

A BRIEF DESCRIPTION OF SASKATCHEWAN NEWSTART INC.

DEPT. OF REGIONAL ECONOMIC EXPANSION
LIBRARY
JUL 24 1974
OTTAWA
BIBLIOTHEQUE REGIONALE
DE L'EXPANSION ECONOMIQUE

prepared by



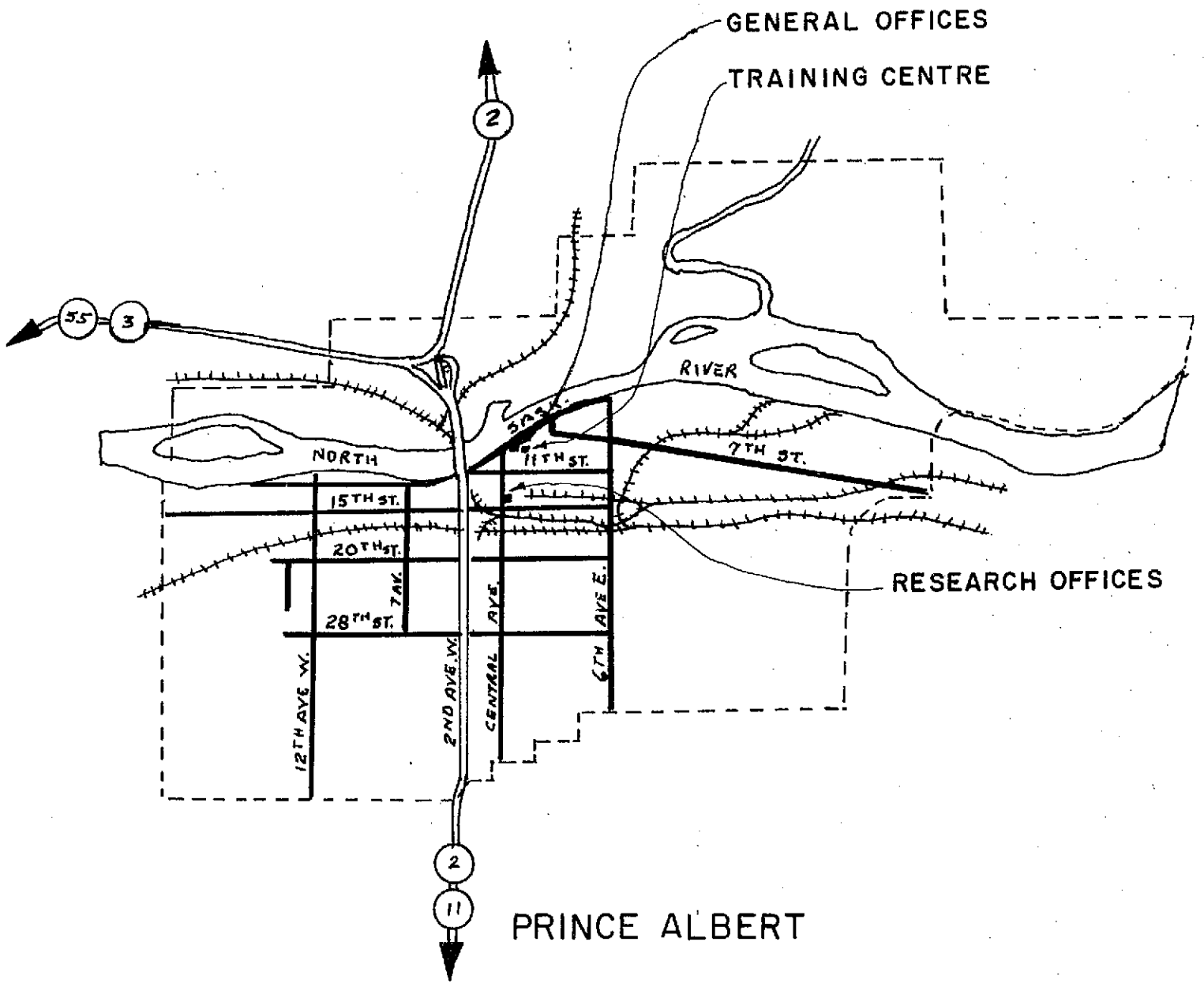
DEPARTMENT
OF REGIONAL
ECONOMIC
EXPANSION

HN
110
S3C35

HN
116
S3
C35

TABLE OF CONTENTS

1.	Prince Albert	1
2.	Summary of Activities 1968 - 1969	2
3.	Strategy of Plan for 1969-70	4
4.	Facilities	7
5.	Key Personnel	8



PRINCE ALBERT

The city has a population of about 28,000 and is situated on the North Saskatchewan River, a boundary line between the agricultural areas to the South and the forest and mineral areas to the North. The rural area within commuting distance is one of the most heavily populated in the Province, characterized in large part by small farms of $\frac{1}{2}$ to 2 sections in size. Although there are some relatively large pockets of good farming land in the area, most of the land is poor and suited mainly to stock raising.

The trading area of Prince Albert extends about 100 miles to the East, 50 miles to the South, 70 miles to the West, and in some respects almost to the Northern boundary of the Province. The city has been an important government administration centre for more than 75 years. The Provincial and Federal governments employ more people than any other employer in the city. To a very large extent, the direct administration of $\frac{3}{5}$ of the province which lies north of the city is carried on by various government regional offices located in Prince Albert.

Prince Albert is, in many ways, a "manning depot" for Indian, Metis and whites who leave reserves, traplines, farms, etc. to try to survive in the life of urban Canada, which they find sometimes to be frightening and demanding. Few succeed in their first attempt to adapt to city life and many return to the sparsely settled rural poverty culture. The presence of about 4,000 Indian/Metis people in the City with the attendant problems of integration, presents particularly difficult human resource development problems to resolve. On the other hand, new opportunities are developing. For instance, a \$65,000,000 pulp mill was opened in October, 1968. This currently employs approximately 500 people at the mill and another 400 in logging operations. The pulp mill requires a continuous demand for goods

and services which bring an estimated \$10,000,000 increase in personal income to the city and surrounding area.

SUMMARY OF ACTIVITIES 1968 - 1969

Saskatchewan NewStart was incorporated under the Societies Act of Saskatchewan on August 19, 1967.

ORGANIZATION

The corporate form of organization was selected as the most suitable for an agency conducting action research in adult human resource development. The specific advantages were visualized as follows:

1. Operating decisions may be made and implemented quickly.
2. Staffing problems may be handled promptly.
3. Freedom to hire and evaluate staff with the required qualifications and orientations.
4. Flexibility, with freedom from rigid commitment to established methods and procedures of counselling, training, etc.

In keeping with this autonomy, the Board of Directors is appointed jointly by the two ministers and its members are not employees of either government. The Executive Director is also chairman of the Board of Directors and is responsible for the day to day operation of the corporation.

OBJECTIVES

Saskatchewan NewStart has the following objectives:

1. To innovate in methods for qualifying people, who are disadvantaged as to their training and education, to obtain and retain continuing and stable employment.
2. To negotiate, develop and implement programs for qualifying people for career opportunities within established and emerging occupations.

3. To test the value of methods and materials for achieving the above two objectives.
4. To describe and document the methods developed and/or tested so they may be repeated in other communities with confidence of results.

1968-69 OBJECTIVES

For the fiscal year of April 1, 1968, to March 31, 1969, Saskatchewan NewStart was authorized to:

1. Conduct a human resource survey of people 13 years of age and older in Prince Albert.
2. Develop and conduct experimental courses for school aides, social work aides and retail sales clerks.
3. Develop and conduct a course in Life Skills.
4. Test new basic educational materials.
5. Acquire and equip a training centre for the above courses.
6. Develop an appropriate organization to do this work.
7. Prepare plans for more extensive experimental training to be carried out in 1969-70.

1968-69 ACHIEVEMENTS

During 1968-69 the following were achieved:

1. The human resource survey was conducted.
2. An initial course for school aides, covering six weeks was conducted and the graduates were placed in local and district schools. A continuing follow up is being conducted of the people who completed this course.
3. Detailed experimental course curricula were subsequently developed for school aides and social work aides. Testing of the courses was initiated in February, 1969.
4. An experimental curriculum was developed for Life Skills. Testing of this course began in February.

5. Basic Education courses were also introduced.
6. The testing of a retailing course for sales clerks was undertaken in collaboration with the Department of Education.
7. A retail sales training curriculum was begun for people who had not worked in this field previously.

Staff increased from 13 at April 1, 1968, to 58 at February 28, 1969.

A training centre was developed with a capacity of 100 trainee places and went into operation February 3, 1969. Sixty adult students were enrolled in training by February 10, 1969.

STRATEGY OF PLAN FOR 1969-70

In the January - March, 1969 period, Saskatchewan NewStart experimented with a variety of training methods including programmed instruction; video taped sessions; role playing; discussions; etc. The Plan for 1969-70 calls for experimentation in areas such as:

1. The use of further training methods such as simulation, on-the-job training, demonstration/performance, etc.
2. The inclusion in curricula of precise instructional objectives to describe to the instructional staff and to the trainees exactly what the trainee will be capable of doing as a result of the training.
3. The inclusion of the families of trainees in certain areas of training to further ensure the lasting value of the program.

More important, perhaps, the plan calls for a philosophy free of assumptions about the nature of the trainee, and free of assumptions about the community and its occupational opportunities. This means that the institution must know its trainees as one focus of its program development, and study the changing nature of the community as a second focus of its

program development. The program must provide experiences designed to evoke interest, identify aptitudes, encourage skill exploration and provide training. This approach must also embrace related training and counselling requirements for the families of trainees to further ensure the lasting value of the program.

FOCUS ON TRAINEES

In its focus on the trainee the program is designed to rehabilitate the disadvantaged person. It will offer basic education, life skills, and a choice of vocational training. The program will be divided into phases: the prevocational program and occupational training.

The prevocational phase is NewStart's response to the challenge presented by the adult student whose background of education and experience is inadequate to make a vocational decision or to profit from job training. The program is flexible in length and in content. It is designed to (1) discover and correct deficiencies that prevent the successful completion of vocational training, (2) provide an opportunity for the trainee to explore one or more occupations in the process of making a specific occupational choice, (3) assist the adult student to acquire the skills required to work and live in an urban environment.

The occupational training phase will also be flexible. It will be necessary to prepare courses related to broad employment fields which have common core areas of skills and knowledge. This will enable:

1. Diverse needs of individual adult students to be met.
2. Trainees to select from a wide range of specific job oriented courses.
3. Adult students to progressively broaden their general knowledge of the employment field and by degrees to narrow their choice of a specific occupational job opportunity.

4. Trainees to choose alternative occupations in the same general interest area in the event that an immediate opportunity in the occupation of their choice is not available.
5. Adult students to be easily cross-trained in an allied occupation or to broaden their general knowledge in the occupation field.

The following areas will be explored to determine occupational clusters:

1. Human Resource Development Occupations
This may embrace school, social work, recreation and health non professional positions.
2. Clerical Occupations
This may embrace such jobs as filing, clerical, typist, stenographer and data processing.
3. Service Occupations
This may include food service, waiter, waitress, janitor, housekeeping, etc.
4. Mechanics and Repairmen
This may include appliance, automobile, business machine, radio and television, etc., mechanics and repairmen.
5. Sales Occupations
This may embrace retail sales clerks, warehouse operations, receivers and checkers, etc.

FOCUS ON COMMUNITY

In its focus on the community, its problems, and its opportunities, Saskatchewan NewStart will develop techniques by which a training institution can determine the needs of the community, as they relate to job opportunities, and develop relevant training programs. NewStart will also prepare the community to accept the program and the trainees who complete courses. Furthermore, follow-up services to aid the graduates and to assess the

projects will be provided. The concept also requires the development of a model of an organization that is adaptable to the characteristics of its clientele and to the opportunities of the community.

FACILITIES

At the present time Saskatchewan NewStart is located in three premises as follows:

General Offices: First Avenue & River Street East, 2800 sq. ft.
Research Offices: Central Avenue, 2000 sq. ft.
Training Centre: Second Avenue & Eighth Street East, 9750 sq. ft.

The training centre has a capacity for 100 adult students, a training aids development laboratory and offices for recruiting and instructional staff.

The training space comprises four conference rooms equipped with folding doors which permit subdivision into 10 seminar rooms. Two of the conference rooms are also equipped with one way mirrors which allow observation for:

1. research into the relationships between various teaching-learning processes, course content and achievement of instructional objectives.
2. teaching adult students to observe group process as part of the Life Skills course.
3. supervision of instructional staff.

Video-tape recording and playback is available to all rooms for the use of adult students to practice life skills (e.g. applying for a job), to assess their own skills, and to gain insight into their own attitudes.

Conference and seminar rooms are equipped with trapezoidal tables permitting a number of configurations depending on the requirements of the teaching-learning process at any time.

