identify candidates dedicated to a career in the trades and who understood the opportunities and importance of housing and the residential construction industry. The Association sought candidates who would benefit from financial support and were focused on employment and/or training in residential construction. The selection committee worked to understand the circumstances and needs of each candidate in order

¹ Statistics Canada: "Industry" <http://www.statcan.ca> (Retrieved 17 June 2004)

² Construction Sector Council. "The Industry." <http://www.csc-ca.org/english/industry.html> (Retrieved 18 June 2004)

³ Statistics Canada: "Population" <http://www.statcan.ca/english/Pgdb/popula.htm> (Retrieved 17 June 2004)

to determine the best areas to provide support and thus increase the probability for success.

The criterion was established as qualified Aboriginal candidates enrolled in or enrolling in apprenticeship programs leading to a designated sub-trade or trade status in residential construction. The application process emphasized the need for the individual to be enrolled in education focused on training and apprenticeship in the residential construction industry. The process also required a resume, cover letter, three references and a copy of the applicant's most recent academic transcripts.

3.2 APPLICANT RESPONSE

The Saskatoon & Region Home Builders' Association officially began recruitment for the bursaries in February 2004 and continued to receive applications until the December 10, 2004 deadline. The deadline was selected since it allowed the maximum amount of time for recruitment and selection while still allowing the analysis of results required for the Final Report deadline of December 15, 2004.

Overall, the Association received 55 applications, conducted 48 interviews and selected 22 primary applicants and 8 secondary applicants. A profile of each of the primary candidates chosen is provided on page 13 of this report. Also included later in this report is a detailed description of the recruiting and selection process and the challenges and observations resulting from its implementation.

4.0 METHODOLOGY

The selection of candidates assessed individual interest levels in the residential construction industry. The boundaries of residential construction, for the purposes of bursary administration, were not easily defined but modified as required to accommodate the realities of the industry.

4.1 RECRUITMENT FRAMEWORK

In order to recruit and select the best candidates, the proper recruitment mechanisms had to be put into place. The recruitment and selection process recognized the organizations that were identified to attract the candidates and assist in administrative requirements. Mechanisms were put in place with these organizations to recruit individuals and inform them of the opportunities available through the bursary process.

4.2 KEY ORGANIZATIONS

The key partnership formed and employed to attract a large portion of the client pool was the Saskatchewan Indian Institute of Technologies (SIIT) and Construction Careers Saskatoon. Many of the individuals who attend SIIT closely fit the recruitment criteria established for the financial support and the broader long term labour force development goals of the Association and its industry members.

Other organizations that assisted in recruitment and confirmation of candidate's enrollment in a trades program were the Saskatchewan Institute of Applied Science and Technology (SIAT) and the Apprenticeship and Trade Certification Commission (ATCC). Some of the candidates attended SIAT as they progressed to higher levels in trades training that are not currently offered at SIIT.

4.3 RECRUITMENT MECHANISMS

General recruitment and a call for applications for the bursaries began with a media conference held at Wanuskewin Heritage Park in conjunction with the Community Housing and Design Workshop held on February 12, 2004. The media conference brought together members of the Aboriginal and non-Aboriginal communities, including His Worship, Mayor Donald Atchison and Treaty Commissioner Judge David Arnot, and announced to the public the opportunities and criteria for the bursaries.

While the media conference generated information within the general public, the Job Coaches through SIIT and Construction Careers Saskatoon provided a resource to many individuals within the target market. The majority of the bursary applications came from individuals encouraged to apply by one of the Job Coaches at Construction Careers Saskatoon.

Another key method for recruitment and for dissemination of information to the candidate pool was through individual contact and word of mouth. As applicants were approved or progressed through the recruitment process, additional referrals and requests for the application forms were received. This was an excellent source of strong candidates as many of the current applicants would speak very highly of their referrals and took the recommendation seriously.

A business card sized advertisement was placed in the April 2004 Edition of *Eagle Feather News*. Advertising in *Eagle Feather News* served as a way to promote residential construction to Aboriginal youth and provide information on how to utilize the opportunities available through the Bridges & Foundations: CURA Bursary Program. The intention of the advertisement was to generate interest and inform youth of the opportunities within the residential construction industry and the resources available to assist them.

The Association also displayed promotional material at Construction Careers Saskatoon in the Career Village building. The Career Village is also host to SIIT. Its central location in downtown Saskatoon provides easy access to the primary candidate pools in central Saskatoon, Riversdale and other downtown neighborhoods with high percentages of Aboriginal residents and youth. The promotional materials in the Career Village building allowed for the bursary information to be available to a high concentration of the demographic group targeted by the bursary program.

Other recruitment procedures implemented include the distribution of the application form to key stakeholders at Saskatoon Tribal Council, Métis Nation of Saskatoon and Métis Employment and Training of Saskatchewan to distribute to all individuals they believe would be strong candidates.

The Industry Development Coordinator at the Association also increased the target market through her contacts with individuals active within the residential construction industry on the Muskeg Lake Cree Lake Nation. This allowed support to be provided to individual(s) who may have been unaware of the bursary program. This was an important step in building partnerships with a variety of individuals and organizations within the Saskatoon Tribal Council.

4.4 APPLICATION PROCESS

Potential bursary candidates were sent a package comprised of an introductory letter encouraging them to contact the Association should they have any questions (Appendix A), the application form (Appendix B) and an Aboriginal declaration form (Appendix C). A postage paid, addressed envelope was also included in order to make it easier for applicants to return the forms.

The application form was developed in adherence to the principles of merit based selection, needs assessment, accountability, transparency and program success. These principles encouraged qualified Aboriginal candidates enrolled in apprenticeship

programs leading to a designated sub-trade or trade status in residential construction to seek necessary support. The application form emphasized the need for the individual to be enrolled in a trades based apprenticeship program. The form also requested a resume, cover letter, and three references, and a copy of the applicant's most recent transcripts.

In addition to the application, an Aboriginal declaration form was sent to potential candidates in order to confirm their eligibility for support. The Aboriginal declaration form required applicants to fill out the appropriate section of the form with the options being Status/Registered Treaty Indian, non-Status/Registered Treaty Indian, Métis or Inuk. The form was developed based on the Indian and Northern Affairs Canada Aboriginal Declaration Form sourced through the Government of Canada website.

Interviews were scheduled and conducted by the Association staff. The interview questions (Appendix D) determined eligibility, commitment to the construction industry and understanding of housing need, financial need, skills and certificates, as well as personal and professional goals. Those selected to advance in the recruitment process were then sent a financial needs assessment form (Appendix E), a questionnaire developed to properly assess each candidate's personal financial requirements. The financial needs assessment assisted in determining the requirements of candidates and the best areas to provide funding supports.

Each candidate was assessed on a case by case basis. Every attempt was made to have consistency in reviewing the candidate's needs but much of the information collected was assessed on an individual basis. Typical requests of candidates were for assistance with living expenses while attending school, tools, winter clothing, safety apparel, a vehicle and other transportation related costs.

The candidates who did not proceed beyond the initial interview phase were usually rejected due to a lack of commitment to further education, weak work experience, little pre-employment training, lack of any financial need or any combination thereof. Those individuals with no desire to become indentured were not considered. If individuals were not currently pursuing education but had the goal of doing so within the near future they were often placed on the secondary applicants list.

4.5 MODIFICATION OF CRITERIA

Many candidates were reevaluated after the Association's definition of residential construction was modified. Initially, the Association wanted to award the bursary to individuals who were indentured to a residential construction trade and committed to working within the industry. After discussions with many of the candidates, it was determined that many appreciated the importance of housing and had long term goals of owning their own residential construction business but were currently working with commercial construction companies in order to accumulate hours required to become indentured. It was also determined that many of these individuals were working on housing related projects or with sub-trades that frequently completed residential construction jobs. After considerable review the Association, expanded the definition of residential construction projects and included some candidates currently indenturing through commercial construction projects for the purposes of evaluating candidates for

support. It is worth noting that often apartments, condominiums or row housing projects are classified as commercial projects.

5.0 ANALYSIS OF RESULTS

5.1 PARTNERSHIPS

A partnership is broadly defined as a “voluntary collaboration between two or more organizations to achieve clearly identifiable goals”⁴. It must be remembered that the formation of partnerships cannot stand as an end in themselves as they must be utilized to achieve a certain goal. The development of a partnership requires a significant investment of time and resources. The resources contributed by stakeholders represent far more than money, as they can include contributions of staff and volunteer time, information, knowledge and expertise, contacts and networks, space and equipment and other in kind resources. The use of partnerships and the unique resources each organization brings to the table can result in a more comprehensive and holistic solution with a more efficient use of resources.

An important aspect of this partnership with the Bridges & Foundations Planning Circle encompassed the establishment and development of working relationships with a number of Aboriginal and non-Aboriginal organizations. Together with these partnerships, the Association was able to identify other possible candidates to receive the bursary funds.

New and sustainable partnerships between the Saskatoon & Region Home Builders’ Association have been formed with various organizations including (among others): (alphabetically)

- CanSask Career & Employment Services (CES)
- Construction Careers Saskatoon (CCS)
- Métis Employment and Training of Saskatchewan (METSJ)
- Saskatchewan Department of Community Resources and Employment (DCRE)
- Saskatchewan Housing Corporation (division of DCRE)
- Saskatchewan Indian Institute of Technologies
- Saskatchewan Institute of Applied Science and Technology (SIAST)
- Saskatoon Catholic Schools
- Saskatoon Public Schools

⁴ Torjman, Sherri. (1998). “Partnerships: The Good, The Bad and The Uncertain”. *Caledon Institute of Social Policy*.

- Saskatoon Tribal Council & The Employers Circle

The Association enjoyed success in building partnerships with these organizations, each of which has been instrumental in the candidate recruitment process. Each organization has also demonstrated a strong willingness to improve the education of First Nations and Métis individuals in the residential construction industry. These partnerships will also serve as a strong foundation to advance the initiatives of the *Apprenticeship Consultations* between the Association and Bridges & Foundations.

The bursary program allowed the creation of partnerships between individual bursary applicants and the Association. The Industry Development Coordinator is in regular contact with the applicants and their families, monitoring progress and providing additional support for candidates. This relationship allows many candidates to express their concerns as well as appreciation for receiving the support. Not only do such relationships enhance the potential for success but they also encourage and elevate participants confidence levels who would not have had a chance at a career opportunity.

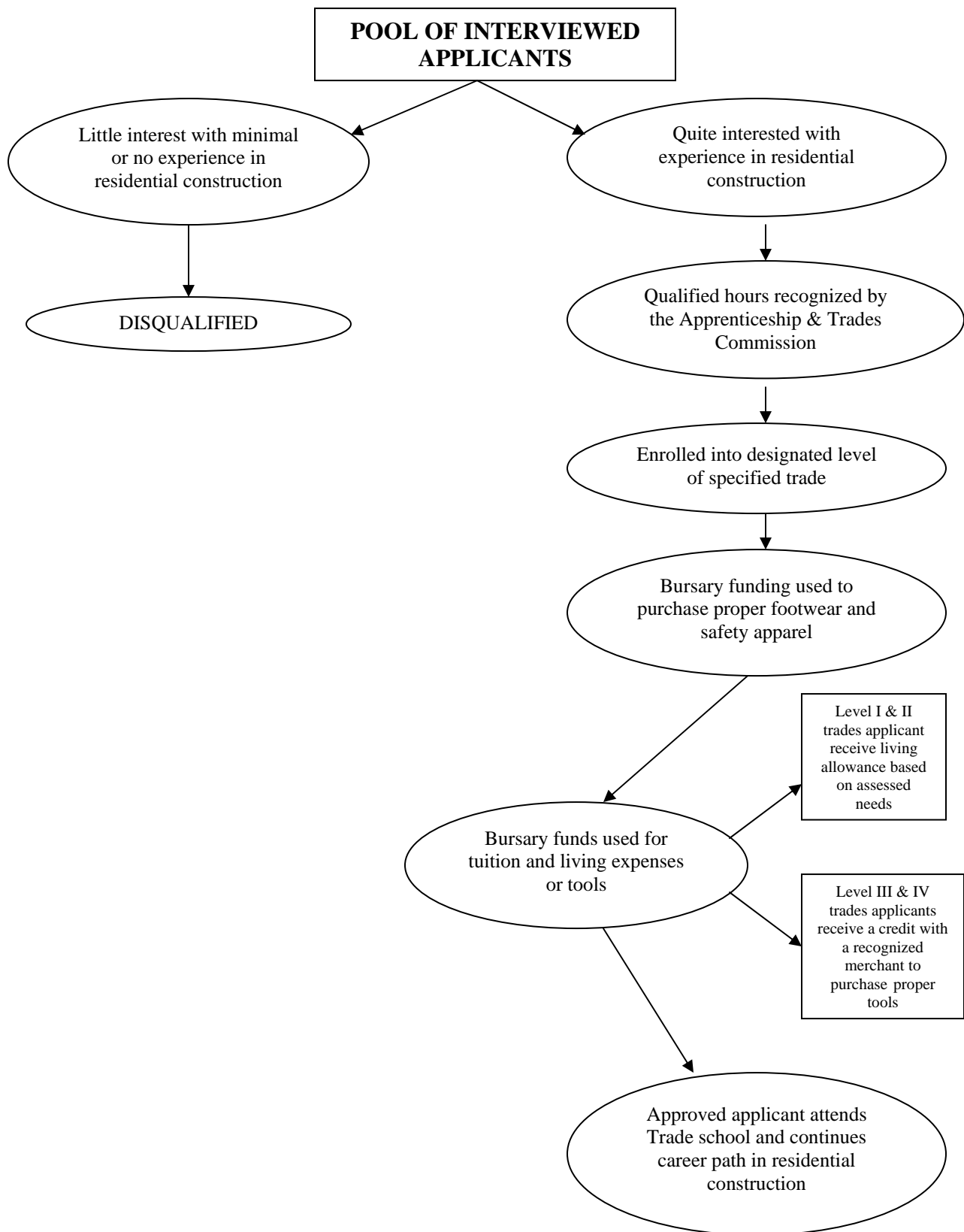
GUIDANCE

As a result of the new partnerships, the Association became aware of unforeseen obstacles inherent within the candidate recruitment process. The initial bursary selection criterion may have been too specific and thus eliminated many individuals on technicalities without due consideration of individual circumstances. The relaxation of the requirements allowed for additional candidates to be selected based on their goals and proven abilities in addition to the specifics of their current situation.

With the guidance provided through these partnerships, the Association modified the program and improved the process and criteria. This allowed for the additional selection of strong individuals while remaining true to the spirit of the success of Aboriginal students within the construction trades. It was of great importance to the Association that the partnerships formed focused on the common goal of assisting Aboriginal students establish and further their careers and simultaneously improve their quality of life.

Partnerships are truly formed only when organizations work together towards a common and mutually beneficial goal. The administration of the Bridges & Foundations bursary program allowed the Association to work with many organizations with a common goal of assisting Aboriginal students in furthering their education and acquiring a promising career. The opportunity to administer and deliver the Bridges & Foundations bursary offered the Association bridge building opportunities that would not otherwise have been possible at this time. Many of these are solid, working partnerships that will grow even stronger as time goes on.

5.2 BURSARY ADMINISTRATION- APPLICATION, RECRUITING & SELECTION PROCESS



The candidates selected for support were subsequently advised of the options for funding which included tuition, living expenses or tools. Individuals in Level I or Level II trades received funding for living expenses based on assessed needs. The candidates in Level III and Level IV training received a credit with an approved distributor to purchase proper tools. Fund disbursement was allocated in this manner to best accommodate the individuals different needs in each level of trades training. It was especially important to provide living expense support to individuals in Level I and Level II carpentry as they were less likely to qualify for Employment Insurance as they often did not have enough accumulated hours. Providing funding for tools for Level III and Level IV students was appropriate and approved as they had the best understanding of what tools were required and what would assist them best in the performance of their duties.

A profile of each of the candidates is outlined in Section 5.8. This provides a complete overview of the candidates chosen and the specific amount of financial support allocated to each.

5.3 TRUSTEE AGREEMENT

A Trustee Agreement between Bridges & Foundations, the Association and Dr. Joseph Garcea, University of Saskatchewan, College of Arts and Science has been formalized by the signing partners. The Trustee Agreement was put into place to ensure that the guidelines and objectives of the project are upheld and that funds are disbursed in accordance to the pre-established list of candidates after December 15, 2004.

The Agreement allows for bursary funds to be disbursed after the December 31, 2004 deadline established for Bridges & Foundations. It ensures the funds are delivered to the candidates within the proposed time frames. The Trustee Agreement is also designed to allow a secondary candidate to receive the bursary in the event of a primary candidate becoming ineligible. A copy of the Trustee Agreement, including the list of primary and secondary candidates, is included as Appendix G. All candidates on the primary and secondary lists were approved for support prior to December 15, 2004.

5.4 SAFETY APPAREL & FOOTWEAR

All candidates received support for the purchase of safety apparel and footwear as it was consistently requested by the candidates and a necessity for employment. The amount of \$173.27 was allocated to each candidate for the purposes of purchasing steel toed and steel plated (puncture proof) sole footwear where required. Accounts were established through local distributors for the individuals to choose the boots that best suited their needs. The amount of \$554.98 was allocated for safety apparel and the clothing necessary for outdoor working conditions. This was also administered via individual accounts through local distributors. A sample of the letter sent to approved candidates is included as Appendix H and Appendix I.

The amounts budgeted for the steel toed or puncture proof footwear and safety apparel was based on industry averages of the most commonly worn footwear and the more commonly requested apparel, as recommended by the local distributors.

5.5 LIVING EXPENSES

The candidates approved for living allowance support are all in either Level I or Level II of their trades training. The living allowance is administered to the individual during the seven week period while they attend school. Receiving the living allowance is also dependent on regular attendance to the designated trade program (as monitored by the Apprenticeship and Trade Certification Commission).

The minimum amount for the monthly living allowance was determined based on the average amount requested to cover monthly expenses. The base amount allocated per candidate was \$1200.00. To receive the base amount, the candidate had to be a single person without children. Those individuals with families were taken into consideration with an addition \$250.00 per dependent child allocated with each scheduled payment.

For the Level I and Level II candidates receiving living allowance there are two disbursement dates scheduled. The initial payment is scheduled for January 15, 2005 which is one week into the seven week school schedule. The second and final payment is scheduled for February 15, 2005, conditioned on the candidate continued registration and attendance at school. Weekly attendance reports are being forwarded to the Association in order to ensure that those receiving living allowance are still attending school.

5.6 TOOLS

Bursary candidates in Level III or Level IV of their trade were chosen to receive tools where required. The Level III and Level IV candidates were given priority in this area because there proven dedication to their desired trade and as their duties on job sites increased, their requirements also increased.

It was important to provide a high quality of tools and to give the candidates the opportunity to choose what they needed the most. It was also understood that reimbursement to the funding partners for the tools was not an option as many individuals could not afford the initial investment. To facilitate this, while still maintaining due diligence in financial administration, an account was set up with a local distributor. The account provided each candidate with a credit of \$3155.00 that can be used to purchase the tools.

5.7 TUITION PAYMENTS

Tuition payments are administered to the Apprenticeship and Trade Certification Commission (ATCC). The ATCC has been the source of information for confirming the registration of individuals scheduled to attend school and requirements remaining for candidates currently enrolled in apprenticeship programs.

The ATCC partnership has allowed for an agreement to pay the tuition after the first week of school. This provides an opportunity for confirmation of candidates who are attending school and also receiving a living allowance. The failure of a primary candidate to attend school results in the selection of an alternative candidate from the secondary list.

5.8 PROFILES OF PRIMARY CANDIDATES

Outlined below is a profile of each of the primary candidates chosen to receive the bursary. Each profile outlines the individual's trade, level, future goals and the areas in which they are received funding. All candidates are listed in alphabetical order. For a condensed list of candidates and to view the secondary list, please see Appendix F, as part of the Trustee Agreement.

➤ **BLAINE FIDDLER**
LEVEL I, CARPENTER

Blaine starts school at SIIT in January 2005. Blaine would like to be a journeyperson carpenter and eventually own his own company. Total amount of his bursary is \$3,338.25, which is based on basic living allowance with no dependents, as well tuition, clothing, footwear, and safety equipment.

➤ **KEVIN BIRD**
LEVEL IV, CARPENTER

Kevin starts school at SIAST, Prince Albert campus, in February 2005. Kevin aspires to be a role model within his First Nation community. Kevin is determined to complete his Journey Person training and plans to move back to the reserve to work as a home builder and renovator within his community. Total amount of his bursary is \$4,039.25 which includes tools, tuition, clothing, footwear, and safety equipment.

➤ **DARREL BITTERNOSE**
LEVEL I, CARPENTER

Darrel starts school at SIIT in January 2005. Darrel plans to obtain his Journey Person status and choose a career with a residential construction company. Total amount of his

support is \$4,338.25 which includes basic living allowance for himself and two dependents, and includes tuition, clothing, footwear, and safety equipment.

➤ **JOEY BRITTAN**
LEVEL II, CARPENTER

Joey starts school at SIIT in January 2005. Joey's future goals consist of being a good leader to his own crew. He feels strongly about completing his certification because it will be a strong part of his professional image. Total amount of his bursary is \$3,338.25, which is based on basic living allowance with no dependents, and includes tuition, clothing, footwear, and safety equipment.

➤ **DALLAS DUROCHER**
LEVEL II, PLUMBER

Dallas starts school at SIIT in January 2005. Dallas's future goal is to own his own company when he is a certified plumber. Total amount of his bursary support is \$4,338.25 which is based on a basic living allowance with two dependents, and includes tuition, clothing, footwear, and safety equipment.

➤ **JUBAL BRUCE DUSSION**
LEVEL I, CARPENTER

Bruce starts school at SIIT in January 2005. Bruce enjoys working in residential construction because he is able to provide for his family. Total amount of his support is \$3,338.25, which is based on a basic living allowance with no dependents, and includes tuition, clothing, footwear, and safety equipment.

➤ **BRUCE GENIELLE**
LEVEL III, CARPENTER

Bruce starts school at SIAST, Prince Albert campus, in February 2005. Bruce is very dedicated to the carpentry trade and is looking forward to completing his Journey Person status within the next year. Total amount of his bursary support is \$4039.25 which includes tools, tuition, clothing, footwear, and safety equipment.

➤ **DANA GREY EYES**
LEVEL IV, CARPENTER

Dana starts school at SIIT in January 2005, where he is going to challenge for his Journey Person status. Dana has 17 years experience in residential construction and has taken this experience to open his own company called Greyeyes Construction. Dana works on his

reserve, Muskeg Cree Lake Nation, renovating and building houses. Total amount of his bursary is \$3,883.25 which includes tools, clothing, footwear, and safety equipment.

➤ **DARIUS HYMAN**
LEVEL II, CARPENTER

Darius starts school at SIIT in January 2005. Darius is interested in carpentry because he enjoys working with his hands. His uncle has been a good role model because he has Journey Person status. Darius feels that carpentry is a good career choice because it makes him happy in addition to providing a good income. Total amount of his bursary support is \$4,838.25, which is based on basic living allowance with three dependents, and includes tuition, clothing, footwear, and safety equipment.

➤ **SARAH LEWIS**
LEVEL I, CARPENTER

Sarah starts school at SIIT in January 2005. Sarah is taking this opportunity to set an example for other Aboriginal women interested in the trades. Her future goal is to complete her certification as a carpenter. Total amount of her bursary is \$3,838.25, which is based on basic living allowance with one dependent, and tuition, clothing, footwear, and safety equipment.

➤ **RON MACHISKINIC**
LEVEL II, CARPENTER

Ron starts school at SIIT in January 2005. Ron is working towards completing his Journey Person status. Total amount of his bursary is \$ 3,338.25, which is based on basic living allowance with zero dependents, tuition, clothing, footwear, and safety equipment.

➤ **JACK MOBERLY**
LEVEL I, ELECTRICIAN

Jack starts school at SIIT in January 2005. He has future goals of completing his Journey Person status and then looks forward to owning his own residential construction company. Total amount of his bursary support is \$3,338.25, which is based on basic living allowance with no dependents, tuition, clothing, footwear, and safety equipment.

➤ **SCOTT PRIEL**
LEVEL II, CARPENTER

Scott starts school at SIIT in January 2005. Scott plans to use his education to establish his own company where the focus will be in concrete work. Scott also enjoys being involved in his community. Total amount of his bursary support is \$3,838.25, which is based on basic living allowance with one dependent, and includes tuition, clothing, footwear, and safety equipment.

➤ **ALBERT SHINGOOSE**
LEVEL II, CARPENTER

Albert starts school at SIIT in January 2005. Albert would like to start a framing business. Albert chose framing because he is proud of the work that he is able to accomplish within one day and sees his accomplishments as personally satisfying and important. Total amount of his bursary support is \$ 3,338.25, based on a basic living allowance with zero dependents, and tuition, clothing, footwear, and safety equipment.

➤ **ADRIAN STARBLANKET**
LEVEL II, CARPENTER

Adrian starts school at SIIT in January 2005. Adrian's future goals are to build his own house to better provide for and raise his children and foster children. He sees carpentry as a way to help his people by building affordable housing for them. Total amount of his bursary support is \$4,838.25, which is based on basic living allowance with three dependents, tuition, clothing, footwear, and safety equipment.

➤ **HILLIARD STEWART**
LEVEL II, CARPENTER

Hilliard starts school at SIIT in January 2005. Hilliard really likes renovation work and looks forward to completing his Journey Person training. Total amount of his bursary support is \$4,338.25 which is based on a basic living allowance with two dependents, tuition, clothing, footwear, and safety equipment.

➤ **LINDSY SEVERIGHT**
LEVEL IV, CARPENTER

Lindsay starts school at SIAST, Prince Albert campus, in February 2005. Lindsay enjoys the carpentry trade and new home construction and will complete his training this year. Total amount of his bursary support is \$ 4039.25 which includes tools, tuition, clothing, footwear, and safety equipment.

➤ **RON THOMAS**
LEVEL I, CARPENTER

Ron starts school at SIIT in January 2005. Ron is working towards getting his drivers license and wants to complete his Journey Person training. Total amount of his bursary support is \$3,338.25, which is based on basic living allowance with no dependents, and includes tuition, clothing, footwear, and safety equipment.

➤ **IVAN VINCENT**
LEVEL II, CARPENTER

Ivan starts school at SIIT in January 2005. Ivan aspires to complete his Journey Person status and then will continue on his career path working towards being a building inspector. Ivan is quite keen on safety being a priority and promotes working in a safe environment. Total amount of his bursary support is \$4,338.25 which is based on basic living allowance with two dependents, and tuition, clothing, footwear, and safety equipment.

➤ **STANLEY WHITEHEAD**
LEVEL IV, CARPENTER

Stanley starts school at SIAST, Prince Albert campus, in February 2005. Stan is a hard working individual who is also a foster parent. Stan understands that it is important to acquire his Journey Person status and will be commuting between Prince Albert and Saskatoon daily in order to obtain the education portion while struggling to also maintain his responsibilities as a foster parent. Total amount of his bursary support is \$4696.75 which includes tools, tuition, transportation money, clothing, footwear, and safety equipment.

➤ **ROBERT WOLFE**
LEVEL IV, CARPENTER

Robert started school in November 2004 at SIAST, Prince Albert campus. Robert will attain his Journey Person status in 2005 and will continue to work. In the future Robert intends to own his own company. Total amount of his bursary support is \$3,728.25 which includes tools, clothing, footwear, and safety equipment.

➤ **ALBERT YOUNG**
LEVEL I, CARPENTER

Albert starts school at SIIT in January 2005. Albert aspires to own his own company. He enjoys carpentry because he likes to see progress and enjoys working with his hands. Total amount of his bursary support is \$ 3,338.25, which is based on basic living allowance with no dependents, and includes tuition, clothing, footwear, and safety equipment.

5.9 CHALLENGES

Despite the measurable success of the partners' efforts within the bursary program and the well deserving candidates who were chosen, some challenges were encountered through the process. These challenges include those experienced by the candidates in progressing through the recruitment process as well as those encountered by the Association in recruiting, selecting and managing the program.

Recruitment Deadline

The Apprenticeship Certification process is ongoing in nature and spans a minimum of four years. An ideal situation would have been the opportunity to continue to help individuals through to the completion of their journey person training. The timeframes did not allow for this. It was an additional challenge to find an appropriate time to provide funding as school starts in January and many individuals work within the industry while classes are held.

Commitment

There was a challenge to find ideal candidates who satisfied a balance between commitments to their trade, the construction industry and a legitimate need for funding. In the process of conducting interviews, a wide range of candidates were recruited. While strong candidates have progressed through the recruitment process, there have been individuals who were lacking commitment to further education and ultimately chose to pursue other options.

Myths and Misunderstandings

While the applicants often had good intentions, there was, at times, an unrealistic understanding of the necessary steps involved in achieving journey person status. For example, several candidates still did not realize that they will have to travel to Prince Albert or Moose Jaw to attain Level 3 & 4 apprenticeship training in specific trades while others are confused by the process involved in beginning or progressing to the next level.

The other common misunderstanding by candidates was difficulty in understanding what a bursary is. There were candidates who attended the initial interview thinking it was for a position within the Association. It is unclear at this time what changes were necessary to correct this misperception earlier in the process as it is explicitly stated on the application form and any other communication materials that recruitment for a bursary or scholarship, not a job opening.

Overwhelmed

Many applicants expressed the feeling of being overwhelmed and possibly unprepared for the challenges of acquiring journey person status and the rigors of the apprenticeship process despite the resources available to assist individuals. These people are aware of the Job Coaches at Construction Careers Saskatoon, as well as the other counselors

available at the institutions, but still lack the confidence or motivation to approach them for assistance. Our Association seeks to encourage the spirit within people and mitigate issues of fear, intimidation and discouragement experienced in order that all people feel important in our industry.

Perceptions

While many employers in the Association applaud these efforts, some of the employers within the region appear to have a poor reputation within the First Nations and Métis communities. This disillusionment has been expressed directly by individuals as well by experience of those who expressed interest in the program. When approached by a Job Coach they were less than receptive to accepting work opportunities in residential construction.

There were also negative comments of employers to the First Nations and Métis communities. When approached about hiring First Nations or Métis candidates, some employers were hesitant based on negative experiences in the past. The employers often cited a lack of work ethic and work readiness as well as consistent tardiness in arriving to the work sites or not arriving to work at all.

Barriers to Accumulating Hours

Despite significant desire to gain entrance into the housing industry, one of the biggest barriers is the difficulty candidates had in finding steady employment that offered enough hours to continue their education. Candidates at all levels of their trades training experienced difficulty in finding employment to accumulate the hours necessary to advance through the apprenticeship process.

Transportation

It became abundantly clear that transportation to work sites is a major issue for many since most applicants often do not own a car or if they do it is an unreliable one. Furthermore, many do not have a driver's license. Bus services can be helpful in some instances; however, they do not offer service to new subdivisions which is where many residential construction jobs are located. Another transportation challenge encountered is that often the bus service does not start running until six in the morning, which is often the same time or later than start times on many job sites. For those attending school, transportation is also a barrier, especially when students must travel to Prince Albert or Moose Jaw for Levels 3 or 4 training. Some car pooling is possible, but there are issues of trust and potential for this solution is limited. As well, transportation was an issue for candidates attending interviews at the Association office. This has resulted in Association employees going to the individuals' homes in order to conduct the interview.

Third and Fourth Level Training Location Access

The Association has found many individuals choose not to stay in Saskatchewan to attend apprenticeship classes for specific trades. Specific levels and entire programs are not offered locally and are only offered in Prince Albert or Moose Jaw. However, when many were faced with the decision between Moose Jaw, Prince Albert or campuses in Alberta or elsewhere most individuals would decide to attend school in Edmonton or Calgary. Having certain programs located outside of Saskatoon serves as another deterrent for individuals to pursue their education. When it is necessary to leave the city it places significant pressure on individuals' families and creates additional relocation and travel costs.

Waiting for an Education & Career

In Saskatchewan, many individuals are placed on waiting lists to upgrade or for a placement within an apprenticeship level. There are currently only thirty four seats for Levels III and IV carpentry training in each at Prince Albert and Moose Jaw. This is not enough to satisfy the demand of students or the industry and totally ignores the reality that most students and a vast majority of positions are in the large centers of Saskatoon and Regina.

Communication and Accessibility

Many individuals do not maintain a permanent mailing address or telephone number. Some candidates have update their information as it changes but in general it has been an ongoing challenge to stay in contact with applicants. This issue, in itself hampered the interview process and presented challenges for document delivery and related contact issues. Construction Careers Saskatoon offered great assistance in this regard and often acquired more reliable contact information on behalf of the Association.

Wage Subsidies

The possibility of wage subsidies to employers was considered as another support tool. Some of the concerns regarding subsidy provision included on going participation of employers and an extended timeframe for disbursement of support. The Association was concerned that employees may be segregated at their work site as different and unwarranted tension would result as certain employees would receive bonuses for similar performance. As a result, wage subsidies were eliminated as a support tool.

The Privacy Act

Due diligence has been taken by the Association to protect the personal information of all individuals who applied for bursary support. Letters will be presented, if necessary, to all primary and secondary recipients requesting their approval to use their names in any Association material promoting the success of the candidates. Primary candidates will be presented with a consent form to accept or reject the opportunity to be a part of the sharing of success stories. Secondary candidates will be approached as required.

Candidates have also been made aware that their names and relevant personal information including trade, level and amount of funding received will be shared only when absolutely necessary with authorized organizations.

6.0 RECOMMENDATIONS

The recommendations include those required to improve the administrative process for selection and disbursement of support as well as the resources needed to further assist Aboriginal people in the residential construction trades. The recommendations are not divided as the majority compliments both areas.

6.1 ONGOING ASSISTANCE

There is merit in assisting numerous individuals to enter the residential construction trades but a lack of certainty regarding the availability of assistance can serve as a deterrent for pursuing further training. Some of the candidates interviewed were not pursuing further education because they did not have the necessary financial resources. The level of funding required for tuition against the loss of all or a percentage of an income was not an option, eliminating qualified and interested people from training programs.

The financial ability to assist individuals through the four levels of apprenticeship training would be of the greatest assistance to labour development efforts and the needs of the First Nations and Métis workers. This certainty would provide encouragement for more entrants to the trades.

6.2 MENTORSHIP

While assistance in the form of financial support is critical, guidance and mentorship are key components for success for any trades training program. Many candidates did not understand the apprenticeship process and did not know the hours required to move to the next level.

The provision of financial support and mentorship increases the probability for success and assist in reducing the number of candidates who begin the process but do not complete as a result of difficult accessing employment.

The emphasis on long term assistance on the part of all stakeholders would create stability and reassurance while also improving the administration of the bursary. It was often difficult to contact some candidates after a period of time as many do not maintain a permanent address. If individuals were assured of stable funding on a long term basis, they would be less likely to pursue options elsewhere. This would also assist in

determining the timing for funding support as it could be scheduled to coincide with the annual return to school.

6.3 AVAILABILITY OF TRAINING

The number of seats available for training, upgrading and programs must increase and be in place in the city of Saskatoon. Individuals should not have to wait for years to increase their education and quality of life. The provinces largest city with the most jobs and the largest workforce cannot train its own workforce in the trades. This encourages youth to leave the province. The need to relocate to continue education served as an additional barrier to education and can create unneeded financial and emotional stress on a family.

6.4 ENTREPRENEURSHIP & MANAGEMENT TRAINING

Many candidates expressed an interest in starting a business with a desire to work for themselves. These initiatives should be encouraged with the proper resources available to help make their dreams possible. This may also include management and entrepreneurship training. These courses could assist in making people's ambitions a reality and thus increasing opportunities and probability for success.

Small business loans and the ability to increase capital are important resources to have available. As individuals may encounter difficulty accessing funding support through traditional means, alternative funding sources should be made available. This should also include support for mentor and stable resources to assist students and employees achieve success in the residential construction trades.

6.5 CELEBRATING SUCCESS

Many individuals expressed a lack of self-confidence in their ability to succeed in school. If the success stories were shared among First Nations communities more youth would feel more positive and confident about their potential for success. If individuals see friends and peers succeed they will also believe in their own abilities. Many of the people the Association interviewed are capable of great achievements and we all must encourage and support young people to strive for success.

6.6 EARLY INTERVENTION AND EDUCATION

The mindset of youth, educators and parents must change to accept and encourage the excellent career opportunities that exist within the residential construction industry. Without increased marketing and educational programs the misperceptions of the trades and the residential construction industry will never shift to acceptance of the positive career options that are available.

Initiatives must also continue in the areas of cultural sensitivity training to shift the negative misperceptions that some employers still hold towards hiring a First Nations or Métis employee. It is believed that education programs and the provision of strong references will begin to increase employers willingness to hire First Nations and Métis people and recognize them as equal and fully capable members of the labour force.

7.0 CONCLUSION

The common desire of all the partners was to assist Aboriginal people in building a career in the construction trades and that resulted in success of the bursary program. In developing the administrative structure for the bursary disbursement and candidate recruitment and selection, the goal was to choose the best candidates and improve their opportunities for success in the construction trades. It was also our intention that the bursary program was to assist the individuals in the best manner possible.

Despite a normal learning curve, the process created is sustainable and administratively sound. Both the selection process and needs assessment procedure serve to ascertain areas of financial need and offer a balance between appropriate financial support for individuals and cost effective investment in education and training. There are also accountability measures in place to ensure the funds are well distributed and of benefit to workers.

The partnerships created, with a variety of organizations, have allowed for knowledge and experience to be shared, all with the intent of increasing and improving the opportunities available to Aboriginal people in Saskatoon and area. It was this common ground that allowed for the sharing of information and the ultimate selection of many strong and promising recipients. The new partnerships will continue to serve the residential construction industry, the city of Saskatoon and all people who consider this industry their choice for a career.

The Association is grateful and proud to be a part of an initiative that has invested in the future of the Aboriginal people of Saskatoon. The resources within the partnership agreement were directed to creation of sustainable processes and solutions designed to assist Aboriginal people improve career opportunities and improve living conditions.

Overcoming Barriers and Building Success

Despite the fact that the Bridges & Foundations initiative commenced activities nearly three years ago, the partnership with the Association for this particular project was not formalized until June 2003. To a large extent, the ensuing period from July 2003 until spring 2004 was dedicated to recruitment through the Association's new partners. Additional organizational support was required; therefore, the Association assisted efforts on behalf of SIIT and Construction Careers to acquire resources for a Residential Construction Job Coach and further funding support assisted the Association in the ability

to appoint an Industry Development Coordinator. The working relations that grew between the two organizations with these positions interacting and sharing a common purpose assisted the CCS goals for assisting job seekers and the Association's efforts to advance apprenticeship training. Had this project commenced earlier, it may have been possible to assist fewer individuals through an entire four year training program. In retrospect though more individuals were assisted through Bridges & Foundations support and some that were facing the prospect of failure and conceding defeat were instead given hope, encouragement and support. Young, First Nations individuals, fathers and mothers and ambitious individuals were given a sense of worth and dignity and expressed that their future hopes for personal fulfillment and career development were rekindled. Though the path was not always clear, the goals were always in sight and as a result the Association is a stronger partner in the community with more capacity to sustain and develop resources. There is new ability and potential resulting from the many new partnerships that have grown and are still growing. While some benefits and successes have already been realized these pale in comparison to the many more achievements that are yet to come from these small beginnings.

8.0 BIBLIOGRAPHY

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Statistics Canada: "Industry" <http://www.statcan.ca> (Retrieved 17 June 2004).

Statistics Canada: "Population" <http://www.statcan.ca/english/Pgdb/popula.htm>
(Retrieved 17 June 2004).

Torjman, Sherri. (1998). "Partnerships: The Good, The Bad and The Uncertain".
Caledon Institute of Social Policy.

APPENDIX A

Date

Mr/Ms. Candidate
Address
City, Province
Postal Code

Re: Bridges & Foundations and the Saskatoon & Region Home Builders' Association
Scholarship

Dear Candidate,

Please find attached an application form for the Bridges & Foundations and the Saskatoon & Region Home Builders' Association Scholarship. The scholarships will be available to qualified Aboriginal candidates who are enrolled in or will be enrolled in the apprenticeship program leading to a designated sub trade or trade status in residential construction.

If you believe you fit the above qualifications please take the time to fill out the application form as well as include a resume with three references and transcripts of high school or any post secondary education. Applications are being reviewed on an ongoing basis.

If you have any questions please do not hesitate to contact me.

Sincerely,

Susan Zwarych
Industry Development Coordinator

Cc Alan H.J. Thomarat, Executive Director, Saskatoon & Region HBA
Erin Foss, Research & Communications Assistant, Saskatoon & Region HBA

APPENDIX B



Bridges & Foundations: CURA and the Saskatoon & Region Home Builders' Association

The Saskatoon & Region Home Builders' Association, in partnership with Bridges and Foundations is conducting recruitment and selection of qualified candidates from the First Nation and Métis communities to apply for bursaries in support of their post secondary education.

Enrolment in apprenticeship programs leading to a designated sub-trade or trade status in residential construction will be considered.

If you are interested and feel you qualify for this bursary please fill out the application form and return to the Saskatoon & Region Home Builders' Association office with resume, cover letter, three references and transcripts of most recent post secondary or high school education.

Name: _____

Address: _____

Phone #: _____ E-mail Address: _____

Post-Secondary Institute: _____

Program Registered In: _____

Please Return Application Form to:
Saskatoon & Region Home Builders' Association
#11-3012 Louise Street, Saskatoon, SK S7J 3L8
Tel: 306-955-5188 Fax: 306-373-3735
E-mail: careers@saskatoonhomebuilders.com

APPENDIX C

APPENDIX D

Bridges & Foundations and the Saskatoon & Region HBA Bursaries

Interview Questions For:

Date:

- 1. What have you done to get ready for today's interview?**
- 2. How long have you been working in residential construction?**
- 3. Do you see a future for yourself in residential construction?**
- 4. Are you working at this time?**
 - A) Who is your employer?
- 5. Are you currently registered in an Apprenticeship Program?**
 - A) Can you provide us with proof of enrollment if needed?
 - B) What level of education do you have?
 - C) When do you expect to return to school?
- 6. Do you have a valid Drivers License / Other Certifications (WHMIS)?**
- 7. What are some of your personal and professional goals?**
- 8. How could the bursary be most beneficial to you?**
- 9. Do you have any questions?**

APPENDIX E

Name: _____

***Saskatoon & Region Home Builders' Association and
Bridges & Foundations: CURA Bursary***
Assessment of Financial Need

You are not required to answer any of the following questions. The questions are to assist the Saskatoon & Region Home Builders' Association in assessing the needs of individual bursary candidates and to determine financial need. The information you provide will only be used by the Saskatoon & Region Home Builders' Association and the Bridges & Foundations Management Committee.

Are you declaring special status as a visible minority? Please specify.

Are you currently:

- Living at home with your parents
 Independent from your parents

Do you have dependent children?

- Yes
 No

If yes, how many?

Assets you currently own: (choose all that apply)

- House
 Automobile
 Other _____

What is your current year in your Apprenticeship Program?

- 1
 2
 3
 4

Do you expect to incur any relocation costs when you return to school? If so, what is the expected cost?

What other financial assistance are you receiving?

When you return to school, what costs will you incur? (consider tuition, books, rent, transportation, general living expenses etc)

What are your expected monthly living expenses? (include rent, utilities, groceries and gasoline)

If you are provided with financial assistance, how would you plan to use the money?

Name (printed)

Signature

Date

APPENDIX F

AGREEMENT

This agreement is made between:

Bridges and Foundations: CURA
Room 218
229 - 4th Avenue South
Saskatoon, SK

AND

Saskatoon & Region Home Builders' Association
11-3012 Louise Street
Saskatoon, SK S7J 3L8

AND

Dr. Joseph Garcea
University of Saskatchewan
College of Arts and Science

RE: *Management and Coordination of Apprenticeship Training Opportunities for Aboriginal Students.*

The aforementioned parties agree that, consistent with the agreement between the Saskatoon & Region Home Builders' Association and Bridges & Foundations: CURA, eligible Aboriginal applicants that have been approved to receive a bursary are identified in the attached Schedule A: Apprenticeship Bursaries.

In the event that all bursaries are not disbursed by December 31, 2004, it is further agreed that Dr. Joseph Garcea will ensure that the guidelines and objectives of the *Management and Coordination of Apprenticeship Training Opportunities for Aboriginal Students* contract between Bridges & Foundations: CURA and the Saskatoon & Region Home Builders' Association are upheld and that funds are disbursed in accordance with Schedule A: Apprenticeship Bursaries. In the event that an approved applicant becomes ineligible for the bursary, an alternative applicant will be selected by the Trustee from the list of Standby applicants as provided in Schedule A: Apprenticeship Bursaries.

All funds will be disbursed no later than March 31, 2005 or they shall be returned to the University of Saskatchewan.

This agreement dated _____, 2004

and signed by the parties hereto.

Dr. Alan Anderson
Bridges and Foundations: CURA

Dr. Joseph Garcea
University of Saskatchewan
Trustee

Alan H.J. Thomarat
Saskatoon and Region Home Builders' Association
Executive Director

Attachment:
Schedule A: Apprenticeship Bursaries

APPENDIX G

December 3, 2004

Name
Street Address
Saskatoon, SK Postal Code

Dear Name ,

This letter entitles you to the following items:

- 1 – (R03) **Carhartt Artic Lined Bib Overall**
Black or Brown
- 1 – (R01) **Carhartt Unlined Bib Overall**
Black or Brown
- 1 – (C03) **Carhartt Artic Lined Jacket**
Black or Brown
- 1 – (Q892 or Q894) **Helly Hanson Under Shirt**
- 1 – (Q895) **Helly Hanson Long John Pant**
- 1 – (A99 RSB) **Hard Hat, CSA Approved**
- 1 – (S3243 Genesis) **Safety Glasses**
- 1 – (A123) **Carhartt Thins late Glove**

You may pick up your clothing and safety equipment at

NORTHERN FACTORY SURPLUS
3 – 602 CIRCLE DR E
SASKATOON SK

NOTE all recipients must present letter to merchant to receive goods and must have orders filled by NO LATER than December 14, 2004.

Regards,

Susan Zwarych
Industry Development Coordinator
Saskatoon & Region Home Builders' Association

APPENDIX H

December 6, 2004

««AddressBlock»»

««GreetingLine»»

This letter entitles you to one pair of **Caterpillar, Troy II** work boots.

You may pick up your boots at

**TRAXX FOOTWARE
36 – 2105 8TH ST
GROSVENOR PARK SHOPPING CENTRE
SASKATOON SK**

NOTE all recipients must present letter to merchant to receive goods and must have orders filled by NO LATER than December 14, 2004.

Regards,

Susan Zwarych
Industry Development Coordinator
Saskatoon & Region Home Builders' Association

APPENDIX I

December 6, 2004

Name
Street Address
City, SK Postal Code

Dear Name,

This letter entitles you to an in store credit of **\$ 3155.00** to put towards the purchase of necessary tools to help further your career in residential construction. You may use this credit at **HANDYMAN RENTALS** and your tool purchasing contact is Vic Chickowski.

Please keep in mind that you have one year, from today's date, to spend the entire amount of this credit. You should be aware that you will have to place an order for your tools and expect up to a one week wait before you receive your order. Be assured that Vic will do his best to shorten the wait time and he looks forward to meeting you in the near future.

Vic Chickowski works at the following location:

HANDYMAN RENTAL CENTRE
2240 AVE C N
SASKATOON SK
(306) 933-3020

Regards,

Susan Zwarych
Industry Development Coordinator
Saskatoon & Region Home Builders' Association