

GOVERNMENT OF ALBERTA

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# Advanced Education

Annual Report

2023-24

*Alberta* 

Advanced Education, Government of Alberta | Advanced Education 2023-24 Annual Report

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## Preface

The Public Accounts of Alberta are prepared in accordance with the *Financial Administration Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Public Accounts consist of the annual report of the Government of Alberta and the annual reports of each ministry.

On June 9, 2023, the government announced new ministry structures. As such, the responsibilities of the former Ministry of Skilled Trades and Professions were transferred to the Ministry of Advanced Education. The 2023-24 Annual Report reflects the 2023-26 Ministry Business Plans, the Government of Alberta Strategic Plan, as well as the ministry's activities and accomplishments during the 2023-24 fiscal year, which ended on March 31, 2024.

The Annual Report of the Government of Alberta contains Budget 2023 Key Results, the audited Consolidated Financial Statements and Performance Results, which compares actual performance results to desired results set out in the government's strategic plan.

This annual report of the Ministry of Advanced Education contains the Minister's Accountability Statement, the ministry's Financial Information and Results Analysis, a comparison of actual performance results to desired results set out in the Ministry Business Plan. This ministry annual report also includes:

- other financial information as required by the *Financial Administration Act* and *Sustainable Fiscal Planning and Reporting Act*, as separate reports, to the extent that the ministry has anything to report.

All Ministry Annual Reports should be considered along with the Government of Alberta Annual Report to provide a complete overview of government's commitment to openness, accountability, and fiscal transparency.

## Minister's Accountability Statement

The ministry's annual report for the year ended March 31, 2024, was prepared under my direction in accordance with the *Sustainable Fiscal Planning and Reporting Act* and the government's accounting policies. All the government's policy decisions as at June 5, 2024, with material economic or fiscal implications of which I am aware have been considered in the preparation of this report.

Original signed by

Rajan Sawhney  
Minister of Advanced Education

## Message from the Minister



This year, more than ever, Alberta’s adult learning system played a key role in the success of our province’s economy. With the assumption of responsibilities from the former Ministry of Skilled Trades and Professions in June of 2023, Advanced Education renewed our focus on promoting apprenticeship learning as part of our goal to transform and modernize post-secondary education in our province.

The Alberta 2030 strategy remained our guide in helping students gain the skills and knowledge they need to find rewarding careers in a rapidly evolving workforce. Alberta’s government made significant investments in 2023-24 to create modern learning environments, give researchers new and better spaces to further their important work, and ensure that our campuses remain caring, welcoming, and vibrant spaces for students, staff, and educators.

These strategic investments included \$5 million in planning funding for a new Multidisciplinary Science Hub at the University of Calgary, which will create additional space for 2,200 students in Science, Technology, Engineering, and Math (STEM) related education; \$125 million, over five years, to support construction of a new School of Business building at MacEwan University, with 35,000 square metres of new space for an additional 7,500 students; and \$11.3 million for a new power engineering lab at Northwestern Polytechnic’s Grande Prairie campus.

Alberta made historic investments in post-secondary health care education this year, with the goal of increasing the number of nurses eligible to practice in the province. Initiatives such as the Bursary for Internationally Educated Nurses will help address the shortage of health care workers in rural Alberta through a “return in service” component. Alberta also made things easier for internationally educated nurses by reducing red tape and streamlining their registration process, while ensuring the highest standards of training and patient care. These and other measures will help ensure our health care system remains strong, now and in the future.

Demand for apprenticeship education continued to rise sharply over the past year. As an enthusiastic champion for the skilled trades and regulated professions, I was pleased to oversee my ministry’s continued advocacy for these jobs as fulfilling career choices for Albertans. In 2023-24, Advanced Education increased the Apprenticeship Learning Grant to assist post-secondary institutions in addressing demand that went well beyond their budgeted capacity. We also continued to fund the largest targeted enrolment expansion in Alberta’s history, enhancing opportunities for students to train or upgrade closer to home, with better outcomes for meeting local labour needs.

This past year saw continuing pressures from inflation and rising program demand that challenged us to ensure post-secondary education in Alberta is accessible and affordable for those who wish to pursue it. As part of Alberta’s Affordability Action Plan, we brought in measures on July 1, 2023, to lower the cost of borrowing for student loans by reducing the interest rate, extending the interest-free period once a student finishes their studies, and increasing the low-income threshold for the Repayment Assistance Plan, making repayment more manageable. And to keep tuition affordable and predictable, a cap of two per cent on tuition increases was introduced to take effect in the 2024-25 academic year.

The safety and well-being of our post-secondary students saw renewed priority in 2023-24, as we continued to make significant progress in addressing and bringing awareness to students' experiences of gender-based violence. This year, Alberta's government also negotiated a funding agreement with the Government of Canada to implement Alberta's portion of the National Action Plan to End Gender-based Violence.

Students continued to express to us the essential importance of mental health services in 2023-24. Advanced Education provided dedicated funding through the Post-secondary Student Mental Health Grant for services ranging from peer support and counselling, to crisis care and intervention, on Alberta's campuses.

Looking forward, we are committed to working with Alberta's post-secondary students, institutions, private career colleges, industry representatives, professional regulatory organizations, unions, and a diversity of stakeholders to ensure our post-secondary system continues to be a source of crucial benefits to our economy, society, and all Albertans.

Original signed by

Rajan Sawhney  
Minister of Advanced Education

# Management's Responsibility for Reporting

The Ministry of Advanced Education includes:

- The Department of Advanced Education;
- Public Post-secondary Institutions;
- Alberta Board of Skilled Trades;
- Campus Alberta Quality Council;
- Land Agent Advisory Committee;
- Minister's Advisory Council on Higher Education and Skills; and
- Premier's Council on Skills.

The executives of the individual entities within the ministry have the primary responsibility and accountability for the respective entities. Collectively, the executives ensure the ministry complies with all relevant legislation, regulations and policies.

Ministry Business Plans, annual reports, performance results and the supporting management information are integral to the government's fiscal and strategic plan, annual report, quarterly reports, and other financial and performance reporting.

Responsibility for the integrity and objectivity of the accompanying ministry financial information and performance results for the ministry rests with the Minister of Advanced Education. Under the direction of the Minister, I oversee the preparation of the ministry's annual report, which includes the financial information, performance results on all objectives and initiatives identified in the Ministry Business Plan, and performance results for all ministry-supported commitments that were included in the 2023-26 Government of Alberta Strategic Plan. The financial information and performance results, out of necessity, include amounts that are based on estimates and judgments. The financial information is prepared using the government's stated accounting policies, which are based on Canadian public sector accounting standards. The performance measures are prepared in accordance with the following criteria:

- **Reliable** – Information used in applying performance measure methodologies agrees with the underlying source data for the current and prior years' results.
- **Understandable** – the performance measure methodologies and results are presented clearly.
- **Comparable** – the methodologies for performance measure preparation are applied consistently for the current and prior years' results.
- **Complete** – outcomes, performance measures and related targets match those included in the ministry's Budget 2023.

As Deputy Minister, in addition to program responsibilities, I am responsible for the ministry's financial administration and reporting functions. The ministry maintains systems of financial management and internal control which give consideration to costs, benefits, and risks that are designed to:

- provide reasonable assurance that transactions are properly authorized, executed in accordance with prescribed legislation and regulations, and properly recorded so as to maintain accountability of public money;
- provide information to manage and report on performance;
- safeguard the assets and properties of the province under ministry administration;
- provide Executive Council, the President of Treasury Board and Minister of Finance, and the Minister of Advanced Education the information needed to fulfill their responsibilities; and
- facilitate preparation of Ministry Business Plans and annual reports required under the *Sustainable Fiscal Planning and Reporting Act*.



In fulfilling my responsibilities for the ministry, I have relied, as necessary, on the executives of the individual entities within the ministry.

Original signed by

Carmen Baldwin-Déry

Acting Deputy Minister of Advanced Education

June 5, 2024

# Results Analysis

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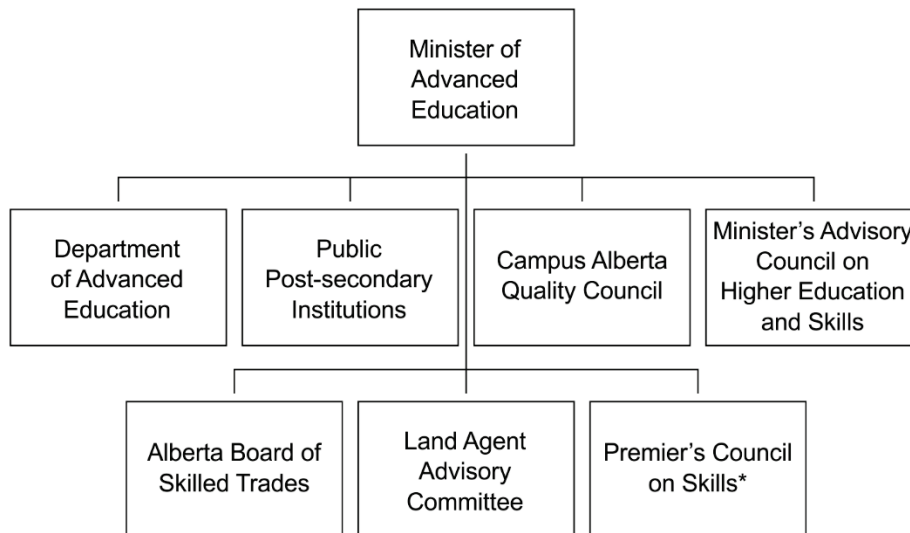
## Ministry Overview

### Ministry Mandate and Structure

On June 9, 2023, the government announced new ministry structures in which the responsibilities of the former Ministry of Skilled Trades and Professions were transferred to the Ministry of Advanced Education.

The Ministry of Advanced Education is responsible for an adult learning system that provides accessible, affordable, and high-quality education that prepares Albertans for the workforce and supports a thriving and diverse economy and society. The ministry works closely with public post-secondary institutions, private providers, and community learning providers to support adult learning, provide educational opportunities, and enhance the adult learning system. To support affordability, the ministry provides financial supports to Albertans who are pursuing post-secondary learning opportunities. It also delivers programs and policies, so Alberta remains a destination of choice for skilled professionals and a leader in apprenticeship education and trades certification. Guided by the Alberta 2030: Building Skills for Jobs strategy, Advanced Education's investment in people, infrastructure, and research capacity enables the post-secondary sector to drive job creation, innovation, and economic diversification. The ministry is also committed to removing barriers to employment for highly skilled Canadian-certified professional workers in regulated occupations and Albertans with foreign credentials. It collaborates with partner ministries and stakeholders on initiatives to encourage economic diversification and grow the province's talent pipeline with the skills, knowledge, and competencies to support a prosperous society.

### Organizational Structure



\* The Premier's Council on Skills is accountable to the Premier through the Minister of Advanced Education.

## Operational Overview

Five divisions within the ministry carry out the work of the department:

### Programs, Engagement and Innovation

The Programs, Engagement and Innovation division positions the department strategically for informed decision-making, implementation, and program delivery. The division builds and maintains relationships with key stakeholders including industry and employers, post-secondary institutions, and student groups. The division designs and implements key initiatives such as Alberta at Work, targeted enrolment expansion, work-integrated learning, micro-credentials, the International Education Strategy, and prevention of gender-based violence on campus. The division provides oversight of publicly funded post-secondary institutions through efficient and effective program approval functions. The division drives digital strategy and continuous improvement of department information technology systems and leads system innovations for programs and operations in support of learner access and pathways.

### Private Career Colleges and Student Aid

The Private Career Colleges and Student Aid division is responsible for licensing private career colleges in Alberta and ensuring compliance with both the *Private Vocational Training Act* and Regulation. The division works closely with private career colleges to gather annual report data for key performance indicators and conducts site visits and reviews to evaluate compliance. It also manages the student complaints process and ensures adequate student protections are in place.

The division provides financial supports to students attending post-secondary programming, in the form of student loans, grants, scholarships, awards, and bursaries, to support affordability and accessibility of post-secondary education for Albertans. The division develops and delivers provincial funding supports and administers the Canada Student Financial Assistance program on behalf of the Government of Canada.

The division supports private career college compliance reviews and audits, student aid compliance, suspected fraud identification and review, designations of programs and institutions, and repayment rate tracking and correspondence.

### Skilled Trades and Professions

The Skilled Trades and Professions division works to ensure all Albertans can participate in adult learning opportunities by providing financial assistance and supports to those who qualify to attend approved foundational learning and skills development programs and by supporting providers to deliver community programming. The division also oversees strategic initiatives such as the expansion of the apprenticeship learning model; grant management of program partners; and modelling, monitoring, and reporting to ensure apprenticeship education seats are in line with labour market demands. The division provides programs and policies for apprenticeship education and trades certification in Alberta and supports to the Alberta Board of Skilled Trades. The division also develops apprenticeship standards with industry and provides support services to apprentices and employers through regional offices, including exam development and delivery, qualification review, and certification. The division identifies fair and transparent governance practices for regulated professions, designated occupations, and trades through the Fairness for Newcomers Office. The division also supports professional regulatory organizations and professional associations seeking to become professional regulatory organizations. It works to streamline processes and reduce barriers to accreditation and credential recognition and registration for professionals coming to work in Alberta.

## **Strategic and Business Services**

The Strategic and Business Services division provides leadership and coordination for all aspects of the policy development cycle, intergovernmental relations, and governance and legislative services, including providing secretariat support to the Minister’s Advisory Council on Higher Education and Skills and Premier’s Council on Skills. The division is responsible for the collection, governance, and analysis of post-secondary system data, measurement of system performance and outcomes, as well as research and analysis to support decision making by government and stakeholders. The division delivers the ministry’s corporate services functions, which include coordinating Freedom of Information and Protection of Privacy requests, accommodations and facilities management, emergency management, business continuity planning, and the development of the ministry’s business plan, annual report, and enterprise risk management processes.

## **Financial Services**

The Financial Services division provides strategic management and decision-making oversight of the finance functions of the ministry and post-secondary system, with a focus on maximizing business results while managing department risk and fostering relationships with stakeholders.

## **Advisory Boards, Councils, and Authorities**

### **Campus Alberta Quality Council**

The Campus Alberta Quality Council is an arms-length quality assurance agency that reviews and recommends Alberta degree programs to the Minister of Advanced Education for approval. The Campus Alberta Quality Council also monitors degree programs to ensure they continue to meet its standards.

### **Minister’s Advisory Council on Higher Education and Skills**

The Minister’s Advisory Council on Higher Education and Skills is responsible for advising the minister about the direction of Alberta’s post-secondary system including metrics for measuring performance, long-term strategic goals, and any other matters as requested by the Minister of Advanced Education.

### **Alberta Board of Skilled Trades**

The Alberta Board of Skilled Trades is responsible for advising the minister on the direction of Alberta’s designated trades certification system. The board is also responsible for promoting the designated trades and the value of certification; consulting with industry on the standards and requirements for certification, which activities within designated trades should only be performed by individuals who meet specific requirements, and what those requirements should be (restricted activities); making recommendations to government on which professions should be designated as trades in Alberta and competencies that apprentices should learn through apprenticeship education programs; and establishing details of designated trades, through board orders, including the undertakings and activities that fall within a trade, the standards and requirements for certification, out-of-province certifications recognized as equivalent to Alberta’s, and education or training outside of apprenticeship education programs that meets some of the requirements for certification.

### **Land Agent Advisory Committee**

The Land Agent Advisory Committee provides recommendations to the Minister of Advanced Education or Registrar of Land Agents on matters related to land agent licensing including qualifications of applicants for licences, standards of conduct for land agents, and other matters requested by the minister or the Registrar.

### **Premier’s Council on Skills**

The Premier’s Council on Skills helps facilitate input from select strategic industries and provides advice to the Premier through the Minister of Advanced Education regarding the alignment of current and planned future programming in Alberta’s adult learning system with industry needs. This work helps more students develop the job-ready skills they need to be successful in Alberta’s evolving economy.

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**Post-secondary Institutions by Institution Type**


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<b>Comprehensive Academic Research Universities</b>	Athabasca University University of Alberta University of Calgary University of Lethbridge
<b>Undergraduate Universities</b>	Alberta University of the Arts MacEwan University Mount Royal University
<b>Polytechnic Institutions</b>	Northern Alberta Institute of Technology Northwestern Polytechnic Red Deer Polytechnic Southern Alberta Institute of Technology
<b>Comprehensive Community Colleges</b>	Bow Valley College Keyano College Lakeland College Lethbridge College Medicine Hat College NorQuest College Northern Lakes College Olds College Portage College
<b>Banff Centre for Arts and Creativity</b>	Banff Centre for Arts and Creativity
<b>Independent Academic Institutions</b>	Ambrose University Burman University Concordia University of Edmonton MaKami College St. Mary's University The King's University
<b>First Nations Colleges</b>	Maskwacis Cultural College Old Sun Community College Red Crow Community College University nuhelot'ine thaiyots'ı nistameyimâkanak Blue Quills Yellowhead Tribal College

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## Key Highlights

The Ministry of Advanced Education focused on accomplishing five outcomes identified in the 2023-26 Ministry of Advanced Education and Ministry of Skilled, Trades and Professions Business Plans:

- Outcome 1:** Albertans have the education and skills required to secure rewarding careers in the current and future labour market, and to drive Alberta's economic growth and prosperity
- Outcome 2:** Alberta's adult learning system is efficient, financially sustainable, and globally competitive
- Outcome 3:** Alberta has a skilled workforce that supports a thriving and diverse economy
- Outcome 4:** Albertans have the foundational competencies required to be successful and contribute to the prosperity of the economy and society
- Outcome 5:** Alberta has a competitive advantage that attracts skilled workers to meet labour market demands and drive economic growth

**Note:** Outcomes Three, Four and Five were originally Outcomes One, Two and Three in the 2023-26 Skilled Trades and Professions Business Plan. They are renumbered for ease of reporting in this annual report.

Key highlights and results achieved by the Ministry of Advanced Education in 2023-24 include:

**Outcome 1:** Albertans have the education and skills required to secure rewarding careers in the current and future labour market, and to drive Alberta's economic growth and prosperity

- Provided \$8 million to Alberta's 26 publicly funded post-secondary institutions to support the delivery of mental health programs and services. [\(pages 29-30\)](#)
- Committed \$68 million in 2023-24 to fund over 4,000 new seats in high-demand post-secondary programs across the province through the Targeted Enrolment Expansion program. [\(page 31\)](#)
- Allocated \$4.5 million over three years as part of the Air Access Expansion strategy to provide an Air Access Bursary to encourage students to enter high demand aviation programs to help meet future labour demands and strengthen the economy in Alberta. [\(pages 32-33\)](#)
- Provided \$5 million to support the construction of a new business building at MacEwan University, which upon completion will accommodate an additional 7,500 students in programs that serve high-demand economic sectors, such as science, technology, and business entrepreneurship. [\(page 34\)](#)
- Improved affordability for Alberta post-secondary students through measures that came into effect on July 1, 2023, including reducing the interest rate on Alberta student loans to prime; extending the interest-free period from six to 12 months for Alberta student loans at the conclusion of their study; and increasing the low-income threshold from \$25,000 to \$40,000 for eligible single borrowers applying for the Repayment Assistance Plan. [\(page 35\)](#)

**Outcome 2:** Alberta's adult learning system is efficient, financially sustainable, and globally competitive

- Provided \$5 million to support planning for a new Multidisciplinary Science Hub at the University of Calgary that will provide classroom and lab space for 2,200 students. [\(page 41\)](#)
- Invested \$7.8 million in bursaries to support internationally educated nurses in completing required training to practice as a registered or licensed practical nurse in Alberta. [\(page 44\)](#)



**Outcome 3:** Alberta has a skilled workforce that supports a thriving and diverse economy

- Updated the Alberta Credential Framework to recognize education credentials under the *Skilled Trades and Apprenticeship Education Act* to support parity of esteem for apprenticeship education and improve the process for post-secondary institutions to grant advanced standing for apprenticeship education toward other post-secondary programming. (pages 50-51)
- Provided \$53.3 million through the Apprenticeship Learning Grant to fund more than 23,000 apprenticeship classroom instruction seats at 11 public post-secondary institutions. (page 52)
- Engaged with more than 700 stakeholders, including system administrators and leaders, teachers, and career counsellors, to advocate and champion the skilled trades and professions within the K-12 education system. This is to ensure skilled trades and professions have parity of esteem, from as early as junior high, as a desirable education pathway that will lead to a highly rewarding career. (page 53)

**Outcome 4:** Albertans have the foundational competencies required to be successful and contribute to the prosperity of the economy and society

- Provided \$102.5 million through Foundational Learning Assistance to support 8,447 Albertans attending foundational learning and skills development programs. (page 63)
- Provided \$18.6 million to the Community Adult Learning Program to provide education to adults lacking the skills needed to transition into academic upgrading (grades 10 to 12), other learning opportunities, and/or employment. Programming focuses on the foundational skills of literacy, numeracy, English language learning, and basic digital skills. (page 64)

**Outcome 5:** Alberta has a competitive advantage that attracts skilled workers to meet labour market demands and drive economic growth

- Supported highly skilled Canadian-certified professional workers to get certified easily and quickly through the implementation of the *Labour Mobility Act* and Regulation, streamlined documentation requirements, and legislated timelines for registration decisions. (page 69)
- Promoted more streamlined assessment and registration processes to make it easier for the public to understand pathways to certification and registration requirements. This was done by hosting a promising practices event and four virtual roundtables with regulatory bodies. (page 70)

The Ministry of Advanced Education remains committed to regulatory approaches and program delivery that reduces unnecessary government oversight and emphasizes outcomes, to improve access to government services, attract investment, support innovation and competitiveness, and grow Alberta businesses.

## Discussion and Analysis of Results

### Actions that support the priorities of the Government of Alberta Strategic Plan

#### Key Priority One: Securing Alberta's Future

##### Objective One: Connecting Albertans to jobs

The following results contributed to key priority one, objective one of the Government of Alberta Strategic Plan:

- Alberta at Work Apprenticeship Partnerships Grants (page 55)
- Micro-credentials (page 21)
- Work-integrated Learning Industry Voucher program (pages 21-22)
- Targeted Enrolment Expansion (page 31)
- Air Access Expansion (pages 32-33)
- Alberta Credential Framework updates (pages 50-51)
- My Skilled Trades Network launch (page 51)
- Online MyTradesecrets exam scheduling tool (page 51)
- Apprenticeship Learning Grant (page 52)
- Advancing skilled trades as a valuable career option (page 53)
- Apprenticeship Partnerships Grant program (pages 54-56)
- Digital Tradesperson project (page 57)
- Apprenticeship learning model expansion (pages 58-59)

##### Objective Two: Attracting Investment and Growing the Economy

The following result contributed to key priority one, objective two of the Government of Alberta Strategic Plan:

- Implementation of the *Labour Mobility Act* (page 69)

#### Key Priority Two: Standing up for Albertans

##### Objective Two: Making life more affordable

The following result contributed to key priority two, objective two of the Government of Alberta Strategic Plan:

- Alberta Student Loan affordability measures (page 35)

##### Objective Three: Supporting Albertans most in need

The following result contributed to key priority two, objective three of the Government of Alberta Strategic Plan:

- Addressing gender-based violence (page 30)

##### Objective Four: Ensuring an accessible and modernized health care system

The following results contributed to key priority two, objective four of the Government of Alberta Strategic Plan:

- Bursary for Internationally Educated Nurses (page 44)
- Internationally Educated Nurses program expansion (page 44)

### **Objective Five: Providing quality education and skills development to Albertans**

The following results contributed to key priority two, objective five of the Government of Alberta Strategic Plan:

- Implementation of the Alberta 2030: Building Skills for Jobs strategy ([page 18](#))
- Alberta student aid funding ([pages 25-26](#))
- Indigenous Learning Grant ([page 27](#))
- Post-secondary Student Mental Health Grant ([pages 29-30](#))
- University of Calgary Veterinary School capital expansion ([page 31](#))
- MacEwan University School of Business ([page 34](#))
- Power engineering lab at Northwestern Polytechnic ([page 34](#))
- High school apprenticeship programs and scholarships ([page 56](#))
- Foundational Learning Assistance ([page 63](#))

### **Objective Eight: Building better communities**

The following result contributed to key priority two, objective eight of the Government of Alberta Strategic Plan:

- Community Adult Learning Program ([page 64](#))

## **Outcome One: Albertans have the education and skills required to secure rewarding careers in the current and future labour market, and to drive Alberta's economic growth and prosperity**

### **Key Objectives**

#### **1.1 Implement initiatives under the Alberta 2030: Building Skills for Jobs strategy to transform the adult learning system and focus on providing the high-quality education, skills and training needed for Alberta's future.**

#### **Alberta 2030: Building Skills for Jobs**

The Alberta 2030: Building Skills for Jobs strategy was released in April 2021 and sets the direction for Alberta's higher education system to 2030. The strategy aims to ensure higher education is accessible to Albertans and that current and future generations have the skills and knowledge they need to succeed. It also supports the development of a highly skilled and competitive workforce and plays a vital role in advancing Alberta's prosperity by creating jobs, diversifying and building the economy, developing and retaining talent, and building partnerships between institutions and industry.

The Alberta 2030: Building Skills for Jobs strategy has six goals:

1. **Improve Access and Student Experience:** Ensure all Albertans have access to high-quality post-secondary opportunities and that the student experience is coordinated and integrated.
2. **Develop Skills for Jobs:** Ensure every student has the skills, knowledge, and competencies to enjoy fulfilling lives and careers and that they have greater transparency around labour market outcomes.
3. **Support Innovation and Commercialization:** Contribute to Alberta's innovation capacity by supporting post-secondary research and strengthening its commercialization potential to create new knowledge, develop future skills, and diversify the economy.
4. **Strengthen Internationalization:** Become a leading destination for top talent to drive the growth of skills, ideas, and innovations, locally and globally.
5. **Improve Sustainability and Affordability:** Provide institutions greater flexibility to generate own source revenue and strengthen student aid.
6. **Strengthen System Governance:** Modernize governance of the system to increase collaboration and drive outcomes.

Implementation of the Alberta 2030: Building Skills for Jobs strategy is occurring in phases. Key investments and systems improvements were made in 2023-24 to help achieve the vision and goals of the strategy. Accomplishing these achievements involved working closely with other Government of Alberta ministries, post-secondary system stakeholders, and industry. Aligning the availability and accessibility of training opportunities with labour market needs was a key focus when engaging with stakeholders and determining the type and amount of program funding. Key actions in 2023-24 included the following:

- Committing \$68 million in 2023-24 to fund over 4,000 new seats in high-demand post-secondary programs across the province through the Targeted Enrolment Expansion program. [\(page 31\)](#)
- Announcing an investment of an additional \$10 million (for a total of \$68.5 million), in December 2023, to support the construction of a new Veterinary Learning Commons building at the University of Calgary. [\(page 31\)](#)
- Supporting the development of skills and talent in the aviation sector, including investing \$1.5 million in 2023-24 to support Mount Royal University's Bachelor of Aviation Management program and providing an additional \$2.1 million toward the purchase of a new aircraft. Mount Royal University also received \$530,000 to support the creation of 40 new seats in the aviation diploma program to support pilot training in Alberta. [\(pages 32-33\)](#)

- Investing \$11.3 million over two years for a state-of-the-art power engineering lab at Northwestern Polytechnic. (page 34)
- Allocating \$125 million over four years for the development of MacEwan University’s new School of Business. The building will accommodate an additional 7,500 students in business and STEM fields across its downtown campus. (page 34)
- Improving affordability for Alberta’s students by making changes to Alberta Student Aid (effective July 1, 2023), including:
  - reducing the interest rate on student loans from a variable rate of prime plus one per cent or fixed rate of prime plus two per cent to both the variable and fixed rate being set at prime;
  - increasing the student loan interest-free grace period from six to 12 months; and
  - increasing the eligibility threshold for the student loan Repayment Assistance Plan from \$25,000 to \$40,000. (page 35)
- Permitting public post-secondary institutions to request up to 15 per cent usage of their operating reserves, which allowed post-secondary institutions to run an operating deficit in the 2023-24 fiscal year. In 2023-24, five post-secondary institutions requested reserve usage for access to a total of \$43.3 million. (page 40)

In 2023-24, affordability and inflationary pressures contributed to an increase in cost-of-living expenses, making post-secondary education less affordable for students. Alberta also continued to face a rising shortage of skilled workers across many sectors, including those in health care and aviation. To address challenges with affordability and shortages of skilled workers, Advanced Education continues to prioritize Alberta 2030 initiatives under Goal 2 (Develop Skills for Jobs) and Goal 5 (Improve Sustainability and Affordability).

Advanced Education will continue implementing Alberta 2030 initiatives in 2024-25, including investing more in mental health professional spaces in Alberta post-secondary institutions; working with medical schools to increase the number of physicians trained in Alberta, particularly in rural areas; and supporting post-secondary institution governance through board orientation and training assistance. As the implementation of the 10-year strategy continues, Advanced Education will maintain a responsive approach to ensure that achievements continue to meet the needs of Albertans.

## Transfer system improvements

There are many reasons why students may choose to transfer between post-secondary programs or institutions. There are several different ways to transfer education to an Alberta post-secondary institution or program. In the Alberta Transfer System, “transfer credit awarded” refers to the number of transfer credits awarded to students by institutions (in the Alberta Transfer System) for courses, blocks of courses, or credentials that students previously completed at other institutions. Knowing what credits students received and the pathways they accessed when moving to another institution benefits Alberta students, institutions, government, and the adult learning system and will serve to increase awareness of and access to post-secondary pathways and mobility in Alberta. In 2023-24, Advanced Education began collecting data (2021-22 results) for the first time regarding transfer credit and Prior Learning Assessment and Recognition (PLAR) credit awarded to students in Alberta Transfer System member institutions. Data was collected from 33 of 44 Alberta Transfer System member institutions from Alberta, Saskatchewan, and the Yukon.

This information will provide a baseline data set for future analysis which will help identify system data gaps and inform student access to pathways. Initial results indicate that in 2021-22, close to half a million transfer credits were awarded to over 16,000 students by 33 transfer system member institutions.

Improvements to Alberta's Transfer System are part of ongoing initiatives that support Goal 1 of the Alberta 2030: Building Skills for Jobs strategy to improve access and student experience. In collaboration with institutions, Advanced Education will continue to monitor transfer credit awarded data with plans for further data analysis and cross-data set comparisons over time. These results will play an important ongoing role in informing transfer system improvements and needs in Alberta.

### **1.2 Strengthen the alignment of post-secondary programs to employment and expand innovative learning opportunities, such as work-integrated learning to meet Albertans' skills development needs and support labour market demand.**

#### **Alberta at Work**

Alberta at Work is a multi-year cross-government initiative that supports Albertans to develop new skills and grow their career. Alberta at Work includes a range of investments to support education and career pathways that respond to labour shortages in key sectors and address barriers to labour force participation for underrepresented groups. In 2023-24, Advanced Education was allocated \$90 million to expand access to learning opportunities that respond to learner and workforce demands. Alberta at Work initiatives led by Advanced Education include:

- **Micro-credentials** (\$3 million): helps Albertans re-skill and upskill to meet the needs of an ever-changing economy by creating innovative shorter-term and specialized programs in areas of high labour market demand. [\(page 21\)](#)
- **Work-integrated Learning Expansion** (\$1.2 million): expands the Work-integrated Learning Industry Voucher program to provide post-secondary students and recent graduates with more opportunities to gain work experience in their area of study. [\(page 21-22\)](#)
- **New Beginnings Bursary** (\$5 million): supports low-income students studying in programs that align with priority economic sectors. [\(page 26\)](#)
- **Indigenous Education Initiatives** (\$2 million): focus on addressing barriers to studies for underrepresented learners by expanding access to post-secondary programming and wrap-around supports for Indigenous learners. [\(page 26-28\)](#)
- **Targeted Enrolment Expansion** (\$68 million): increases seats in post-secondary programs that support priority industry sectors and those that have high workforce and student demand. [\(page 31\)](#)
- **Apprenticeship Partners Investment** (\$5 million): expands apprenticeship opportunities through new and existing partnerships. [\(page 55\)](#)
- **Apprenticeship Learning Model Expansion** (\$5 million): explores opportunities to expand the apprenticeship learning model into new fields and supports researching on-the-job mentorship. [\(page 58-59\)](#)

## Micro-credentials

Micro-credentials help Albertans re-skill and upskill to meet the needs of an ever-changing economy, which increases the number of Albertans participating in the labour market. They are short-term, specialized certification programs that range from a few hours to several weeks in duration. They can be a component of a degree, diploma, or certificate program, or a stand-alone credential in a specific topic or skill area.

In 2023-24, Advanced Education provided \$3 million in funding to post-secondary institutions to support development and implementation of 28 micro-credential programs based on proposals received in 2022-23. Micro-credential programs provided new or improved upskilling opportunities in areas of high labour market demand, such as Finance and Fintech, Culture and Creative (TV/Film), Aviation, Aerospace and Logistics, Health Care, Early Childhood Education, Technology and Innovation, Agriculture and Forestry, and Construction and Manufacturing.

## Micro-credentials

	2022-23	2023-24
<b>Number of new micro-credential programs funded</b>	45	28
<b>Funding allocated</b>	\$5 million	\$3 million

In 2022-23 (latest data available), over 1,800 learners were enrolled in 54 micro-credential courses through two rounds of micro-credential pilot projects. Post-secondary institutions have identified that some micro-credential programs have low student enrolment. This may be due to a lack of effective marketing, resulting in learners not being aware of the programs being offered and their benefits. This lack of awareness creates a barrier to accessing training that will provide learners with competencies and skills that meet labour market needs. Additional challenges that may have impacted enrolment numbers include a lack of student aid funding for these programs and short timelines to conduct recruitment.

Alberta post-secondary institutions report that micro-credential programs have increased employability rates; given learners the opportunity to upskill through work-integrated learning; and allowed students to transfer into other programs.

## Work-integrated learning

The Work-integrated Learning Industry Voucher program provides post-secondary students and recent graduates an opportunity to gain work experience in their area of study. This increases the likelihood of gaining employment sooner, obtaining a job related to the graduate's interests and credentials, and having a higher median income upon graduation. The Work-integrated Learning Industry Voucher program also builds soft skills that employers highly value, such as professionalism, team communication, and emotional intelligence.

The primary objectives of the Work-integrated Learning Industry Voucher program are to:

- increase student and industry participation in paid work-integrated learning;
- strengthen students' access to work-integrated learning, creating a high-quality talent pipeline between education and training and the dynamic needs of the labour market;
- increase collaboration between government and Alberta industry associations;
- strengthen relationships among industry associations, employers, and post-secondary institutions; and
- ensure students are well equipped with skills to contribute to Alberta's economy.

The Work-integrated Learning Industry Voucher program provides a grant to industry associations to allocate funds to one or more industry employers to support paid work-integrated learning placements for learners. The Work-integrated Learning Industry Voucher program began as a pilot in 2021 with three industry associations being selected for the program. The program grew in 2023 to include three additional expansion industry associations.

In 2023-24, the three original industry associations, from the 2021 pilot, met their annual work-integrated learning placement targets and in some cases exceeded their annual targets, as those programs are well established and awareness among employer partners is strong. Preliminary results show 370 work-integrated learning placements, meeting the target for each program. Final results will be available in late Summer 2024.

In 2023-24, the three expansion industry associations delivered 125 work-integrated learning placements. The three expansion industry associations were provided with \$1.2 million in Alberta at Work funding in 2023-24, to create 205 new work-integrated learning placements beginning in 2024-25.

**Work-integrated Learning Industry Voucher program**

	2021-22	2022-23	2023-24
<b>Work-integrated learning placements (2021 pilot industries)</b>	196	253	370*
<b>Work-integrated learning placements (Expansion industries)</b>	N/A	N/A	125

\* Preliminary results.

In 2024-25, Advanced Education will issue a call for proposals to industry associations in priority economic sectors to participate in the Work-integrated Learning Industry Voucher program over the next three years.

**Mitacs**

In 2022-23, the Mitacs Internship Opportunities program received grant funding of \$5.2 million to support 1,304 internship opportunities which were delivered in 2023-24. This was a decrease of 111 internships compared with the prior year. The 2023-24 result exceeded the annual target number of internships of 1,275. Of the 1,304 internships Mitacs delivered, the majority were in priority sectors such as: technology and innovation (868), energy (187), and agriculture and forestry (153). These internships helped promising students gain world-class research skills from experienced industry professionals. Internship opportunities were maximized across the following Mitacs internship programs: Accelerate, Accelerate Entrepreneur, Accelerate International, Accelerate Explore, Business Strategy Internships, and Elevate. These internships provided hands-on learning opportunities in Alberta’s priority fields and supported Alberta’s Recovery Plan by ensuring more students gain the practical skills that work-integrated learning provides. The internships also supported industry partners in achieving their innovation potential, responding to current business challenges, and growing their competitive advantage.

Mitacs interns contribute to Alberta’s innovation capacity and economic diversity by supporting post-secondary research and strengthening its commercialization potential.

In 2023-24, Advanced Education’s investment of \$5.2 million (provided in 2022-23 for delivery of internships in 2023-24) was leveraged into an over \$25 million investment, including \$10.4 million from the Government of Canada and \$9.6 million from industry partners. In 2022-23, Advanced Education’s total investment of \$5.6 million (provided in 2021-22 for delivery of internships in 2022-23) was leveraged into a nearly \$28.5 million investment.



## Mitacs Internships

Program	Description	2022-23*	2023-24**
<b>Accelerate</b>	Four-month industrial research internships working on a peer-reviewed project to address a business challenge faced by the industry partner.	999	1,033
<b>Accelerate Entrepreneur</b>	Funds student entrepreneurs to further develop the research or technology at the core of their business when hosted by an incubator.	63	22
<b>Accelerate Explore</b>	Internship opportunities for students to be deployed into companies and organizations to conduct an assessment of the host organizations' technology needs and identify a path forward.	0	2
<b>Accelerate International</b>	Supports bilateral research collaborations among interns, universities, and industry partners, both in Canada and abroad.	30	18
<b>Business Strategy</b>	A four-month internship program designed to give students the opportunity to develop a strategic analysis for an organization to help restore or modify business operations in the new COVID-19 economic environment.	254	184
<b>Elevate</b>	A two-year industrial research project designed to address a sophisticated research challenge faced by one or more industrial partners.	69	45
<b>Total</b>		1,415	1,304

\* Internships delivered in 2022-23 utilized funding provided in 2021-22.

\*\* Internships delivered in 2023-24 utilized funding provided in 2022-23.

Advanced Education's investment through Mitacs enhanced the availability of internship opportunities for post-secondary students. Mitacs internships provided industry-relevant skills for students and a guided transition from academic, research, or highly technical studies into high-calibre jobs with industry. Advanced Education's agreement with Mitacs ended in February 2024.

### *Mitacs Globalink program*

The Mitacs Globalink program supports bilateral research collaboration between academic institutions and industry partners in Canada and abroad to attract top talent to drive the growth of skills, ideas, and innovations, locally and globally. The program showcases Alberta's research expertise around the world and welcomes talented, bright minds to the province. Connections enabled by Globalink interns strengthen the province's reach into innovation networks well beyond its borders. Every international student in the province is a potential new resident, innovator, and leader. These individuals drive economic performance with their own connections to new partners, investments, and customers around the world. In 2022-23, Mitacs received a total of \$574,000 which was used for the delivery of 103 Globalink Research Internships and 42 Globalink Research Awards in 2023-24.

Globalink Research Internships attract top international students to Alberta, particularly in areas of study that align with the province's research and innovation priorities. The program helps increase the enrolment of international students in Alberta graduate programs and supports the recruitment of top international talent for industry and entrepreneurship in Alberta. The majority of Globalink Research Internships were in the technology and innovation, energy, and agriculture and forestry sectors, with participants from India, the United Kingdom, Ukraine, and Mexico.

The Globalink Research Awards program is a two-way mobility program that gives Alberta students the opportunity to research abroad and students from partner countries the opportunity to pursue academic research in Alberta. In 2023-24, under the Globalink Research Awards program, 19 students were outbound from Alberta and 23 students were inbound to Alberta. The majority of Globalink Research Awards were in technology and innovation, and energy. Most of the outbound participants went to Germany, France, the United States, and Italy. Most inbound participants were from Ukraine, France, Germany, and India.

Mitacs leveraged Advanced Education's 2022-23 funding of \$574,000 into a \$1.2 million investment for Alberta in 2023-24, including \$536,000 from the Government of Canada and almost \$91,000 from international and university partners. Advanced Education's agreement with Mitacs to support the Globalink program will end in February 2025.

### **Independent academic institution designations**

In 2022-23, an amendment was made to the *Post-secondary Learning Act* to allow the Lieutenant Governor in Council to designate private post-secondary institutions as independent academic institutions. This creates opportunities for private learning providers to expand and diversify post-secondary programming options to address Alberta's economic and workforce priorities and helps Alberta's adult learning system continue to meet consumer demand, particularly for occupations where the province is experiencing workforce shortages.

Independent academic institutions operate privately, are subject to some provisions of the *Post-secondary Learning Act*, and work toward the province's adult learning system principles. Independent academic institutions have different governance and accountability requirements than public post-secondary institutions: their boards are not appointed by the Minister of Advanced Education and they are not required to have a government-approved mandate statement. These institutions offer a blend of programming, including academic upgrading and adult learning, diploma, certificate, and degree programs. They may also provide graduate level programs in niche areas under certain conditions and may undertake research and scholarly activities that are aligned with the credentials offered. Under the *Post-secondary Learning Act*, the board of an independent academic institution is required to meet a number of accountability provisions, including preparing and submitting an annual report to the minister that includes the audited financial statements of the preceding fiscal year; preparing and approving a budget, which must be submitted to the minister; entering into an Investment Management Agreement with the minister that includes performance metrics for the institution; and submitting any reports or other information required by the minister.

On March 30, 2023, MaKami College was designated as an independent academic institution. Advanced Education worked closely with MaKami College throughout 2023-24 to ensure a timely and successful transition to independent academic institution status. This includes ensuring MaKami College can fulfil the legislated reporting requirements of an independent academic institution. The Investment Management Agreement for MaKami College was approved by the Minister of Advanced Education on January 17, 2024. MaKami College's designation as, and transition to, an independent academic institution was intended to help MaKami College expand enrolment in programs of study where Alberta is currently experiencing workforce shortages, diversify programming options to meet consumer demand, and support system innovation and expansion. This change increases opportunities for students to access post-secondary education and creates more pathways for institution partnerships. MaKami College was approved under the *Post-secondary Learning Act* to deliver three programs of study not previously offered.

In February 2024, Advanced Education communicated to post-secondary institutions, including private career colleges, that additional independent academic institution designations will be paused until September 30, 2024, to allow the ministry to operationalize and evaluate the transition process for MaKami College and assess system impacts.

### 1.3 Ensure government's investments in student financial supports are responsive to the post-secondary education, skills, and training needs of Albertans and the labour market.

#### Alberta Student Aid

Alberta Student Aid supports access to affordable post-secondary education by providing financial assistance to learners and delivering debt manageability programs to ensure that borrowers can repay their student loans. The ministry also administers the Canada Student Financial Assistance program on behalf of the Government of Canada.

Advanced Education works to ensure that Alberta student loans are responsive to changes in demand resulting from fluctuations in population and demographics, student enrolment, and the economy. The ministry strives to ensure Alberta Student Aid programs are relevant to Albertans, student focused, and delivered efficiently and effectively. The programs delivered by Alberta Student Aid align with Goal 5 of the Alberta 2030: Building Skills for Jobs strategy by making financial aid available to Albertans to pursue post-secondary programming. Alberta Student Aid also supports the Alberta at Work initiative.

In 2023-24, Advanced Education provided nearly \$1.3 billion in student aid to almost 193,000 students. This included approximately \$1.1 billion in student loans to over 123,000 students, \$89 million in various Alberta student grants to over 21,000 students, and \$100 million in scholarships and awards to almost 49,000 students.

#### Alberta Student Aid

	2021-22	2022-23*	2023-24
<b>Financial Amounts</b>			
Alberta student loans	\$743 million	\$1,058 million	\$1,091 million
Alberta student grants	\$49 million	\$64 million	\$89 million
Scholarships and Awards	\$103 million	\$97 million	\$100 million
<b>Total student aid</b>	<b>\$895 million</b>	<b>\$1,219 million</b>	<b>\$1,280 million</b>
<b>Students Supported</b>			
Alberta student loans	105,000	124,500	123,200
Alberta student grants	18,000	15,600	21,300
Scholarships and awards	52,000	47,100	48,400
<b>Total number of students supported**</b>	<b>175,000</b>	<b>187,200</b>	<b>192,900</b>

\* The number of students supported in 2022-23 have been restated to align with actual expenditures.

\*\* Students who received more than one type of student aid may be counted more than once.

Rising inflation is increasing affordability pressures on Alberta's post-secondary system, both for learners and post-secondary institutions. Advanced Education is committed to improving affordability for Alberta post-secondary students through measures that came into effect on July 1, 2023. For more information, please see [key objective 1.6](#) of this report.

Alberta Student Aid is committed to ensuring the highest standards of support and fairness for students. Policies are regularly reviewed and updated to reflect the evolving needs of the student community and the educational landscape. Through ongoing policy review, the program not only adapts to changes but also proactively identifies areas for improvement. This continuous evaluation process benefits students by ensuring that programs remain responsive, equitable, and aligned with the goal of making education accessible to all.

### **Alberta Student Grant**

The Alberta Student Grant supports access to higher learning for low-income student loan borrowers who are not eligible for the federally funded Canada Student Grant for Full-Time Students. The grant focuses support on one-year certificate programs, graduate studies, and apprenticeships. The grant provides support for tuition, fees, supplies, and living costs for students. The Alberta Student Grant helps to achieve Goal 5 of the Alberta 2030: Building Skills for Jobs strategy to prioritize future student aid funding grants. In 2023-24, the grant program saw an increase of 86 per cent in funding applications with a total of \$74.8 million provided to 19,845 Alberta students. In 2024-25, Advanced Education will review Alberta Student Grant eligibility, forecasting methodologies, and budget requirements to ensure predictability and sustainability, with the goal of enhancing equitable access to post-secondary education for low-income learners.

### **New Beginnings Bursary**

Alberta's government is committed to making post-secondary education accessible and affordable for all Albertans. As part of the Alberta at Work initiative, and in alignment with the Alberta 2030: Building Skills for Jobs strategy, the New Beginnings Bursary was created to provide non-repayable support to low-income students in eligible high-demand sectors. The bursary increases access to post-secondary education for those who might otherwise not be able to attend due to financial restraints. The \$5,000 bursary can help recipients pay for tuition, fees, supplies and living costs. In 2023-24, Advanced Education disbursed \$5 million to 1,000 students in eligible programs of study. The New Beginnings Bursary will continue in 2024-25, with planned funding of \$5 million.

## **1.4 Implement targeted strategies to strengthen the participation of learners from diverse, under-represented, and vulnerable populations in educational programs.**

### **Indigenous Education Initiatives**

Indigenous Education Initiatives are a suite of programs aimed at enhancing the inclusion of Indigenous learners across the adult learning system, concentrating on improving foundational pathways, access, and increasing participation and completion rates. Developing targeted strategies to strengthen inclusion of Indigenous learners is an objective under Goal 1 of the Alberta 2030: Building Skills for Jobs strategy to improve access and student experience. In 2023-24, Advanced Education invested approximately \$6.4 million to support Indigenous learning and workforce development.

### *Indigenous Learning Grant*

In 2023-24, Advanced Education provided a total of \$1.25 million as part of year two of the Indigenous Learning Grant: \$500,000 to the five First Nations Colleges and \$750,000 to post-secondary institutions and independent academic institutions. The Indigenous Learning Grant enables First Nations Colleges and post-secondary institutions to support existing programs, seat expansion and wrap-around services for Indigenous learners. The primary objective of the program is to facilitate both access to and completion of post-secondary education for Indigenous students. The Indigenous Learning Grant was designed to provide institutions with the autonomy and flexibility to allocate funds to address the unique needs of Indigenous students attending their institution. Advanced Education is committed to ensuring that the education framework and its processes are inclusive, respectful, and beneficial to Indigenous communities.

To date, nearly 100 seats have been allocated specifically for Indigenous students at First Nations Colleges in high demand programs. Government investments are being used to design and implement support systems that are responsive to the needs of Indigenous students, such as funding Indigenous Student Centres, Indigenous student support staffing positions, and cultural events and learning opportunities. These initiatives are part of a broader commitment to not only ensure Indigenous students have the opportunity to enrol in their chosen fields of study but also to provide them with the necessary support structures to succeed. The Indigenous Learning Grant is expected to continue for post-secondary institutions and First Nations Colleges up to 2025-26.

### *First Nations Colleges Grant*

In 2023-24, \$3.2 million was distributed to five First Nations Colleges as part of year three of the First Nations Colleges Grant. The First Nations Colleges Grant is a program grant aimed at supporting the enactment and implementation of a diverse range of activities executed by First Nations Colleges that enhance foundational skills, increase access to higher education and training opportunities, and improve both retention and learning outcomes for Indigenous learners. These efforts are instrumental in enhancing Indigenous participation in higher education and subsequently, in the broader employment sector, addressing both education and economic disparities. Moreover, the investment in the operations of First Nations Colleges creates advanced educational opportunities that are culturally responsive and Nation-specific. Through the grant, Indigenous knowledge systems and perspectives have been integrated into the curriculum which support the dual goals of educational empowerment and the preservation and promotion of Indigenous cultures, ensuring that education acts as a bridge between tradition and modern career-pathways.

In 2023-24, the First Nations Colleges Grant supported access to foundational learning as well as general operations at First Nations Colleges. Grant funding was used to provide almost 150 seats in foundational learning programs and 60 seats in a wide range of post-secondary education programs including Indigenous Health Support Worker, Níitisapi Agriculture, and Bachelor of Arts and Science programs. Grant funding was also used to create over 26 full-time positions to support institutional growth, program development, and operations.

The First Nations Colleges Grant was renewed for a three-year cycle from 2023-26, with the goal of co-creating Indigenous responsive supports.

### *Indigenous Post-secondary Mental Health Grant*

In 2023-24, \$400,000 was distributed to five First Nations Colleges as part of the Indigenous Post-secondary Student Mental Health Grant. The grant supports an array of non-clinical culturally responsive mental health and well-being initiatives for Indigenous learners enrolled at First Nations Colleges. The main goal of the grant is to bridge the gaps in student access to, knowledge of, and support services for non-clinical culturally responsive mental health and well-being care. It supports the inclusion of full-time counseling staff, the development of Indigenous knowledge systems related to mental health, and training focused on students, as well as staff training and professional development.

In 2023-24, the Indigenous Post-secondary Mental Health grant contributed to First Nations Colleges learning communities by funding: four on-campus mental health professional staff; over 420 individual counselling sessions for students; 97 mental health workshops or events for students; and 12 Elders to provide Indigenous knowledge system mental health expertise. The funding goes beyond addressing immediate mental health needs and embraces a holistic approach to student support. By focusing on the comprehensive well-being of students, the grant ensures that mental health care is interwoven with academic success. The Indigenous Post-secondary Student Mental Health Grant has been renewed for 2024-25.

### *Indigenous Initiatives Grant*

In 2023-24, \$1.1 million was provided through the Indigenous Initiatives Grant to support Alberta's workforce through responsive training and employment programming: \$500,000 to the five First Nations Colleges, \$290,000 to four Indigenous Adult Learning Providers, and \$350,000 to the eight Metis Settlements. The primary aim of the Indigenous Initiatives Grant is to enhance access to higher education for Indigenous adult learners and to support Indigenous adult learners transitioning into meaningful employment opportunities.

The Indigenous Initiatives Grant provides access to adult education opportunities and subsequent employment prospects, fostering Indigenous participation in the province's post-secondary educational and employment sectors. It has supported roughly 100 students in developing essential skills for further education and employment, including computer and software training, as well as cover letter and resume writing. The grant has also contributed to the inclusion of Indigenous culture and language into adult education options by supporting Cree language classes for over 60 students. Further, the grant has supported the development of educational and employment pathways for Indigenous learners through staffing full and part time positions that coordinate partnerships with post-secondary institutions and adult learning institutions and by facilitating job training and preparation courses. The grant has supported over 144 individual Indigenous adult learners to earn a certification. Certifications range from first aid, food handler, and health and safety to health care aide programs.

### *Trade Winds to Success grants*

In 2023-24, Advanced Education provided \$750,000 to Trade Winds to Success Training Society: \$250,000 as part of a three-year grant agreement and another \$500,000 in operational funding. Trade Winds to Success Society is an Indigenous-led non-profit organization that provides foundational and pre-apprenticeship training and support to Indigenous students through a network of Indigenous partners, unions, and employers.

The grant to Trade Winds to Success Training Society provides \$250,000 each year for three years (\$750,000 in total) to support apprenticeship training for Indigenous learners and will create space for 100 students over the three years.

## Students with Disabilities Grant program

Under the *Alberta Human Rights Act*, Alberta's post-secondary institutions are required to provide accommodation in the form of resources and supports to students with disabilities. Advanced Education provides an annual Students with Disabilities Grant to 26 publicly funded post-secondary institutions to enhance their capacity to provide services, supports, and accommodations for students with disabilities seeking assistance. These supports and services complement the grant funding available for students with disabilities through Alberta Student Aid and is crucial to ensuring these students have equal access to adult learning opportunities.

In 2023-24, Advanced Education provided \$11.2 million in Students with Disabilities Grants to the 26 publicly funded post-secondary institutions as part of the Operating and Program Support Grants.

In 2022-23 (the latest data available), the Students with Disabilities Grant helped Alberta's publicly funded post-secondary institutions accommodate 19,997 students with disabilities. The 2022-23 result represents an increase (778 or four per cent) from the 2021-22 result of 19,219. There has been an increase in the number of students needing disability supports, as well as the number of students having multiple disabling conditions. There has also been changing and increasing needs for supports and accommodations. For example, in 2022-23, institutions supported a significantly higher number of test accommodations for students with disabilities than in the past. There was also an increased demand for assistive technology and software, placing pressures on existing resources.

### Students with Disabilities Grant

	2021-22	2022-23	2023-24
<b>Total Grant Amount</b>	\$11.2 million	\$11.2 million	\$11.2 million
<b>Number of students supported</b>	19,219	19,997	Not available*

\*Data on the number of students supported in 2023-24 is not yet available.

Advanced Education is committed to supporting students with disabilities in accessing timely services, supports and accommodations so they may participate in their programs of study seamlessly and successfully. Going forward, Advanced Education will continue engaging stakeholders, including institutions and students with disabilities, to hear about the challenges faced by students with disabilities seeking assistance and by institutions providing services and accommodations to support them.

### Post-secondary Student Mental Health Grant

The Post-secondary Student Mental Health Grant recognizes that mental health challenges can present a significant barrier to accessing and fully participating in post-secondary education for many Albertans. The grant provides Alberta's 26 publicly funded post-secondary institutions with \$8 million annually to support the delivery of mental health programs and services. Annual allocations to institutions vary from \$80,000 to approximately \$1.1 million, based on factors such as campus location and institution size. Additionally, Advanced Education provides \$300,000 annually to the Canadian Mental Health Association Alberta District to support Healthy Campus Alberta, which plays a critical role in supporting institutional capacity to develop programs and services that effectively meet learner mental health needs. This community of practice supports institutional capacity by: engaging with campuses to connect them to system experts; building relationships between campuses and community partners; supporting consistent approaches to training and mental health promotion; and facilitating conversations, presentations, and knowledge sharing between mental health practitioners and coordinators at institutions and in communities.

Advanced Education’s mandate for student mental health focuses on “non-clinical” mental health interventions, such as screening, brief interventions, and referrals. Non-clinical mental health programs, services, and initiatives funded by the Post-secondary Student Mental Health Grant include: counselling; training for faculty, staff and students in suicide prevention; helping others in distress and personal coping strategies; on-campus mental health awareness and promotion campaigns; peer support programs; and developing campus mental health strategies.

In 2022-23 (most recent data available), the Post-secondary Student Mental Health Grant supported the delivery of over 60,000 non-clinical mental health counselling appointments. While this was lower than the 2021-22 result (about 70,000), it remained significantly above pre-pandemic levels, when approximately 55,000 non-clinical mental health counselling appointments were supported each year.

Significant societal challenges related to affordability and food and housing security have increased the volume and complexity of demand for mental health programs and services. The Post-secondary Student Mental Health Grant has a three-year term and the current grant cycle is concluding June 30, 2024. The department engaged stakeholders to inform program improvements for the 2024-27 grant cycle and received a broad range of perspectives that will inform grant administration changes to cut red tape for post-secondary institutions and strengthen the program’s responsiveness to emerging student priorities and concerns.

Responding to the scale of demand for mental health programs and services within Alberta’s post-secondary system presents an ongoing challenge. An additional ongoing challenge involves strengthening pathways between the non-clinical care delivered at post-secondary institutions’ campuses and clinical care provided in the community.

### **Addressing gender-based violence**

Alberta’s post-secondary system has made meaningful progress in addressing and bringing awareness to gender-based violence. In 2023-24, the Alberta Campus Climate Survey on Sexual and Gender-based Violence enabled the province to better understand the experiences of post-secondary students in relation to gender-based violence. The Alberta Campus Climate Survey on Sexual and Gender-based Violence report follows through on government’s commitment to student leaders who have advocated for help in addressing gender-based violence in their campus communities. The final provincial report was published in August 2023.

The survey collected approximately 13,000 complete responses from students across Alberta’s post-secondary institutions and results are similar to those of the general population of the province. The report found approximately 50 per cent of respondents had experienced some form of sexual or gender-based violence since attending their current post-secondary institution. Approximately 45 per cent of respondents reported that sexual harassment was the most common form of sexual and gender-based violence experienced since attending their current post-secondary institution.

In 2023, Alberta’s government successfully negotiated a bilateral funding agreement with the Government of Canada to support the implementation of the National Action Plan to End Gender-based Violence. Alberta will receive \$54 million over four years to support current priorities in addressing and preventing gender-based violence as the Government of Alberta creates a 10-year strategy to end gender-based violence. As part of this agreement, in 2023-24, Advanced Education received \$625,000 of federal funding and dispersed it to all 26 publicly funded post-secondary institutions to bolster sexual and gender-based violence awareness and prevention activities and implement survivor centric reporting tools and processes. Results from the Alberta Campus Climate Survey on Sexual and Gender-based Violence are being used to inform the implementation of the bilateral funding agreement.



## 1.5 Expand enrolment in high-demand programs, especially in areas where Alberta is experiencing or anticipates workforce shortages.

### Targeted Enrolment Expansion

The Targeted Enrolment Expansion program ensures high-demand post-secondary programs throughout the province continue to expand so that Albertans can gain the skills and knowledge they need to meet the demands of tomorrow. Additional seats are created in high-demand post-secondary programs aligned with priority economic sectors, including, but not limited to, aviation, animal health, computer engineering technologies, early childhood education, film production, health professions, social work, and technology. The Targeted Enrolment Expansion program supports Goal 1 of the Alberta 2030: Building Skills for Jobs strategy to improve access and student experience. In 2023-24, Advanced Education committed \$68 million to fund over 4,000 new seats in high-demand post-secondary programs.

During each round of the program, seat expansions occur over three years and therefore the full impact of this initiative has not been determined. Results from the first year of round 1 show an increase of 2,695 new seats. However, accounting for seats lost in programs with low enrolment resulted in a net 1,785 new seats out of the total of 2,658 seats funded in Year 1. Seat expansions were based on labour market data, however, changes in the economy and labour market resulted in lower than anticipated student demand for some programs and higher than anticipated demand for other programs. Some programs funded under the Targeted Enrolment Expansion program have struggled to meet their seat expansion targets, including new programs that faced start up delays and existing programs that experienced low enrolment. In some cases, lower than expected enrolment numbers in a program may correlate to changes to admission requirements. Preliminary results show stronger results for the second year of round 1 of the program.

The government has allocated an additional \$87.6 million in funding for a fourth year of programs initially expanded through round 1.

### University of Calgary Veterinary School capital expansion

In November 2023, Advanced Education provided the University of Calgary with an additional \$10 million in capital funding to support the expansion of facilities for the Faculty of Veterinary Medicine. In Budget 2022, the ministry allocated \$58.5 million in project funding over two years. This funding will support the construction of an approximately 7,200 square metre building at the University of Calgary's Spyhill Campus. This expansion will help increase the number of seats in the Veterinary Medicine Program, allow for more students to study veterinary medicine, and help address the critical shortage of large animal veterinarians in Alberta. Once the new facilities are complete, the program is expected to have capacity to accept 50 additional enrolments each year in the veterinary medicine program, effectively doubling the number of students who can be enrolled. This expansion supports Goal 1 of the Alberta 2030: Building Skills for Jobs strategy to improve access and student experience.

In 2023-24, the University of Calgary Faculty of Veterinary Medicine received \$1.7 million in operating funding through the Targeted Enrolment Expansion program which has thus far created five new seats. To date, the University of Calgary Faculty of Veterinary Medicine has created 10 new seats through the Targeted Enrolment Expansion program. Advanced Education will continue to monitor student enrolment growth in the Veterinary Medicine Program.

## Health care aide program

In 2023-24, Advanced Education spent \$1.8 million on health care aide seat expansion through the Targeted Enrolment Expansion program to fund additional seats in health care aide programs at nine Alberta post-secondary institutions. As of March 2024, post-secondary institutions had created 153 new health care aid program seats, but overall, the post-secondary system saw declining enrolment in health care aide programs.

Six of the nine programs funded have experienced declining enrolment and are unlikely to meet their 2023-24 seat expansion targets. Post-secondary institutions across the province have reported a number of factors contributing to lower than anticipated demand in health care aide programs, including new admission guidelines and curriculum adopted by Alberta Health Services, conditions attached to the Alberta Health Services bursary, and declining interest in a health care aide career given stagnant wages and health care burnout.

With seat expansions occurring over three to four years, it is too early to know the full impact of this initiative.

## Physician expansion

To address critical health care shortages for physicians, the Ministries of Advanced Education and Health are exploring opportunities to encourage more medical students to practice in rural areas of the province. In 2023-24, Advanced Education provided \$2 million in funding to Alberta’s two medical schools, to create 20 new first-year seats in their programs and to increase the number of medical students that can be trained in Alberta each year. Results from the first year of the expansion are expected in August 2024. Funding through Advanced Education for the physician expansion initiative is expected to increase to \$8.4 million in 2024-25 and \$12.3 million in 2025-26. Advanced Education is committed to working with its partners in the Ministry of Health and in post-secondary institutions to improve access to physicians in Alberta.

## Air Access Expansion

Advanced Education, other Government of Alberta ministries, and sector stakeholders are working closely to address the skilled labour shortage faced by the aviation industry. Advanced Education is continuing to implement multi-year commitments under a Memorandum of Understanding with WestJet intended to increase diversification and growth in Alberta’s aerospace, aviation, and logistics sectors. This Memorandum of Understanding is a collaborative effort with several Government of Alberta ministries having responsibilities for developing and implementing different commitments.

Air Access Expansion programs support Goal 1 of the Alberta 2030: Building Skills for Jobs strategy to improve access and student experience. These programs will lead to increased seats within Alberta aviation programs, making it easier for Alberta learners to access aviation programs and pursue a career in the field. This will also help support the aviation industry in the province, particularly Alberta-based companies such as WestJet, which in turn could help boost Alberta’s economy. In addition, this initiative may lead to additional flight options and better service quality within the aviation sector for those living in Alberta and Canada.

### Health Care Aide Program Seat Expansion

	Year 1 (2022-23)	Year 2 (2023-24)
<b>Seats created</b>	108	45*
<b>Funds allocated</b>	\$2.9 million **	\$1.8 million

\* Represents preliminary results as of January 2024. Final results will not be available until August 2024.

\*\* Includes capital funding.

*Bachelor of Aviation Management program*

In 2023-24, Advanced Education invested \$1.5 million to create and expand the Bachelor of Aviation Management program at Mount Royal University. A total of \$6 million in funding will be provided over three years with intake to the program expected to begin in Fall 2024. The program is expected to have an intake of 40 students per year over the next three years. Through Mount Royal University's Base Operating Grant, Advanced Education also provided \$530,000 in funding to the Aviation diploma program.

In 2023-24, Advanced Education provided Mount Royal University with \$2.1 million in capital funding toward the purchase of an aircraft. This funding is in addition to the \$5 million provided in 2022-23 for updating the hangar.

*Air Access Bursary*

As part of the Air Access Expansion strategy, Advanced Education is also investing \$4.5 million over three years to provide an Air Access Bursary to encourage students to enter high demand aviation programs to help meet future labour demands and strengthen the economy in Alberta. In 2023-24, students enrolled in pilot training at Mount Royal University were eligible for the \$10,000 bursary, making it easier for Albertans to access pilot training in this high demand area. Seventy-five students received the Air Access Bursary in 2023-24. Budget 2024 provides \$1.37 million for this bursary in 2024-25.

*Aviation Centre of Excellence*

The Memorandum of Understanding also committed to the creation of a centre of excellence for aviation training to address skills shortages in the aviation sector. In December 2023, Advanced Education contracted with Deloitte to conduct research, analysis, and stakeholder engagement to inform recommendations and implementation of an aviation centre of excellence. Recommendations from Deloitte will inform future work.

**Technology Talent seat expansion**

The Technology Talent initiative was launched in 2018 to expand the number of seats available in high-demand post-secondary programs of study related to technology training, enabling graduates to get good jobs in growing fields and contribute to Alberta's economic prosperity. In 2023-24, \$6.1 million in grant funding was provided to support programs expanded through all three rounds of the initiative. Reporting for rounds one and two of Technology Talent initiative indicate that there are more than 1,600 new seats in the programs which received funding. Reporting from institutions whose programs were funded through the Technology Talent initiative indicates that most of the programs funded through rounds one and two have met or exceeded their planned enrolment targets, indicating that these programs are in very high demand among students and are priority expansion areas for post-secondary institutions.

**University of Calgary School of Public Policy**

In 2023-24, \$3 million in grant funding was provided to expand and support the maintenance of existing seats in the Master of Public Policy program at the University of Calgary's School of Public Policy. This funding is provided in addition to the University of Calgary's Base Operating Grant. This initiative helps support the sustainability of the University of Calgary, School of Public Policy, Master of Public Policy program, which had been experiencing fiscal challenges. This program is a high demand as it provides a unique experience for students, with access to some of Canada's top policy experts and strong career outcomes following the conclusion of the program.

The current agreement provides funding through 2025-26.

### **MacEwan University School of Business**

In 2023-24, Advanced Education provided \$5 million to support the construction of a new business building at MacEwan University. The total project is expected to cost \$190 million, with the Government of Alberta providing \$125 million. The new building will accommodate an additional 7,500 students in programs that serve high-demand economic sectors, such as science, technology, and business entrepreneurship. Through this investment, MacEwan University will make post-secondary learning accessible to more students and will come closer to reaching its goal of enrolling 30,000 students per year by 2030.

The new School of Business is a proposed seven-storey tower in the heart of the downtown Edmonton MacEwan University campus. The building will provide MacEwan University with 35,000 square metres of additional space, including 30 classrooms, 20 collaboration spaces, and 15 study spaces. Additionally, the new building will include:

- A new simulated trading floor that will provide real-world experiences that ensure job readiness;
- Services for international students that will help strengthen Alberta as a destination for future learners; and
- A careers and experience office that will connect students to industry for more work-integrated learning opportunities.

This expansion supports Goal 1 of the Alberta 2030: Building Skills for Jobs strategy to improve access and student experience.

### **Power engineering lab at Northwestern Polytechnic**

Demand for power engineers is growing in northwestern Alberta. Advanced Education is investing \$11.3 million (with \$2 million provided in 2023-24) for the construction of a new power engineering lab at Northwestern Polytechnic's Grande Prairie Campus which will create space for an additional 60 students annually. The project increases capacity in areas that are anticipated to be in demand by providing upgraded and modern equipment to support third- and fourth-class power engineer training. The project also includes the construction of new instrumentation laboratories to support additional class offerings on the Grande Prairie campus, helping students complete their studies more efficiently and join the workforce faster.

The investment into the new power engineering lab at Northwestern Polytechnic's Grande Prairie Campus will increase the supply of instrumentation graduates and power engineers ready to work in the region and improve the local and Alberta economy. This investment supports Goal 1 of the Alberta 2030: Building Skills for Jobs strategy to ensure all Albertans have access to high-quality post-secondary opportunities and that the student experience is coordinated and integrated.

**1.6 Improve affordability of Alberta Student Loan debt by lengthening the period after completion of studies when loans are interest free and payment is not required, lowering the interest rate to the prime rate, and increasing the income threshold for the Repayment Assistance Plan.**

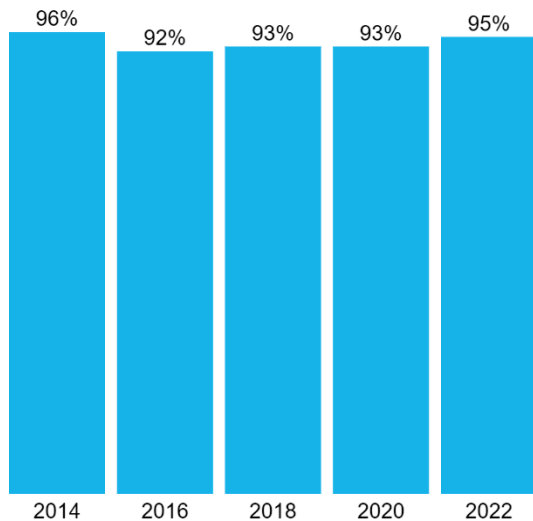
**Alberta Student Loan affordability measures**

Rising inflation is increasing affordability pressures on Alberta’s post-secondary system for learners. Advanced Education is committed to improving affordability for Alberta post-secondary students with measures under Alberta’s Affordability Action Plan that came into effect on July 1, 2023. These measures included reducing the interest rate on Alberta student loans to prime; extending the interest-free period for Alberta student loans at the conclusion of the study period from six months to 12 months; and increasing the low-income threshold from \$25,000 to \$40,000 for eligible single borrowers applying for the Repayment Assistance Plan. These measures support Goal 1 of the Alberta 2030: Building Skills for Jobs strategy to improve access and student experience by lowering the cost of borrowing for both current and future Alberta student loan borrowers.

## Performance Metrics

### Performance Indicator 1.a:

Percentage of post-secondary graduates who report being employed approximately two years after graduation (biennial survey)



This metric describes the employment rate of recent graduates from Alberta's publicly funded post-secondary institutions who are not enrolled as full-time students. Tracking employment rates of recent post-secondary graduates provides insights into whether Alberta's post-secondary education is supporting graduates to achieve labour market outcomes.

### Results Analysis

In 2022 (most recent data available), 95 per cent of recent post-secondary graduates (Class of 2019-20) in the labour force reported that they were employed at the time of the survey. This result was two percentage points higher than the results observed in 2018 and 2020 (the difference is statistically significant at a 95 per cent confidence interval).

In 2022, graduates from most fields of study had employment rates higher than 90 per cent. Specifically, graduates who studied education had the highest employment rate (98 per cent), whereas those who studied visual and performing arts, and communications technologies had the lowest employment rate (89 per cent). Graduates with a master's degree reported the highest employment rate (97 per cent), followed by those with a doctoral degree (96 per cent), an applied or bachelor's degree (96 per cent), and those with a diploma (94 per cent) or certificate (94 per cent).

Results for this metric may have been influenced by the economy and labour market conditions during the time when graduates were looking for work. An economic recession may result in a lower employment rate among post-secondary graduates. For example, the result in 2016 may have been influenced by the economic downturn in that year.

Advanced Education has made it a priority to expand work-integrated learning opportunities across Alberta's post-secondary institutions and employers. The Work-integrated Learning Industry Voucher program provides funding to industry associations in Alberta to support paid work-integrated learning opportunities for post-secondary students and recent graduates. The program strengthens relationships among industry associations, employers, and post-secondary institutions; increases student access to and participation in work-integrated learning; and ensures students develop the skills that employers and industry are seeking.

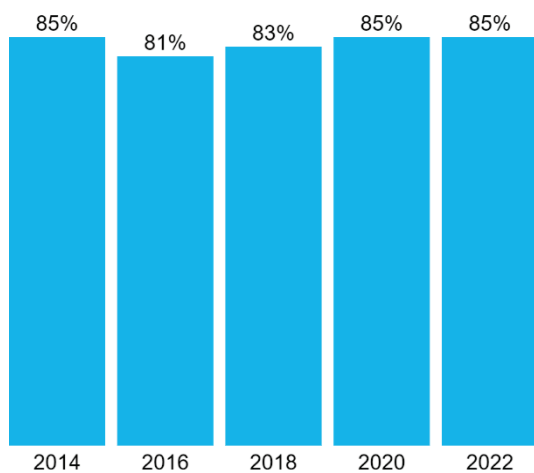
The program also increases the likelihood of students gaining employment sooner, obtaining a job related to their interests and credentials, and having a higher median income upon graduation. See the [Work-integrated Learning](#) section under Key Objective 1.2 for more detail.

### Note

- For a more detailed breakdown of results, see Section 6.1 of the Alberta Graduate Outcomes Survey Report for the Publicly Funded Post-secondary Institutions, Class of 2019-20. <https://open.alberta.ca/publications/results-graduate-outcomes-survey-publicly-funded-post-secondary-institutions-class-2019-2020>

**Performance Indicator 1.b:**

**Percentage of recent post-secondary graduates who report their current main job is related to their education program (biennial survey)**



This metric describes the percentage of recent post-secondary graduates who are employed in a field related to their studies. Results are collected from a biennial survey of graduates from Alberta’s publicly funded post-secondary institutions approximately two years after graduation. This metric speaks to the ministry’s efforts to strengthen the alignment of post-secondary programs to employment to meet labour market demand.

**Results Analysis**

In 2022 (most recent data available), 85 per cent of recent post-secondary graduates (Class of 2019-20) reported their current main job was related to their education program at the time of the survey. This result was the same as the result in 2020. Between 2014 and 2022, the results remained relatively stable between 81 per cent and 85 per cent.

In 2022, more than 85 per cent of graduates from four out of 11 fields of study reported their current main job was related to the education program from which they graduated. Specifically, the education field had the greatest percentage of graduates reporting this outcome (95 per cent), followed by health and related fields (91 per cent), business, management, and public administration (88 per cent), and mathematics, computer, and information sciences (87 per cent). Humanities had the lowest percentage (58 per cent). By credential type, doctoral degrees had the highest percentage (95 per cent), followed by master’s degrees (91 per cent), diplomas (85 per cent), applied and bachelor’s degrees (83 per cent), and certificates (82 per cent).

Results for this metric may have been influenced by a variety of external factors, such as the economy and labour market conditions, the type of education programming, and a graduate’s personal choice. For example, during an economic downturn, it can be difficult for graduates to find employment that is related to their field of study. This is particularly true for certain programs (e.g., liberal arts, science, and niche programs) that do not have as many directly related employment opportunities.

**Note**

- For a more detailed breakdown of results, see Section 6.4 of the Alberta Graduate Outcomes Survey Report for the Publicly Funded Post-secondary Institutions, Class of 2019-20. <https://open.alberta.ca/publications/results-graduate-outcomes-survey-publicly-funded-post-secondary-institutions-class-2019-2020>



## Outcome Two: Alberta’s adult learning system is efficient, financially sustainable, and globally competitive

### Key Objectives

- 2.1 Continue implementation of the Investment Management Agreements that will incentivise measurable progress towards the goals of the Alberta 2030: Building Skills for Jobs strategy and hold institutions accountable for results that are important to Albertans.**

### Investment Management Agreements

Investment Management Agreements are required under the *Post-secondary Learning Act* and are the primary accountability instrument to implement performance-based funding at publicly funded post-secondary institutions in Alberta. These agreements incentivise institutions to work collectively to achieve the goals of the Alberta 2030: Building Skills for Jobs strategy.

Since introduction in 2021-22, performance metric targets in Investment Management Agreements have incentivised post-secondary institutions to increase work-integrated learning opportunities and domestic learner enrolment.

In 2023-24, Advanced Education continued to implement the 2022-25 Investment Management Agreements with all publicly funded post-secondary institutions. This included negotiating performance metric targets, tolerance thresholds, weightings, and transparency metric targets for 2023-24 and 2024-25. Two additional funding metrics – administration expense ratio and research commercialization – were incorporated into the Investment Management Agreements for 2023-24 and 2024-25.

### Current Investment Management Agreements performance metrics

Performance metrics tied to funding	Transparency metrics not tied to funding
<ul style="list-style-type: none"> <li>• Work-integrated learning</li> <li>• Domestic enrolment</li> <li>• Domestic graduate outcomes – employment relatedness to education program</li> <li>• Administration expense ratio (applies to all institutions except independent academic institutions)</li> <li>• Research commercialization (applies only to comprehensive academic and research universities)</li> </ul>	<ul style="list-style-type: none"> <li>• International enrolment</li> <li>• Indigenous enrolment</li> <li>• Government of Alberta revenue dependency</li> <li>• Graduate employment rate</li> </ul>

**Note:** Each institution requires at least one transparency metric in its Investment Management Agreement.

Each year, Advanced Education assesses the results against the targets set out in each post-secondary institution’s Investment Management Agreement. If an institution fails to meet a target, Base Operating Grant funding may be adjusted for a subsequent fiscal year. In 2023-24, results for the 2022-23 year were assessed and no funding adjustments occurred.

All Investment Management Agreements are available on the Government of Alberta’s open government portal: <https://open.alberta.ca/publications?q=investment+management+agreement&sort=score+desc>.

## Access to reserve funding

In 2023-24, post-secondary institutions were able to request access to up to 15 per cent of their operating reserves to fund one-time expenses associated with proposed new initiatives that do not have ongoing operational costs in future years, allowing them to run an operating deficit during the year. In 2023-24, five post-secondary institutions submitted proposals and subsequently received approval to access a portion of their accumulated operating reserves. The Alberta University of the Arts, Bow Valley College, Medicine Hat College, Northwestern Polytechnic, and the University of Alberta were approved for funding for one-time non-capital expenses totalling \$43.3 million. This approach helped address shorter-term inflationary pressures while supporting institutions' financial flexibility and strengthening their entrepreneurial capacity.

## 2.2 Work with other ministries and partners to grow and align post-secondary research commercialization opportunities with economic priorities to develop and attract research talent and investment to Alberta.

### Research Commercialization Working Group

The mandate of the Research Commercialization Working Group was to support innovation and commercialization in support of Goal 3 of the Alberta 2030: Building Skills for Jobs strategy. The working group was comprised of representatives from industry, post-secondary institutions, and government. Work of the group was aimed at achieving increased post-secondary research translation and commercialization in priority and competitive areas, strengthening national and international recognition of research expertise in Alberta, increasing federal and industry investments in Alberta, and increasing connections among the representatives' respective organizations.

The working group released their final report, *Advancing Commercialization and Talent (in Research)*, in April 2023. The report identifies four priority research areas where Alberta has a competitive advantage: sustainable energy; smart agriculture; life science and health technologies; and emerging and enabling technologies. Recommendations from the report include:

- developing an intellectual property framework that aligns policies;
- raising awareness of intellectual property and collaboration opportunities to industry for market pull potential;
- creating new experiences with industry for graduate students in emerging priority research sectors; and
- attracting global researchers and research teams in priority research sectors with an “Alberta Advantage” approach.

In 2023-24, Advanced Education continued to support talent development for highly qualified personnel in emerging priority research sectors such as genomics by providing \$1 million in funding for Genome Alberta. The funding will support two initiatives, running from April 1, 2023 to September 30, 2025: a work placement program for Bioinformatics Certificate graduates and ongoing support for BioNet Alberta (\$400,000); and a business development partnership with Alberta's large-scale omics facilities (facilities that develop technologies related to genomics, transcriptomics, proteomics, etc.) (\$600,000).

## Intellectual Property Commercialization Framework

Intellectual Property is essential to Alberta’s competitive edge and a key driver in its economic diversification efforts. Advanced Education is collaborating with the Ministry of Technology and Innovation to develop an Intellectual Property Commercialization Framework to support Alberta becoming a hub for technology commercialization and innovation. The framework will help position Alberta toward setting a national standard for policies and best practices that foster intellectual property commercialization and enhancing collaboration between industry and academia, ensuring innovative research makes it to market faster and is adopted more broadly. The framework will also align post-secondary research commercialization opportunities with economic priorities and to attract research talent and investment to Alberta. This work supports both the Alberta 2030: Building Skills for Jobs strategy and the Alberta Technology and Innovation strategy.

In 2023-24, Advanced Education collaborated with Technology and Innovation to implement a call for proposals for intellectual property micro-credential programming by post-secondary institutions and their industry partners. The call for proposals attracted ten applications from teams of Alberta post-secondary institutions. Five proposals were approved to receive a total of \$1 million in grant funding.

As the engines of economic growth increasingly shift from tangible to intangible goods, it is imperative for the Government of Alberta to align itself with this shift to ensure Alberta’s economy is prepared for the future. Alberta is signalling its commitment as an innovation destination by providing targeted investments, such as funding intellectual property micro-credential programming.

## University of Calgary Multi-disciplinary Science Hub

In 2023-24, Advanced Education provided \$5 million to support planning for a new Multi-disciplinary Science Hub at the University of Calgary that will support student success and economic growth. The new hub will be the primary home for research and collaboration in the Faculty of Science and will provide classroom and lab space for 2,200 students.

Science, technology, engineering, and math (STEM) studies are critical to ensuring that the workforce of today and tomorrow has the needed skills. These skills and studies are increasingly critical for employers across all industries and sectors as Alberta’s economy continues to grow and diversify. The science hub will support STEM students in vital areas such as agriculture innovation, computer science, energy, quantum, biotechnology, and aerospace. This dedicated student success centre will deliver essential workplace skills while startup incubators and industry collaboration spaces will provide opportunities for internships and hands-on learning.

### **2.3 Implement Alberta’s International Education Strategy, including facilitating the establishment of the Alberta Bureau for International Education, to support Alberta learners with study abroad opportunities and to enable post-secondary institutions to attract qualified international students who remain in Alberta and contribute to the economy.**

#### International Education Strategy

Alberta’s International Education Strategy for Post-secondary Education provides strategic direction to the province’s post-secondary system on international education and creates a blueprint for attracting, retaining, and developing global talent. In 2023-24, Advanced Education engaged with system stakeholders to improve coordination and collaboration on international education and with international partners and incoming delegations to identify new opportunities and partnerships that will benefit Alberta’s post-secondary education system, research, and innovation priorities.

International education helps Alberta achieve economic priorities by encouraging economic diversification, facilitating trade and investment attraction, and expanding market access for exporting Alberta goods and services. Alumni from Alberta institutions become an ever-expanding network of ambassadors for the province and potential business partners in the future. International students attending Alberta learning institutions represent potential skilled talent for the province. With strong English language skills and several years of experience living and working in Canada, international graduates can start new businesses, contribute new skills and ideas, and help create the regional diversity that attracts companies and investors. International education also allows post-secondary institutions to generate revenue by exporting education services to corporate, international, and multi-national clients.

In January 2024, the Government of Canada announced a cap on international study permit applications, due to rapid increases in the number of international students arriving in Canada which increased pressure on visa processing systems, housing availability, health care, and other services. This shift in policy required Advanced Education to focus efforts on implementing a cap in Alberta. On February 29, 2024, Advanced Education provided all publicly funded designated learning institutions with their allocations of Provincial Attestation Letters, indicating that a student's application was within the provincial cap. The department focused initially on providing allocations to publicly funded institutions, where over 95 per cent of Alberta's international students attend. The department sought to provide consistent allocations for each designated learning institution that reflect their 2023 study permit totals while providing room for modest growth, where possible. The department worked with the Ministry of Technology and Innovation to develop a new online portal to provide Provincial Attestation Letters and issued the first letters on March 1, 2024, in advance of the federal deadline of March 31, 2024.

### *Alberta Bureau for International Education*

The Alberta Bureau for International Education is a board-governed, not-for-profit organization that will work in partnership with Advanced Education and post-secondary institutions to continue growing Alberta's international education sector. In 2023-24, foundational work continued to establish the Bureau, including establishing a board of directors and becoming formally incorporated under the *Canada Not-for-profit Corporations Act*. The Alberta Bureau for International Education will play an important role in advancing Alberta's International Education Strategy by supporting collaboration across the post-secondary system and government to attract top-tier international talent to the province.

### *Online learning toolkit*

In 2023-24, Advanced Education partnered with the University of Calgary to develop an online international learning toolkit to support Alberta post-secondary institutions in developing and administering their own study abroad programs and to continue investing in international education programs that align with key markets. During the year, the University of Calgary surveyed the international offices of post-secondary institutions and held focus groups to inform the development of the toolkit. Engagement with employers across Alberta is ongoing.

### *Raising the Profile of Alberta's Post-Secondary System on the global stage*

In 2023-24, Advanced Education continued working with Motiv Digital to develop a marketing strategy and campaign to raise the profile and awareness of Alberta's post-secondary system and institutions in key international markets around the world.

Advanced Education, in collaboration with EduCanada and the Government of Canada, provided \$15,000 in 2023-24 to fund a booth at the National Association of Foreign Student Advisors 2023: Association of International Educators Conference in Washington D.C., to profile Alberta post-secondary institutions at the world's largest gathering of international education professionals.

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In 2024-25, Advanced Education will continue to raise the profile of Alberta's post-secondary system on the global stage and will continue to develop and promote education abroad opportunities for Albertan students.

### **Queen Elizabeth Scholars program**

Advanced Education provided \$2 million toward the Queen Elizabeth Scholars program in 2023-24 and has committed to invest \$2 million annually over five years to support the program. The program supports international opportunities for Alberta students through international research and learning opportunities for studies.

The Queen Elizabeth Scholars program was established in 2012 to create global citizens through academic, professional, and cross-cultural experiences. The program supports Alberta's International Education Strategy by helping students build and foster relationships on a global scale while attracting international talent to the province.

The Queen Elizabeth Scholars program is led by the Rideau Hall Foundation and Canadian post-secondary institutions submit project proposals in various fields and disciplines. Previous projects have focused on pressing and emerging issues such as advancing global health, increasing access to education, and building inclusive and sustainable economies. Approximately 80 per cent of participants are Canadian students travelling abroad, while about 20 per cent of participants are from other countries coming to Canada through the program.

### **Growing post-secondary partnerships with India**

Through \$350,000 in grant funding (provided in 2022-23), in 2023-24 the Shastri Indo-Canadian Institute began developing the Alberta Students to India project, an international work-integrated learning pilot program. The program will allow 30 Alberta post-secondary students to participate in eight-week internship opportunities in a variety of industries in India. A call for applications closed on March 15, 2024. Internships will occur in 2024-25.

The program supports Alberta's International Education Strategy and Goal 4 of the Alberta 2030: Building Skills for Jobs strategy to strengthen internationalization. The Alberta Students to India project aims to offer Alberta post-secondary students an international work-integrated learning program that helps them foster intercultural competencies, language skills, and interpersonal skills; fosters and grows a global network; improves critical thinking, academic focus, and career clarity on career outcomes; and enhances employment outcomes. Providing students with international learning experience also benefits Alberta employers and industry by providing access to employees with expanded international knowledge, skills, and networks and to employees with the abilities and skills needed to work in an increasingly diverse workplace and within the global economy. The Alberta Students to India project will foster partnerships and collaborative activities among students, faculty, and institutions.

## Internationally educated nurses

Advanced Education is supporting internationally educated nurses to obtain their licence to practice in Alberta by expanding existing and creating new bridging programs for internationally educated nurses.

To help address the shortage of health care workers in rural Alberta, a Bursary for Internationally Educated Nurses was formally launched in 2022-23, with funds made available to internationally educated nurses beginning their studies from January 1, 2023. Eligible internationally educated nurses can access up to \$30,000, depending on their program of enrolment. The bursary contains a rural return in service component, that requires internationally trained nurses to retain work in an approved rural Alberta location for two to five years, depending on the bursary amount. In 2023-24, over \$7.8 million was allocated to support internationally educated nurses in completing required training to practice as a registered or licensed practical nurse in Alberta. To date, over 100 applications have been received, with over 80 internationally educated nurses being approved for funding to participate in the bursary program.

The Internationally Educated Nurses program expansion launched in July 2023. In 2023-24, Advanced Education provided over \$7.5 million to support seat expansion in existing bridging programs and to support new bridging programs to assist internationally educated nurses with achieving a nursing licence, allowing them to practice in Alberta's health care system. Preliminary results show that some bridging programs for internationally educated nurses are struggling to meet their seat expansion targets due to low enrolment. In 2023, the College of Registered Nurses of Alberta announced that it was changing its approach to certifying internationally educated nurses. Rather than pursuing a practical skill assessment of all internationally educated nurses, the College developed a new pathway where it assesses the regulatory body in select international jurisdictions to determine if the registration process and occupational standards are equivalent to Alberta. If they are, individual assessments or bridging program completion is not required for the internationally educated nurse to write the National Council Licensure Examination for Registered Nurses and complete other registration requirements. This change likely impacted uptake on bridging programs, as these programs would no longer be necessary for a significant number of internationally educated nurse applicants. Results for 2023-24 will not be available until Summer 2024.

## 2.4 Implement initiatives to protect academic freedom and strengthen free speech at post-secondary institutions.

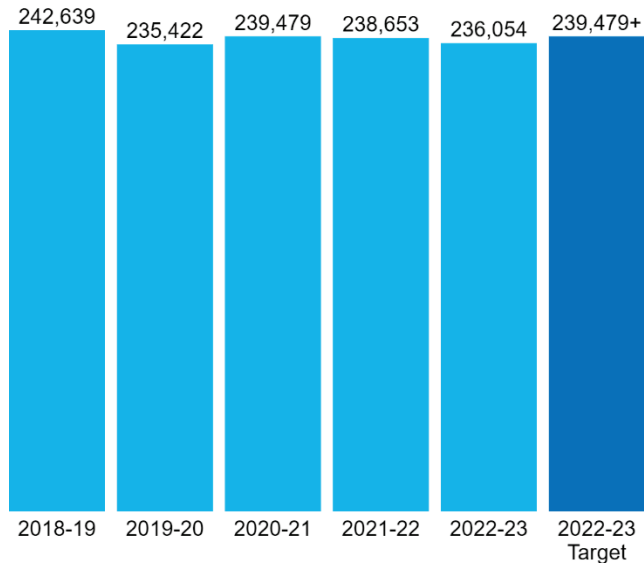
### Free speech reporting

In 2019, all 26 publicly funded post-secondary institutions in Alberta complied with government's direction to endorse the Chicago Principles on Free Expression or develop a policy that is consistent with the Chicago Principles. In January 2023, the Minister of Advanced Education announced new reporting requirements related to campus free speech and post-secondary institutions and independent academic institutions were required to include reporting on free speech activities in their annual report for 2023-24 (expected submission date for most institutions is September 2024, six months after their fiscal year end). Alberta's government is committed to ensuring that Alberta's post-secondary institutions adequately protect academic freedom and the free speech of students and faculty.

## Performance Metrics

### Performance Measure 2.a:

**Total domestic learners enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions**



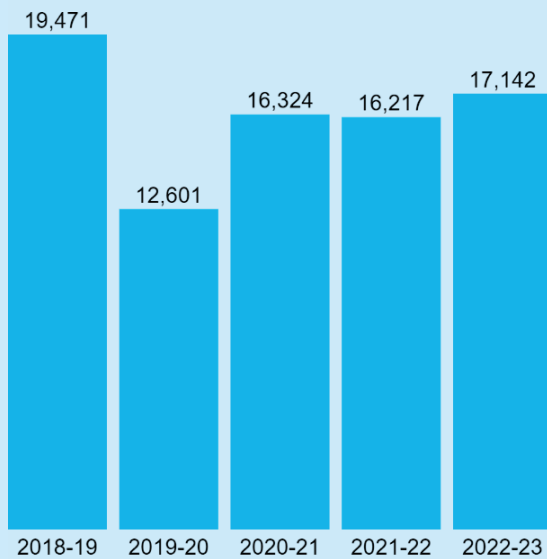
This measure shows the total number of unique domestic learners enrolled in approved programs offered by publicly funded post-secondary institutions in Alberta by academic year. Results also include apprentices enrolled in the classroom instruction portion of their apprenticeship program at a publicly funded post-secondary institution. This measure helps the department identify shifts in enrolment patterns among domestic students attending these institutions and monitor capacity of the post-secondary system. It also demonstrates the ministry's continued commitment to ensuring accessibility for domestic learners.

### Results Analysis

In the 2022-23 academic year (most recent data available), more than 236,000 unique domestic learners enrolled in approved programs at Alberta's publicly funded post-secondary institutions. This result did not meet the target of over 239,479 learners and represented a decrease of approximately 2,600 learners (or 1.1 per cent) from the result in 2021-22.

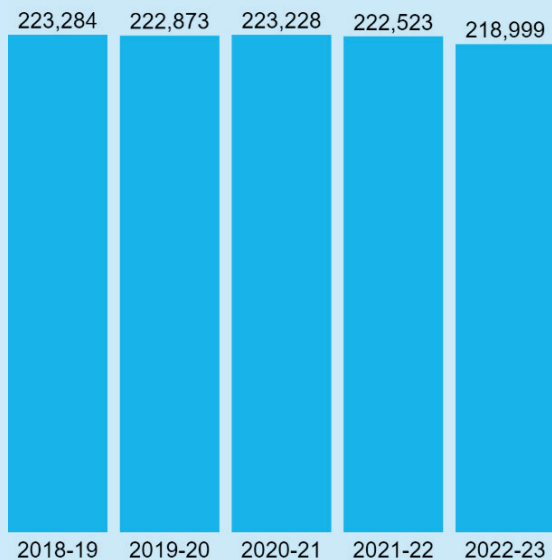
In 2022-23, the top fields of study that domestic learners enrolled in were languages, social sciences, arts, and humanities (28 per cent), followed by health sciences (19 per cent), physical, natural, and applied sciences (16 per cent), and business (14 per cent). The majority (83 per cent) of domestic learners enrolled in credential programs, including degree programs (54 per cent), diploma programs (15 per cent), and certificate programs (14 per cent). Among non-credential programs, about six in ten (61 per cent) domestic learners enrolled in either open studies or university transfer programming while the remaining enrolled in other programs, such as academic upgrading, adult basic education, etc. Total domestic enrolments include apprenticeship and non-apprenticeship enrolments.

### Apprenticeship Domestic Enrolment Headcount



Between 2018-19 and 2022-23, the apprenticeship enrolment headcount dropped from nearly 19,500 to a low of 12,600 in 2019-20 (a decrease of about 35 per cent) before increasing back to over 17,100 in 2022-23. However, the apprenticeship enrolment headcount had still not returned to pre-pandemic levels by 2022-23. The sharp decrease in 2019-20 was likely attributed to the onset of the COVID-19 pandemic, when two rounds of intake for apprentice in-class learning were suspended for all relevant post-secondary institutions. The intake resumed in the following years, which likely resulted in the increase in apprenticeship enrolment.

### Non-Apprenticeship Domestic Enrolment Headcount



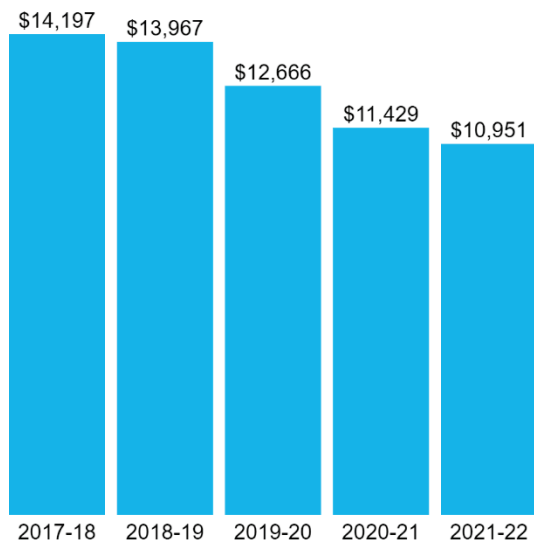
Enrolment headcount among non-apprenticeship domestic learners has remained relatively stable (less than 0.5 per cent variance from prior year) since 2018-19, with 2022-23 showing a two per cent decline. The economic recovery may have been one of the major contributors to the decrease among these learners. As Alberta's economy recovered from the COVID-19 pandemic and the oil price crisis, the chances of gaining employment improved and some learners may have decided to participate in the labour force instead of attending post-secondary programs.

In 2022-23, Advanced Education implemented the Targeted Enrolment Expansion program to increase spaces in high-demand post-secondary programs that support key economic sectors. This initiative will create over 12,000 new seats in high-demand programs in Alberta's post-secondary sector over four years. The creation of these new seats will enable more Alberta learners to enrol in a program of their choice while at the same time addressing gaps within the labour market. Targeted Enrolment Expansion seats are reserved for domestic students. Many of these seats are in programs of high student demand, in fields where Alberta needs more working professionals such as in health care, business, aviation, engineering, technology and others (including film production, early childhood education, veterinary medicine, etc.). See the [Targeted Enrolment Expansion](#) section under Key Objective 1.5 for more detail.



## Notes

- For a more detailed breakdown of results, see Headcount Enrolment within the Alberta Post-secondary Education System. <https://open.alberta.ca/opendata/system-wide-headcount-enrolment-within-the-alberta-post-secondary-education-system>
- The sum of total apprenticeship domestic enrolment headcount plus non-apprenticeship domestic enrolment headcount may be larger than the total domestic headcount as some learners may have been enrolled in a non-apprenticeship and apprenticeship program in the same reporting year.
- Enrolments related to public-private partnership agreements were included in the 2021-22 and 2022-23 results (about 500 and 700 learners respectively). These agreements are coming to an end and enrolments reported in these agreements will decline accordingly in future years.
- In 2022-23, some learners from Ukraine who had expedited visas were incorrectly reported with a “Permanent Resident” legal status; this over-reported the number of domestic learners by around 500 learners among English as a Second Language programming during that year. For 2023-24 and future reporting, these learners will be coded as “Other Visa” and properly included in the international learner demographic.
- In the 2022-23 Advanced Education Annual Report, apprentices were excluded from this metric as the responsibility for apprenticeship belonged to the former Ministry of Skilled Trades and Professions.

**Performance Indicator 2.b:****Provincial operating investment per full-time equivalent (FTE) student**

This metric provides an estimate of provincial operational investment per full-time equivalent (FTE) student. Results are calculated based on data collected from Statistics Canada, which enables comparability across provinces. Twenty-two publicly funded post-secondary institutions in Alberta are included in the results. The provincial operating investment is provided by the ministry through grants and contracts to support an institution's primary operating activities of instruction and/or research. The metric contributes to the ministry's understanding of the efficiency and financial sustainability of Alberta's post-secondary system.

**Results Analysis**

In 2021-22 (most recent data available), Alberta invested \$10,951 for each FTE student enrolled in approved programs at publicly funded post-secondary institutions. This result was lower than British Columbia (\$11,482) and higher than Ontario (\$6,783). However, when looking at the year over year trend in Alberta, the 2021-22 result was approximately four per cent (\$478) lower than the result in 2020-21. Between 2017-18 and 2021-22, the result declined each year from \$14,197 to \$10,951, representing a total decrease of 23 per cent (\$3,246).

Results for this metric are determined by dividing the total general operating funding from the provincial government by the total number of FTE students. As such, results for this metric may be influenced by multiple factors. For example, student enrolment numbers could be affected by the economy and labour market conditions. When labour market demand is low during an economic downturn, people may choose to go to school, which would result in increased enrolment. The population of Albertans of post-secondary age, as well as tuition and fees policies, may also impact student enrolment levels. The economy and government funding policies may have a direct impact on provincial operating investment.

Alberta is committed to funding post-secondary education through a responsible approach that respects taxpayer dollars, provides students with value for their investment, and ensures the province continues to produce a skilled workforce for the jobs of today and tomorrow. Advanced Education continues to remove red tape in ways that will enable institutions to better diversify their revenue streams and reduce reliance on provincial funding. Meanwhile, the ministry continues to provide student aid, in the form of loans, grants, scholarships, and awards to reduce financial barriers for students. The ministry also supports the post-secondary education system through a mix of performance-based funding, capital investments, funding for students with disabilities, and mental health funding.

## Notes

- Full-time equivalent students include Canadian students, international students, and those whose immigration status in Canada is not reported.
- Not all publicly funded post-secondary institutions are included in the results for this metric. See the [Methodology](#) section for detail about the institutions that are included.

## Outcome Three: Alberta has a skilled workforce that supports a thriving and diverse economy

### Key Objectives

#### 3.1 Implement the *Skilled Trades and Apprenticeship Education Act* to create a modern, flexible and efficient skilled trades certification, and apprenticeship education system in Alberta.

##### *Skilled Trades and Apprenticeship Education Act*

The *Skilled Trades and Apprenticeship Education Act* came into force in 2022, enabling industries, skilled trades professions, post-secondary institutions, and government to better respond to emerging needs. The act provides a flexible and responsive framework for Alberta's apprenticeship and skilled trades system. Under the act, updates to apprenticeship education programs can be completed more efficiently with less red tape, ensuring training is responsive to the emerging needs of industry.

Implementation of the *Skilled Trades and Apprenticeship Education Act* is a multi-year initiative that continued throughout the 2023-24 year. In the coming years, Advanced Education will continue to oversee implementation of the act to modernize apprenticeship and skilled trades in Alberta.

##### *Education credentials and post-apprenticeship pathways*

The *Skilled Trades and Apprenticeship Education Act* recognizes apprenticeship education as a form of post-secondary education and allows for government-issued education credentials to be granted to apprentices upon successful completion of their program. Post-secondary institutions' recognition of these new education credentials allows increased access and new pathways to be created for apprenticeship graduates to receive advanced placement into post-secondary programming. Education credentials and the development of post-apprenticeship pathways validate apprenticeship education as a valid form of post-secondary education and provide increased opportunities for learners to continue their education and training beyond apprenticeship.

In August 2023, Advanced Education's Alberta Credential Framework was updated to recognize education credentials under the *Skilled Trades and Apprenticeship Education Act*, supporting parity of esteem for apprenticeship education and improving the process for post-secondary institutions to grant advanced standing for apprenticeship education toward other post-secondary programming.

Advanced Education worked with post-secondary institutions to encourage the development of new transfer pathways from apprenticeship education into other post-secondary programs. Based on the concept of prior learning recognition, transfer pathways give learners credit toward post-secondary programs based on education and experience gained in their past, including during an apprenticeship education program.

Throughout 2023-24, Advanced Education also raised awareness with stakeholders in Alberta's K-12 and post-secondary system of *Skilled Trades and Apprenticeship Education Act* education credentials.

#### Quick Facts

During 2023-24, **7,962** certificates were issued to Alberta Journeypersons. Of those:

- **4,240** were issued a Red Seal;
- **1,087** Certified Journeypersons also received a Diploma;
- **241** Certified Journeypersons also received a Certificate of Achievement;
- **613** Certified Journeypersons also received a Certificate; and
- **2,993** Certified Journeypersons also received an Advanced Diploma.

Additionally, **221** Achievement in Business Competencies (Blue Seal) Certificates were issued.

\* A Journeyperson who received more than one type of certificate may be counted more than once.

To address the misperception that apprenticeship education and the skilled trades are not considered equal to other forms of post-secondary education and occupations, the ministry placed significant effort on dispelling myths, addressing stigmas, and sharing information. Due to a strengthening economy, interest in apprenticeship education and the skilled trades is increasing. This increased attention provides opportunities to connect with more Albertans about the benefits of apprenticeship education and the skilled trades.

### *Trailblazers*

In 2023-24, the Trailblazers project tested new products, such as curriculum guides, record books, and core competency statements, used in the delivery of apprenticeship education programs. The project also provides more thorough and rigorous processes for training and assessing apprentices. Rollout of these new products is expected to begin in the 2024-25 academic year for a small number of programs. Rollout will continue over the next five to seven years until all 47 designated trades with apprenticeship education programs have been updated.

### *My Skilled Trades Network*

The *Skilled Trades and Apprenticeship Education Act* allows for greater freedom when consulting with industry on various issues including product development and changes to regulations. One way this is being accomplished is through the creation of the My Skilled Trades Network, an industry engagement system that facilitates government consultation with stakeholders and industry on trades-related matters. The My Skilled Trades Network replaced Provincial Apprenticeship Committees and Local Apprenticeship Committees.

Launched in Fall 2023, My Skilled Trades Network has since recruited over 650 industry members to participate in numerous stakeholder engagement activities including product development, assessment review, and feedback on foreign credential recognition.

Advanced Education will continue to promote the My Skilled Trades Network to industry with the goal of expanding outreach to many possible industry stakeholders and increasing industry engagement which had dropped during the pandemic.

### *Digital tools*

To support the implementation of the *Skilled Trades and Apprenticeship Education Act*, a number of new digital tools providing enhanced service delivery, increased flexibility, and greater self-serve functionality were introduced in 2023-24.

In July 2023, MyTradesecrets online exam scheduling was deployed, providing self-serve functionality for clients scheduling examinations. Since the online exam booking was launched, 9,564 exams have been electronically scheduled by clients. Of those scheduled exams, 207 were electronically rescheduled and 282 were cancelled by the client without needing to contact the AIT InfoLine call centre. The move to MyTradesecrets online exam scheduling has reduced the overall number of phone calls to the AIT InfoLine.

A new application process for apprenticeship education programs was deployed in September 2023. The new application process is simplified and easier to understand, and also allows Albertans who currently do not have a sponsor or employer to register in one of Alberta's designated trades.

## Apprenticeship Learning Grant

Under the *Skilled Trades and Apprenticeship Education Act*, Advanced Education is the Registrar for the delivery of apprenticeship education. As Registrar, the ministry is responsible for administering and funding the delivery of classroom instruction to 11 post-secondary institutions. Apprenticeship classroom instruction is supported by two streams of funding, the Base Operating Grant and the Apprenticeship Learning Grant.

The Base Operating Grant assists post-secondary institutions in delivering approved programming, including apprenticeship. In 2023-24, the ministry funded 19,267 apprenticeship seats across the province in specific apprenticeship programs at post-secondary institutions.

The Apprenticeship Learning Grant is supplemental funding that directly supports the delivery of additional apprenticeship classroom education. The grant funding is instrumental in supporting the delivery of quality apprenticeship training and providing apprentices the chance to progress and complete their education. If demand for classroom instruction changes within a grant year, post-secondary institutions may request additional Apprenticeship Learning Grant funding. In 2023-24, the ministry provided \$53.3 million through the Apprenticeship Learning Grant, to 11 public post-secondary institutions, bringing the total apprenticeship classroom instruction seats across Alberta to over 23,000. This \$53.3 million included an additional \$11.9 million provided to post-secondary institutions during the fiscal year to address rising cost pressures as demand for apprenticeship seats grew beyond budgeted amounts. This additional funding helped to respond to enrolment pressures for high demand apprenticeship education programs and meet the needs of industry stakeholders.

### Apprenticeship classroom instruction

	2022-23	2023-24
<b>Apprenticeship seats under Base Operating Grant</b>	19,267	19,267
<b>Additional apprenticeship seats under Apprenticeship Learning Grant</b>	2,721	4,024
<b>Total apprenticeship seats offered</b>	21,988	23,291
<b>Apprenticeship Learning Grant Funding</b>	\$36.7 million	\$53.3 million

Apprenticeship education and skilled trades have a strong linkage to Alberta's economy. As the economy strengthens, apprentice enrolment and demand for classroom education increases. Allocation of Apprenticeship Learning Grant funding relies heavily on evidenced-based evaluation of seat demand. In February 2024, Advanced Education launched a new data dashboard to support post-secondary institutions in forecasting apprenticeship seat demand for first period apprentices. Additional data dashboards are under development to further support ministry monitoring activities and seat forecasting abilities of institutions and government, and to continue to enhance evidenced-based decision making.

## Alberta Board of Skilled Trades

The Alberta Board of Skilled Trades provides recommendations to the Minister of Advanced Education on how to strategically position Alberta to meet current and future economic and workforce demands, align government's strategic planning with stakeholders and industry, and connect with industry expertise that may not be readily available via other means. The Alberta Board of Skilled Trades provides government with industry expertise and strategic insight to explore new opportunities for Alberta's economy and workforce development and uses expert knowledge, critical thinking, and analysis from multiple connections with industry to advise Alberta's decision-makers on trades-related matters.

The Alberta Board of Skilled Trades is also responsible for advising the minister on the direction of Alberta's designated trades certification system by consulting with industry to:

- establish details of designated trades through board orders;
- promote the designated trades and the value of certification;
- provide advice on when to create or rescind a trade designation;
- establish standards and requirements for certification;
- make recommendations to government on professions to designate as trades in Alberta; and
- recognize trade credentials from other jurisdictions.

### **3.2 Advocate for, and champion, skilled trades and professions as a desirable pathway that will lead to rewarding careers.**

#### **Trades and apprenticeship promotion**

Throughout 2023-24, Advanced Education worked to advocate and champion the skilled trades and professions within the K-12 education system to ensure, as early as junior high, this education track has parity of esteem as a desirable education pathway that will lead to a highly rewarding career. During the year, Advanced Education staff attended teachers' conventions, educational conferences, and professional development events across the province to promote apprenticeship education and the skilled trades. Ministry staff engaged directly with more than 700 stakeholders, including system administrators and leaders, teachers, and career counsellors.

The second annual Alberta Apprenticeship Day occurred on September 25, 2023, to celebrate and bring awareness to apprenticeship education in Alberta. Advanced Education collaborated with partner organizations, industry stakeholders, and post-secondary institutions to deliver coordinated promotional activities including social media, announcements, and events across Alberta.

On November 2, 2023, three new members were inducted into the Alberta Trades Hall of Fame during an event that celebrated these remarkable individuals who have demonstrated exceptional leadership and commitment in driving Alberta's skilled trades forward.

In 2023-24, Apprenticeship and Industry Training Officers visited 8,730 sponsors and employers across the province to support and promote apprenticeship education programs. This was the first time the officers were able to perform all functions of their role in-person since the COVID-19 pandemic.

Advanced Education will continue to promote and raise awareness of apprenticeship and skilled trades opportunities to help meet Alberta's skilled trades workforce demand through a broad suite of targeted communications activities including government speaking engagements, social media, paid advertising, skilled trades exploration, enhanced stakeholder outreach, and enhanced web presence.

## Apprenticeship partnerships

Apprenticeship partnership investments promote and build awareness for skilled trades professions and expand support for Albertans registering in apprenticeship education programs. Providing funding to partner organizations strengthens the province's apprenticeship system and the work of these partners results in youth, women, and Indigenous Albertans having increased awareness of, and access to, apprenticeship education and jobs in the skilled trades.

Apprenticeship partnership funding was divided among existing partnerships with CAREERS: The Next Generation, Women Building Futures, and Skills Canada Alberta, as well as with nine other partnerships that include non-profit organizations and post-secondary institutions.

### *CAREERS: The Next Generation*

In 2023-24, Advanced Education provided \$9.3 million in core funding, as well as \$455,000 in the form of an Alberta at Work grant to CAREERS: The Next Generation. CAREERS collaborates with government, schools, industry, parents, students, and communities to introduce youth to successful career paths through meaningful internship placements in high-demand occupations, such as the skilled trades. In 2023-24, CAREERS connected with more than 410 schools and over 1,800 employers to arrange more than 3,420 paid internships for high school students interested in a career in the skilled trades and other professions. CAREERS also engaged with 35 First Nations and six Metis Settlements to reach Indigenous youth in rural areas of the province.

Young Women in Trades and Technologies is a CAREERS initiative that is designed to break barriers and give young women the opportunity and confidence to explore career options in non-traditional skilled trades and technologies. It offers hands-on interactive camps for high school females who want to tour shops, handle tools, meet new people, create special projects, and learn from professionals in the skilled trades. In 2023-24, Young Women in Trades and Technologies camps gained wide-spread media attention for their popularity and contributed to over 740 new female internships.

The core grant agreement with CAREERS: The Next Generation is three years in length and ends in 2027.

### *Skills Canada Alberta*

In 2023-24, Advanced Education provided \$2.8 million in core funding, as well as \$1.6 million in the form of an Alberta at Work grant to Skills Canada Alberta, a provincial non-profit organization that actively promotes careers in skilled trades and technologies to Alberta youth. In 2023-24, Skills Canada Alberta programs reached over 25,000 students in Alberta to position skilled trades and technology careers as a first-choice career option for youth in the province. Over 17,200 students from 245 schools participated in Try-A-Trade Takeout, where teachers can order activities from various trades for free, giving students the chance to test-drive careers and learn new skills. Over 2,730 junior high students from 92 schools participated in Skills Exploration Days to connect students' skills and interests to trade and technology careers through interactive, hands-on experiences that promote creativity, empathy, and exploration.

Skills Canada Alberta leads participation in the Skills Canada National Competition to demonstrate Alberta's trades talent on the national and world stage. In 2023, 610 high-school students and apprentices participated in the Provincial Skills Canada Competition. Sixty-one winners from that group, competed as Team Alberta at the Skills Canada National Competition in Winnipeg – earning 11 gold, seven silver and 15 bronze medals. Six competitors further earned a once-in-a-lifetime opportunity to represent Canada at the WorldSkills Competition in Lyon, France in September 2024. The Skills Canada Alberta core grant agreement is three years in length and ends in 2027.



### *Women Building Futures*

Women Building Futures is a non-profit organization that works to foster economic security for women facing barriers to entry in a workforce where they are traditionally underrepresented. Women Building Futures connects unemployed women and gender diverse individuals, as well as those working multiple jobs to make ends meet, with higher-paying careers in trades, trucking, and high-demand fields. In 2023-24, Advanced Education provided \$3.8 million in core funding, as well as \$400,000 in the form of an Alberta at Work grant, to Women Building Futures. The three-year core grant agreement with Women Building Futures ends in 2027.

Advanced Education continues to be committed to alleviating the gender gap in skilled trades, with women now accounting for 13 per cent of total apprentices registered. As of December 31, 2023, approximately 7,300 women apprentices were registered in Alberta, an increase of 28 per cent from the prior year. The number of women apprentices has been increasing consistently over the past five years. Of the women registered as apprentices, 39 per cent are registered in the hairstylist apprenticeship program, 10 per cent are electrician apprentices, and nine per cent are welder apprentices. In 2023, there was a 60 per cent increase in number of female welder apprentices from the prior year. The proportion of women in apprenticeship programs other than those historically dominated by women (e.g., baker, cook, hairstylist, landscape horticulturist) has increased to 56 per cent in 2023 from 50 per cent in 2022.

### *Other Alberta at Work apprenticeship partnerships*

In 2023-24, Advanced Education provided one-time Alberta at Work grants (that end in March 2025), totalling \$2.8 million, to nine other organizations that promote awareness of the skilled trades professions and encourage apprenticeship registrations. One-time grants were provided to:

- Alberta Ironworkers Apprenticeship and Training Trust Fund;
- Calgary Catholic Immigration Society (Pre-Employment Pipe-Trades Training program);
- Christian Labour Association of Canada;
- Electrical Industry Training Centres of Alberta;
- Lethbridge College – Centre for Trades (STEM program);
- Momentum Community Economic Development Society;
- The Educational Partnership Foundation (Indigenous partnerships);
- Northern Alberta Institute of Technology; and
- Southern Alberta Institute of Technology.

### **Quick Facts**

In 2023-24:

- Women Building Futures offered readiness services, including coaching support, **740 times**.
- **64 per cent** of Women Building Futures graduates received financial assistance to complete their job-training.
- Approximately **80 women** received education on Emerging Energy Career Path Awareness.
- **94 per cent (209 women)** of Women Building Futures students graduated from one of the 18 programs delivered during the year.
- **85 per cent** of Women Building Futures graduates found work within six months of graduation.

Throughout the year, these Alberta at Work apprenticeship grant recipients successfully recruited vulnerable and/or under-represented students to their pre-apprenticeship/pre-employment training programs and raised awareness of opportunities in apprenticeship education and the skilled trades. Funding was used to:

- promote trades as valuable career paths through targeted marketing campaigns, student and parent presentations, in-class presentations, conferences, and career events;
- refine school activity kits to bring trades into K-6 classrooms;
- provide unique supports to vulnerable or under-represented Albertans to ensure they could navigate apprenticeship education;
- deliver pre-apprenticeship/pre-employment training programs to ensure Albertans have the skills needed to enter into apprenticeship; and
- gather industry and labour market intelligence to inform programs and services.

### High school apprenticeship programs and scholarships

Career and Technology Studies enable high-school students to learn trade-specific skills from a certified journeyman for high school credit and qualify to write the first period apprenticeship exam after high school. The Registered Apprenticeship Program helps high school students become an apprentice and earn credit toward their high school diploma and journeyman certificate at the same time. Many students participating in the Registered Apprenticeship Program are able to complete their technical training sooner and become certified journeymen faster because of their participation in the trades while in high school. These programs address a long-standing issue of students leaving high school prior to completion to work in a skilled trades profession. Enabling students to participate in apprenticeship learning opportunities while in high school also leads to advanced standing in an apprenticeship program after high school.

The High School Apprenticeship Scholarship program recognizes the accomplishments of Alberta high school students completing the Registered Apprenticeship Program or the Career and Technology Studies pathway, with a goal to encourage more students to explore trades education as a path to well-paying professional jobs that will provide financial stability and help meet future labour market demands. In 2023-24, almost \$800,000 was awarded in High School Apprentice and High School Apprentice Bright Futures scholarships to over 800 students throughout the province. This is a funding increase of 14 per cent over the prior year. These scholarships provide funding to support future participation in a post-secondary apprenticeship program. Allowing the students to explore a career in the trades, while ‘earning and learning’ toward their future career starting in high school, sets students up for success as they enter post-secondary technical programs.

#### Quick Fact

294 high school graduates who participated in the Registered Apprenticeship Program or Career and Technology Studies apprenticeship pathways were recognized for their achievements at the 2023 High School Apprenticeship Scholarship Celebration.

### Trade Pathways

The Alberta Construction Association’s Trade Pathways pilot program aims to develop both unemployed young Albertans and those from under-represented groups into apprentices and strengthen capacity in the construction industry. The Trade Pathways program identifies potential trainees and places them in sequential skills development and on-the-job experience.

Since the program began in 2022, Trade Pathways has placed 117 unemployed or underemployed Albertans in work experience placements in the Edmonton area, greatly exceeding the initial target of 45. As labour market demand increases, the pool of employers participating in the Trade Pathways program has grown from nine to 34 employers. Approximately 89 per cent of participants who completed a placement with a participating employer were offered full-time employment. In April 2023, Advanced Education entered into

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an additional grant agreement with the Alberta Construction Association to provide an additional \$3 million over three years to expand the program across the province, with the first \$1 million provided in 2023-24.

### **Youth Apprenticeship Connections Program**

The Youth Apprenticeship Connections Program pilot was developed collaboratively by the Ministries of Advanced Education and Children and Family Services to deliver career exploration and apprenticeship specialist coaching for youth in care and young adults formerly in care. The program allows participants to learn about and prepare for careers in the skilled trades through career exposure and development opportunities, coaching and support, and work experience. Through the program, clients participate in career exposure and readiness experiences for one or more of over 50 designated trades in Alberta. The program provides apprenticeship coaching and support with a goal of increasing the number of youth in care and young adults formerly in care that complete pre-apprenticeship programs and/or their first period of apprenticeship education.

The program launched in Edmonton, Calgary, and across central Alberta on March 1, 2024. In the first month of operations, 29 clients entered the program. Advanced Education provided approximately \$200,000 to Children and Family Services who administer the Youth Apprenticeship Connections Program through a third-party contractor, Prospect Human Services Society.

### **3.3 Invest in innovation to support skilled trades professionals with a focus on ensuring that journeypersons obtain the needed skills in the modern economy.**

#### **Digital innovation in the trades**

In March 2023, Advanced Education entered into an agreement for \$3.6 million over three years with the Alberta Construction Association for a Digital Tradesperson project which aims to upskill Alberta's construction workforce with short, post-credential training in digital construction skills. Strengthening digital skills of tradespeople will result in increased productivity within Alberta's construction industry, which in turn fuels economic growth. Tradespeople benefit from upgrading their skills and gaining new knowledge which they can apply to their current role or move into other positions. Target audiences for the Digital Tradesperson project include tradespeople who wish to transition to digital roles, tradespeople who want to upskill their digital skills to use in their current role, and apprentices who want to gain extra digital knowledge and skills.

The Alberta Construction Association received \$1.1 million toward phase 1 of the Digital Tradesperson project in 2023-24, focusing on research and stakeholder engagement. The project established an industry advisory committee, researched existing gaps in training, and examined how to best tailor coursework and micro-credentials. Strong industry engagement during phase 1 of the project reinforces the need for this initiative.

Phase 2 of the Digital Tradesperson project will commence in 2024-25 and will focus on course development, including identifying learning outcomes for target audiences and working with curriculum design experts. This will prepare for a pilot of the courses and work placements during phase 3.

## Re-introduction of Apprenticeship and Industry Training period exams

Apprenticeship and Industry Training period exams are one of the requirements that an individual must successfully complete in order to progress in their apprenticeship education program. In addition to measuring an individual's proficiency, period exam results are used to measure the effectiveness of training delivered by post-secondary institutions.

In March 2020, Apprenticeship and Training period exams were suspended due to restrictions put in place as a result of the COVID-19 pandemic. In April 2023, after extensive consultation with industry and post-secondary stakeholders, Apprenticeship and Training period exams were re-introduced.

In 2023-24, the pass rate for individuals taking Apprenticeship and Training period exams was lower than results from before the COVID-19 pandemic. This may be due to multiple factors, including new instructors at post-secondary institutions and an increase in the grade required to pass the exam. Additionally, as exams were not reviewed prior to being re-introduced, some exams may have included out-of-date questions. Advanced Education is monitoring period exam results and is reviewing and updating exams based on results and stakeholder feedback from each intake.

### 3.4 Expand the apprenticeship model to increase learning opportunities to meet labour market demands.

#### Apprenticeship learning model expansion

The apprenticeship learning model ensures learners receive at least 51 per cent of their education through on-the-job mentorship. The apprenticeship learning model can be applied under both the *Skilled Trades and Apprenticeship Education Act*, where the government issues the credential, or through the *Post-secondary Learning Act*, where a post-secondary institution issues the credential. The apprenticeship learning model helps Alberta organizations meet their talent development needs while addressing workforce demands, especially in rapidly advancing industries where content and skills are continuously evolving. Apprenticeship education, which has historically been linked to the skilled trades, can support new job creation and economic diversification by providing employers with the educated workforce they need, when they need it.

Supporting Goal 2 of the Alberta 2030: Building Skills for Jobs strategy to develop skills for jobs, the expansion of the apprenticeship learning model ensures that every student has the skills, knowledge, and competencies to enjoy fulfilling lives and careers at every stage of life.

#### *Apprenticeship expansion grants and seat expansion*

In March 2022, Advanced Education issued 14 grants to nine post-secondary institutions to develop and deliver certificate and diploma programs using the apprenticeship learning model. The grant funded programs represent various industry sectors, including early childhood education, hospitality and tourism, computer sciences and technology, and agricultural sales.

The majority of programs designed and developed with this grant funding are currently in operation at post-secondary institutions, having launched in the 2022-23 and 2023-24 academic years. These programs have provided more work-integrated learning opportunities for students while increasing access to educated workers for industry. In June 2023, an information session was held with grant recipients to share learnings about the challenges and benefits associated with developing apprenticeship-style programs in occupations outside the trades. In May 2024, Advanced Education will hold a second information sharing session and post-secondary institutions will be required to submit progress or final reports, depending on where they are at with program development and implementation.

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In 2023-24, \$60,500 was provided to Portage College to deliver 28 seats in the Steamfitter-Pipefitter program in collaboration with Medicine Hat College as part of the Alberta at Work initiative. Increased access to apprenticeship training at Portage College will create more skilled tradespeople to meet labour market demand. Advanced Education will continue monitoring apprenticeship enrolment demand and the need for apprenticeship seats at post-secondary institutions.

### *Industry Pathways*

In Alberta and Canada, the apprenticeship learning model has historically been used exclusively in the context of the designated trades. The Industry Pathways initiative allows for the expansion of apprenticeship education to new occupations under the *Skilled Trades and Apprenticeship Education Act*, enabling occupations to explore new apprenticeship education programs, industry training programs, and trade designations.

Since launching in February 2023, the Industry Pathways initiative has received interest from over 20 occupations seeking guidance on adopting the apprenticeship learning model. Two contractors were retained, at a cost of \$65,000, to support industry groups interested in taking advantage of new programming opportunities. The first will identify occupations that are suitable and viable as apprenticeship education programs, industry training programs, and/or designated trades under the *Skilled Trades and Apprenticeship Education Act*. The second will support industry representatives with wrap-around supports as they navigate the Industry Pathways process to increase adoption of the apprenticeship learning model. In February 2024, representatives from the Commercial Driving Industry submitted a proposal requesting that Commercial Vehicle Driver become a designated trade and industry training program.

### **Mentorship in the trades**

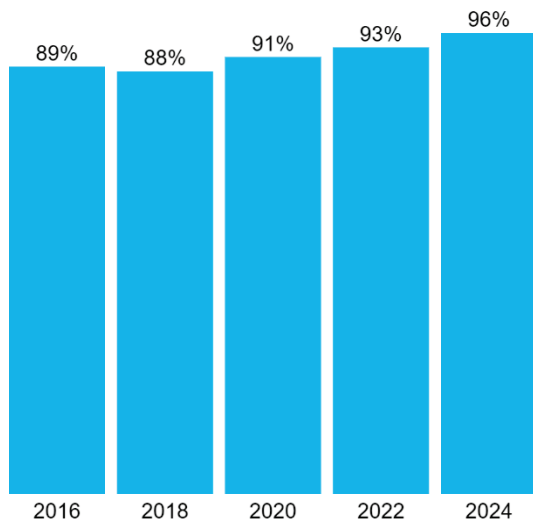
On-the-job mentorship supports learners' opportunities to develop the specific and general skills needed to achieve success in the workplace and opportunities for industry to play an active role in developing a workforce that represent the best fit for their organization.

To support the expanded use of the apprenticeship learning model, grants were issued in 2022-23 to the Southern Alberta Institute of Technology (SAIT) and the Canada West Foundation to explore barriers to, and best practices, related to mentorship in on-the-job learning. Throughout 2023-24, SAIT and the Canada West Foundation conducted interviews with professionals, industry associations, and post-secondary institution representatives. In January 2024, both organizations submitted final reports to Advanced Education, which provided an overview of current best practices, successes, and opportunities to improve implementation of mentorship and work-integrated learning. The reports also included recommendations and strategies on how government can further support implementation of on-the-job mentorship in the short, medium, and long term.

## Performance Metrics

### Performance Indicator 3.a:

#### Percentage of apprentices who report being employed (biennial survey)



This metric describes the proportion of recent apprenticeship graduates in the labour force who are employed between five and 18 months after graduation. Alberta’s apprenticeship education combines on-the-job learning through mentorship and formal classroom instruction that is usually provided at a post-secondary institution. Tracking employment rates of recent apprenticeship graduates provides insights into whether Alberta’s apprenticeship education is supporting graduates to achieve labour market outcomes.

### Results Analysis

In 2024, 96 per cent of recent apprenticeship graduates in the labour force reported that they were employed at the time of the survey. This result is higher than all results observed over the previous four reporting cycles and the increases are statistically significant at a 95 per cent confidence interval. Employment rates of apprenticeship graduates are highly influenced by the economy.

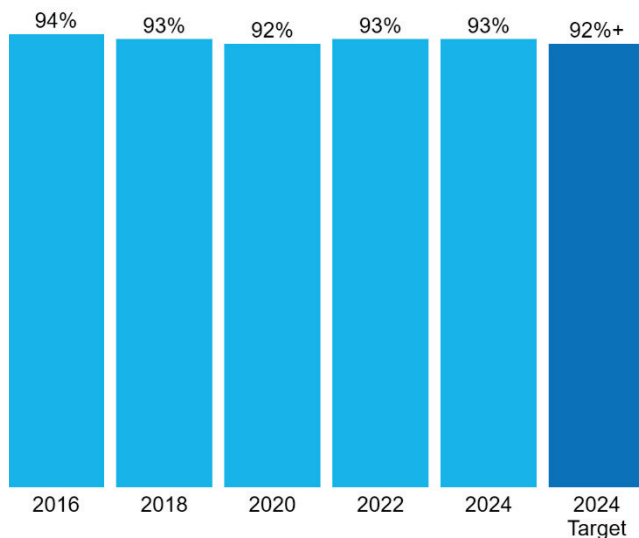
Advanced Education continues to support harmonization efforts for Red Seal trades with other jurisdictions in Canada. This provides apprentices and certified journeypersons with increased flexibility, simplifying labour mobility across Alberta’s border. This reduces employment barriers and helps apprentices and graduates find employment in Alberta and other jurisdictions of Canada.

### Note

- For a detailed breakdown of results, see the Biennial Apprenticeship Education Survey 2023/24 Summary Report. <https://open.alberta.ca/publications/biennial-apprenticeship-education-survey-2023/24-summary-report>

**Performance Measure 3.b:**

**Percentage of employed apprentices who report working in the trade profession in which they completed their apprenticeship program (biennial survey)**



This metric describes the percentage of employed apprenticeship graduates in Alberta (between five and 18 months after graduation) who indicated they were working in the trade profession in which they completed their apprenticeship program. It shows the proportion of graduates who applied their skills in the same trade, contributing to a skilled workforce. The metric provides insights into the relevance of Alberta's apprenticeship program to the graduates' employment. It speaks to the ministry's commitment to better align education programs to employment, to meet the evolving needs of the economy.

**Results Analysis**

In 2024, 93 per cent of employed apprenticeship graduates reported that they were working in the trade profession in which they completed their apprenticeship program. This result met the target and is unchanged from the 2022 result. Between 2016 and 2024, results for this metric remained relatively stable between 92 per cent and 94 per cent, with year-over-year change within the margin of error.

Results for this metric could be influenced by various factors such as the design and delivery of apprenticeship programming, the economy and labour market conditions, and personal choice. For example, during an economic downturn, when employment opportunities in specific trades become limited, graduates may seek employment in other occupations. Apprenticeship programming that is well aligned with labour market demand may increase the percentage of graduates working in the trade related to their education program.

Since the *Skilled Trades and Apprenticeship Education Act* came into force in July 2022, Advanced Education has worked to refine supporting regulations as well as update and modernize operational policies related to apprenticeship education. Improving the overall functioning of apprenticeship programming may contribute positively, if indirectly, to the results for this metric.

Under the *Skilled Trades and Apprenticeship Education Act*, apprenticeship graduates are issued an educational credential, helping employers understand a graduate's level of education and facilitating further post-secondary education. This offers the potential for greater career growth in a graduate's trade profession.

In 2023-24, Advanced Education launched a new mechanism for industry engagement and program updates. By validating that apprenticeship programming aligns with the current needs of industry, the ministry can ensure apprenticeship graduates are equipped with the skills needed to support Alberta's economy. See the *Skilled Trades and Apprenticeship Education Act* section under Key Objective 3.1 for more detail.

### Note

- For a detailed breakdown of results, see the Biennial Apprenticeship Education Survey 2023/24 Summary Report. <https://open.alberta.ca/publications/biennial-apprenticeship-education-survey-2023/24-summary-report>



## Outcome Four: Albertans have the foundational competencies required to be successful and contribute to the prosperity of the economy and society

### Key Objectives

#### 4.1 Improve access and affordability of foundational learning programming and support under-represented groups' participation in the economy.

#### Foundational Learning Assistance

Foundational Learning Assistance creates access to adult learning opportunities that support upskilling and re-skilling for jobs where there is labour market demand. Foundational learning programs build full-time and part-time students' foundational competencies to pursue further education or to find employment. This includes academic upgrading (grades 10 to 12), adult basic education (grades 1 to 9), and English as an additional language. Programs provide full-time occupation-focused training opportunities enabling students to improve their employment situation or adapt to changing labour market conditions. Programs include integrated skills training, integrated foundational pathways, occupational training, pre-apprenticeship training, and the Transitional Vocational Program.

Approved educational institutions participating in the program include public post-secondary institutions, private providers, community providers, First Nations colleges/Indigenous learning providers, and public and other school boards recognized by the Ministry of Education. In 2023-24, several new programs were approved to complement existing programming and to provide training to meet regional needs, including:

- Keyano College: English for Academic Purposes;
- Portage College: Pre-Apprenticeship Heavy Equipment Technician program;
- Portage College: Career Exploration and Job Readiness program;
- Southern Alberta Institute of Technology: Indigenous Foundations program;
- Solomon College: Childcare Worker Program; and
- Women Building Futures: Automotive Trades Readiness program.

Eligible Albertans can receive funding to help with living costs, tuition, books, supplies, transportation, and childcare while attending approved programs. In 2023-24, Advanced Education provided \$102.5 million through Foundational Learning Assistance to support 8,447 Albertans attending foundational and skills development programs. This was higher than the \$99.2 million originally budgeted for the program. Higher program costs can be partially attributed to increased demand of supporting high school students.

Foundational Learning Assistance may be provided to students 16 to 19 years of age who are completing their High School Education and are also pregnant or a single parent or living independently due to a significant breakdown in the student's relationship with their parents or guardians. In 2023-24, the program saw the highest number of high school students in the program's history with approximately 1,900 students supported by Foundational Learning Assistance, an increase of 38 per cent from the prior year. This increase may be due to pent-up demand as some students fell behind in their learning due to COVID-19 health restrictions and the reduction of in-person learning at educational institutions that delivered Foundational Learning Assistance funded foundational learning and skills development programming.

#### Foundational Learning Assistance

	2022-23	2023-24
<b>Total number of learners</b>	10,500	8,447
<b>Foundational Learning Assistance funding</b>	\$91 million	\$102.5 million

## Research and Innovation Grant

Within the Labour Market Development Agreement, between the Government of Alberta and the Government of Canada, Advanced Education explores research and innovation projects to identify innovative programming and research concepts that support skills development programming for unemployed Albertans. In 2022-23, Advanced Education provided a two-year grant to Momentum's Amazon Web Services re/Start program to test the delivery of a skills development program designed specifically for women with added supports to enable them to succeed in the information technology sector. The project targeted 39 women to help them gain the skills needed for entry-level cloud computing roles. Of the three cohorts that started the program, the first two saw 100 per cent completion leading to 92 per cent successful outcomes with employment in the information technology sector or pursuing further education. The final cohort ended in February 2024 and had a 100 per cent completion success rate.

### **4.2 Expand community adult learning programming to support Albertans' improvement in literacy, numeracy, language, digital skills, or life skills.**

#### **Community Adult Learning Program**

The Community Adult Learning Program is dedicated to supporting Albertans who are often highly barriered and have complex needs. The program provides education to adults who do not have the skills needed to transition into academic upgrading (grades 10 to 12), other learning opportunities, and/or employment. Programming focuses on the foundational skills of literacy, numeracy, English language learning, and basic digital skills. Community Adult Learning Program programming does not result in formal credentials due to its individually focused, informal, and part-time programming, however, it can be instrumental in paving the way to workforce entry for those who lack basic English language and literacy levels. The program also prepares participants for academic upgrading, such as high school equivalency programs.

In 2023-24, Advanced Education provided \$18.6 million to the Community Adult Learning Program. This included \$17.6 million in annual funding to 80 community providers, three granting councils, and two professional development providers, as well as \$1 million in one-time funding to assist providers in addressing the demand on the system and to better support the language learning needs of Ukrainian newcomers. English language learning programs offered by Community Adult Learning Program providers have been particularly beneficial for Ukrainian newcomers, especially in helping educated professionals seeking employment integrate into the workforce and contribute to addressing Alberta's demand for skilled labour.

During the 2022-23 grant year (most recent data available), the Community Adult Learning Program supported approximately 15,082 adult learners, who participated in 134,208 hours of literacy and foundational learning programs in Alberta. Of these learners, over 1,500 were Indigenous learners and more than 6,800 were newcomers. Of the learners accessing the Community Adult Learning Program in the 2022-23 grant year, 95 per cent reported increased self-confidence and 96 per cent reported practicing and using skills learned in the foundational programs, which greatly increased the likelihood of acquiring the skills more permanently.

### 4.3 Invest in supports and skills development for newcomers to help them succeed in the workforce.

#### Ethnocultural Grants

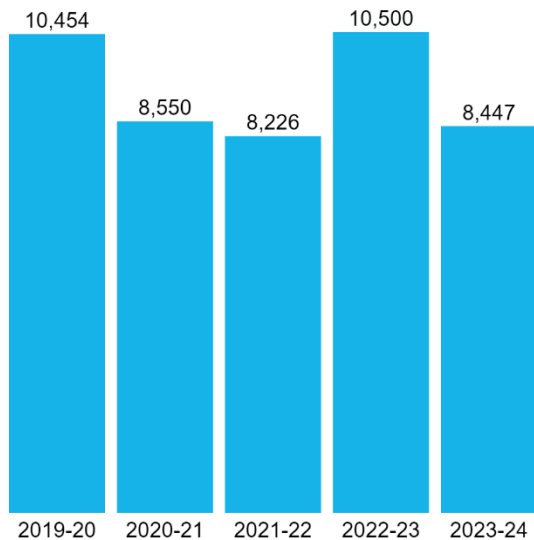
Ethnocultural Grants aim to increase the capacity of ethnocultural organizations helping newcomers gain employment and meet labour market needs. Ethnocultural organizations support newcomers in education and training by leveraging their deep cultural understanding and community trust to offer tailored, engaging, and inclusive services. By providing targeted education and training programs, they address specific needs and barriers newcomers face, such as language challenges, adapting prior work experience to the Canadian context, and upskilling. Ethnocultural organizations also foster valuable social networks and mentorship opportunities, enhancing the newcomers' sense of belonging and potential for success in their new settings.

In 2023-24, Advanced Education provided \$250,000 each to the Canadian Arab Friendship Association, Alberta Somali Community Centre, and Nigerian Canadian Association of Calgary, as part of a three-year grant agreement with an overall investment of \$2.25 million. While each of the grants will have unique outcomes over the course of the three-year grant, it is anticipated there will be improved access for newcomers to employment, training, translation services, and language instruction. Results and outcomes from the year one of grants will be available in 2024-25.

## Performance Metrics

### Performance Indicator 4.a:

**Total number of Albertans participating in foundational learning and skills development funded through the Foundational Learning Assistance Program**



This metric describes the total number of unique learners who received funding through Foundational Learning Assistance to attend foundational learning and skills development programs.

Foundational Learning programs include Academic Upgrading, English as an Additional Language, and Basic Skills Training. Skills Development programs include Integrated Skills Training, Occupational Training, Transitional Vocational Programs, Integrated Foundational Pathways, and Pre-apprenticeship Training programs. These programs are a critical component of the adult learning continuum, as they enable Albertans to meet literacy and foundational learning needs to pursue higher-level education or sustainable employment. They are delivered by a variety of learning providers, including publicly funded post-secondary institutions, private career colleges, non-profit organizations, high schools, outreach schools, First Nations colleges, and other Indigenous learning providers. Learners funded through Foundational Learning Assistance are usually low-income Albertans who are unemployed or working less than 20 hours per week.

This metric helps the ministry track the volume of learners funded by Foundational Learning Assistance and provides information on the accessibility of foundational learning and skills development programming in Alberta.

### Results Analysis

In 2023-24, approximately 8,450 unique learners, participating in foundational learning and skills development programs, were funded through Foundational Learning Assistance in Alberta. This result was a decrease of about 2,050 learners (or 20 per cent) from the result in 2022-23.

Although fewer students were supported in 2023-24, a 20 per cent increase in the living allowance, implemented in August 2022, ensured that students had enough resources to complete their programs and meet their basic needs with the rising cost of living.

In 2023-24, about 85 per cent of learners funded through Foundational Learning Assistance were full-time adult students and 15 per cent were part-time adult students. Full-time students bring higher costs to the program because part-time students do not receive a monthly living allowance.

In 2023-24, there was a significant increase in demand from high school students aged 16 to 19. Funding for high school students is prioritized as these students may be pregnant, single parents, or living independently due to a significant breakdown in the student's relationship with their parents or guardians. Approximately 1,900 high school students were funded by Foundational Learning Assistance, which was the highest number in the program's history. This represented an overall increase of about 38 per cent from the number in 2022-23 (1,375).

In April 2022, as part of the ministry's red tape reduction plan and digital strategy, Advanced Education launched the Student Management System, reducing application processing times to further attract students. In 2023-24, the ministry continued to make further improvements to the Student Management System with new functionality for educational institutions to better serve students and the performance of the system. Focus was placed on supporting students to complete foundational learning to enable them to move into further education or enter the labour market. See the [Foundational Learning Assistance program](#) section under Key Objective 4.1 for more detail.

## **Outcome Five: Alberta has a competitive advantage that attracts skilled workers to meet labour market demands and drive economic growth**

### **Key Objectives**

- 5.1 Advance the Professional Governance Act to ensure the adoption of a uniform and streamlined governance framework for professional regulatory organizations and further reduce any unnecessary barriers to professional occupations in Alberta.**

#### **Professional Governance Act**

The Professional Governance Act was introduced as Bill 23 in the Spring 2022 legislative session to streamline and standardize professional legislation. The aim was to promote consistency and efficiency and eliminate government oversight. However, Bill 23 did not receive approval by the end of the legislative session. The proposed Professional Governance Act would apply to 22 professional regulatory organizations.

To prepare for re-introduction of a revised Professional Governance Act, Advanced Education hosted five stakeholder engagement sessions between December 2023 and February 2024 with all 22 professional regulatory organizations. Feedback from stakeholders will help ensure legislative changes reflect professional regulatory organizations practices and desired outcomes. The Professional Governance Act is expected to be re-introduced in 2024-25.

#### **Land agent licensing**

The Land Agent Licensing Office has continued to streamline all forms, policies, and processes to reduce administrative burdens for licensed land agents and applicants. The goal is to maintain program standards and compliance while reducing unnecessary barriers in the occupation. The office updated the application process for new interim land agents and standardized the collection of information from new applicants. Processing times for new applications were reduced from 40 to 24 working days and for renewals from 30 to 16 working days. In 2023-24, a hold was placed on the requirement to complete the Registrar's Education Course until a new course is developed, reducing the backlog of interim licensed land agents waiting to become permanent licensed land agents.

- 5.2 Implement the *Fair Registration Practices Act* through the work of the Fairness for Newcomers Office to ensure qualified individuals entering regulated professions and designated occupations or trades do not face unfair processes or barriers.**

#### **Fairness for Newcomers Office**

The *Fair Registration Practices Act* and the Fair Registration Practices Regulation ensure that all qualified first-time applicants (with domestic or international credentials) seeking to work in a regulated profession or designated trade in Alberta can get timely decisions on their application for licensure/certification. The Fairness for Newcomers Office works with Alberta regulatory bodies to ensure that registration processes align with the *Fair Registration Practices Act*.

In 2023-24, the Fairness for Newcomers Office conducted in-depth compliance reviews of the registration processes for four regulatory bodies to gauge their compliance with the *Fair Registration Practices Act* and to identify opportunities to improve registration processes. As a result of the reviews, recommendations were made to the four regulatory bodies on opportunities for improving their registration processes.

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The *Fair Registration Practices Act: 2022 Registration Practices Report* provides an update on registration assessment and improvement activities specific to the *Fair Registration Practices Act* that were undertaken in 2022, focusing on registration practices for first time applicants (both internationally and Canadian-trained individuals) requiring a licence or certificate before entering to work in regulated occupations. The 2022 report is expected to be released in Summer 2024.

Planning is underway for a Fall 2024 Premier's Fairness for Newcomers Summit to bring together immigration stakeholders from across Alberta to support actions that support newcomer success and drive economic growth, including exploring issues such as professional licensing, skills upgrading, support programs, and settlement.

### **5.3 Advance the *Labour Mobility Act* to remove barriers to recognizing out-of-province credentials.**

#### ***Labour Mobility Act***

The *Labour Mobility Act* and Regulation came into force on April 6, 2023. The act helps highly skilled Canadian certified professional workers get certified easily and quickly by streamlining documentation requirements and implementing legislated timelines for registration decisions. To help regulatory bodies understand the *Labour Mobility Act*, two technical presentations were held to review the act and associated regulation.

Alberta is a signatory to two domestic trade agreements: the Canadian Free Trade Agreement between the Government of Canada and all provinces and territories in Canada, and the New West Partnership Trade Agreement among Alberta, British Columbia, Saskatchewan, and Manitoba. Work continues under these domestic trade agreements, such as updating legitimate objectives, surveying Alberta's regulatory bodies, participating in the Pan-Canadian Labour Mobility Working Group, and addressing complaints from out-of-province workers seeking recognition in Alberta or Alberta workers transferring out of the province.

Under the Canadian Free Trade Agreement, a legitimate objective is an exception imposed on a province or territory that may require applicants from another province to undergo additional training or assessment in order to be certified. Alberta's legitimate objective for Licensed Practical Nurses was updated to reflect the most current scope of practices for Licensed Practical Nurses and to provide transparency for out-of-province certified workers seeking to transfer their certification to Alberta.

Each year, Advanced Education surveys professional regulatory bodies on the number of out-of-province certified workers transferring to Alberta and regulatory body average processing times for applications. The survey also includes questions related to the *Labour Mobility Act* which helps to monitor for legislative compliance. The results provide a snapshot of labour mobility for a given year. The 2022 Alberta Labour Mobility Survey Report is expected to be released in Summer 2024. Data from previous Labour Mobility Survey Reports show that interprovincial labour mobility contributes to a substantial portion of Alberta's labour supply for many occupations. Allowing certified professionals to move for work without any barriers benefits workers, industry, and labour groups and contributes to the overall productivity and economic success of Alberta.

**5.4 In partnership with the Ministry of Health, support the implementation of the Alberta Health Workforce Strategy to address labour market demands for frontline health care workers, doctors, nurses, and paramedics.**

**Acceleration of registration processes**

To promote more streamlined assessment and registration processes and make it easier for the public to understand pathways to certification and registration requirements, the department hosted a promising practices event and four virtual roundtables for regulatory bodies.

The September 2023 in-person promising practices event provided an opportunity for all Alberta regulatory bodies to share innovations in streamlining registration practices and processes through peer-to-peer learning. A second promising practices event is being planned for Fall 2024.

Two auto-credentialing roundtables explored how regulatory bodies could further streamline the registration and assessment processes for first time domestic and international applicants to enable faster registration without compromising public safety. Auto-credentialing refers to improving and speeding up registration processes, where possible, through reducing steps within a process, by removing redundant activities or documents, and other such initiatives. Five regulatory bodies participated in the first auto-credentialing roundtable which focused on addressing the health occupations of doctors, nurses, and paramedics. A second auto-credentialing roundtable was held with five health and non-health regulatory bodies to explore streamlining opportunities for the following occupations: architects, pharmacists, social workers, lawyers, and accountants.

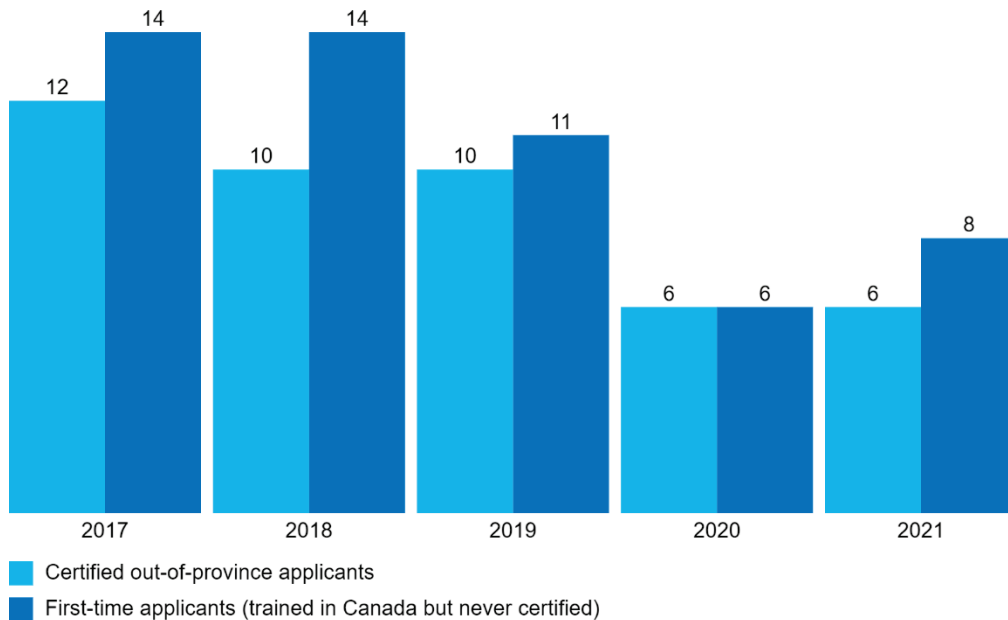
Two web presence roundtables explored opportunities for regulatory bodies to improve their websites to enhance the provision of information regarding registration processes and application requirements for applicants, thereby improving the completeness of application submissions for certification. Thirteen regulatory bodies participated in one of the two sessions.



## Performance Metrics

### Performance Indicator 5.a:

Average processing time (business days) for domestic applicants who apply to a regulatory body in Alberta



This metric shows the average number of business days it takes for regulatory bodies in Alberta to process applications from submitting a complete application to receiving certification/licensure. The results are presented for two groups of applicants:

- certified out-of-province applicants: applicants who applied to obtain Alberta certification/licence based on their existing certification/ licence from another province/territory in Canada; and
- first-time applicants: applicants who were trained in Canada but have never been previously certified/licensed in this occupation anywhere in Canada and are applying to Alberta for first-time certification.

Results exclude those in trades occupations as data on out-of-province trades workers is not collected by the regulatory body for trades in Alberta. Internationally trained/certified applicants, licence renewals, students, and other applicant types (e.g., interns, provisional or in-training applicants) are also excluded.

The metric speaks to the efficiency of the certification/licensing process with the goal of ensuring out-of-province credentials are recognized in a timely manner to address the province's labour market demand.

### Results Analysis

In 2021 (most recent data available), Alberta's regulatory bodies reported that the average processing time was six business days for certified out-of-province applications and eight business days for first-time applications. Compared with 2020, the average processing time remained the same for certified out-of-province applicants and increased by two business days (about 33 per cent) for first-time applicants. Since 2017, the average processing time for both groups has declined.

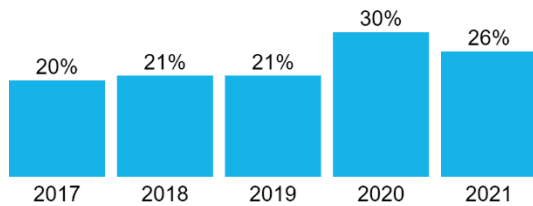
Major factors that may have affected the amount of time it takes to process out-of-province applications include:

- confirmation/completion of supporting documents;
- verification of certificate/licence and standing from the home jurisdiction;
- volume of applications received for processing;
- time required to receive criminal background and vulnerable sector checks;
- availability of staff, volunteers, and/or committee members to process and make application decisions;
- scheduling and marking of jurisprudence exams; and
- confirmation of the applicant's scope of practice.

The *Labour Mobility Act* and Regulation were proclaimed and came into force on April 6, 2023, which will enable highly skilled certified professional workers, in regulated occupations, from across Canada to bring their expertise to Alberta. The 2023 Alberta Labour Mobility Survey will include new questions to capture data on processing times in accordance with the timelines for registration identified in the *Labour Mobility Act*. Monitoring of these timelines will assist the labour mobility office in identifying any remaining impediments to registration.

### Notes

- The 2022 results will be reported in the 2024-25 Advanced Education Annual Report.
- For more detail, see the Alberta Labour Mobility Survey Report 2021: Results on the Labour Mobility of Out-of-Province Certified Individuals to Alberta.  
<https://open.alberta.ca/dataset/d5c88221-1907-4081-b602-58c992fde83e/resource/cb19ce00-6f38-4588-b939-8009ad308384/download/ae-alberta-labour-mobility-survey-report-2021.pdf>

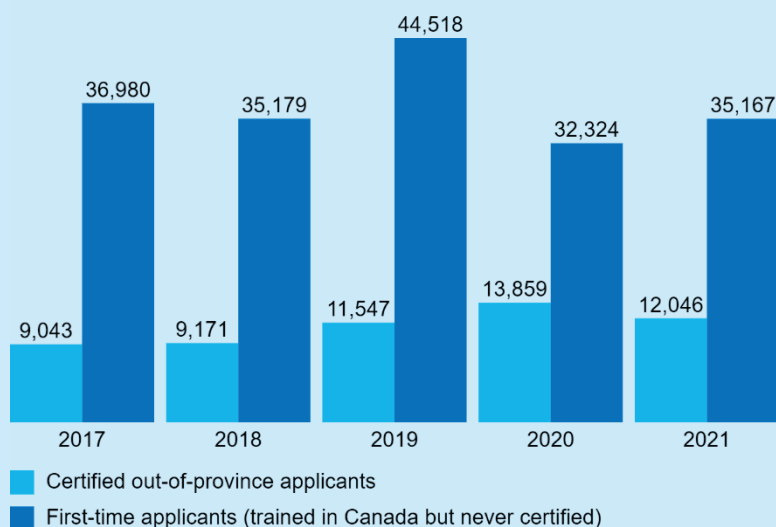
**Performance Indicator 5.b:****Certified out-of-province applicants applying to a regulatory body in Alberta**

This metric (also referred to as the labour mobility rate) shows the total number of certified out-of-province applicants in regulated occupations who applied to obtain Alberta certification/licence based on their existing certification/licence from another province/territory in Canada, as a percentage of the total number of domestic applicants applying to a regulatory body in Alberta. Domestic applicants include both certified out-of-province applicants and first-time applicants who were trained in Canada but have never been previously certified/licensed in this occupation anywhere in Canada. Results exclude applicants in trades occupations, as data on out-of-province trades workers is not collected by the regulatory body for trades in Alberta. Internationally trained/certified applicants, licence renewals, students, and other types of applicants (e.g., interns, provisional or in-training applicants) are also excluded.

This metric provides insight into the proportion of certified out-of-province workers in regulated occupations applying for registration in Alberta and the composition of the labour market supply for domestic skilled workers in the province. It speaks to the ministry's effort in improving labour mobility and recognition of out-of-province qualifications to enable highly skilled certified professional workers, in regulated occupations, from across Canada to bring their expertise to Alberta, no matter where in the country they received their certification.

**Results Analysis**

In 2021 (most recent data available), Alberta's regulatory bodies reported that 26 per cent of the total domestic applicants in regulated occupations were certified out-of-province applicants. This result was four percentage points lower than the result in 2020. However, it is the second highest result over the five-year period between 2017 and 2021.

**Number of applicants applying to a regulatory body in Alberta**

The change between 2020 and 2021 represented a decrease in the number of certified out-of-province applicants and an increase in the number of first-time applicants at the aggregate level. In 2021, the number of certified out-of-province applicants decreased by 13 per cent from the peak in 2020 while the number of first-time applicants increased by approximately nine per cent from 2020.

The COVID-19 pandemic hindered the movement of certified workers, which may have impacted the 2020 and 2021 results. In 2021, the labour mobility rate for the health and social services sector began to rebound with a four-percentage point increase, whereas the labour mobility rate for the engineering, architecture, science, and technology sector and the legal, education, and government sector decreased by 17 percentage points and nine percentage points respectively.

### Notes

- The 2022 results will be reported in the 2024-25 Advanced Education Annual Report.
- For more detail, see the Alberta Labour Mobility Survey Report 2021: Results on the Labour Mobility of Out-of-Province Certified Individuals to Alberta.  
<https://open.alberta.ca/dataset/d5c88221-1907-4081-b602-58c992fde83e/resource/cb19ce00-6f38-4588-b939-8009ad308384/download/ae-alberta-labour-mobility-survey-report-2021.pdf>

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## Performance Measure and Indicator Methodology

### Performance Indicator 1.a:

#### Percentage of post-secondary graduates who report being employed approximately two years after graduation (biennial survey)

##### Source

- Graduate Outcomes Survey, Advanced Education

This survey is conducted biennially with graduates approximately two years after their graduation from a publicly funded post-secondary institution in Alberta (except Banff Centre for Arts and Creativity). The 2022 survey was conducted with 2019-20 graduates. An independent consultant (CCI Research Inc.) was hired to conduct and report on the 2022 survey.

The target participants for this metric are graduates (both domestic and international) from publicly funded post-secondary institutions (credit parchment programs only) in Alberta. Apprenticeship students who completed the classroom instruction portion of their apprenticeship program at a publicly funded post-secondary institution are excluded.

A census approach was used for publicly funded post-secondary institutions with fewer than 1,500 graduates and a stratified sampling approach was used for institutions with 1,500 graduates or more. Data was collected through telephone or an online survey, based on participants' preference. Based on the sampling population of 43,962 (after removing duplicates), 14,773 surveys were completed, including 4,039 by telephone and 10,734 online. The gross response rate was 34 per cent. At the system level, the survey's margin of error was  $\pm 0.7$  per cent at the 95 per cent confidence level.

Results for this metric are determined using multiple survey questions regarding respondents' employment status, studying status, and job seeking activities. Excluded from the calculation of results are graduates who were not looking for jobs at the time of the survey, those who reported being full-time students or unsure of their student status, and those who responded "Don't know" or "Prefer not to say." The percentage is calculated by dividing the number of respondents who reported being employed (including self-employment) by the total number of respondents who reported being in the labour force at the time of the survey.

For more detail on the methodology, see the Alberta Graduate Outcomes Survey Report for the Publicly Funded Post-secondary Institutions, Class of 2019-20. <https://open.alberta.ca/publications/results-graduate-outcomes-survey-publicly-funded-post-secondary-institutions-class-2019-2020>

**Performance Indicator 1.b:**

**Percentage of recent post-secondary graduates who report their current main job is related to their education program (biennial survey)**

Source

- Graduate Outcomes Survey, Advanced Education

This survey is conducted biennially with graduates approximately two years after their graduation from a publicly funded post-secondary institution in Alberta (except Banff Centre for Arts and Creativity). The 2022 survey was conducted with 2019-20 graduates. An independent consultant (CCI Research Inc.) was hired to conduct and report on the 2022 survey.

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Results for this metric are determined using survey questions regarding respondents' employment status, relatedness of education, and current employment. The percentage is calculated by dividing the number of respondents who reported being employed and their current main job is "Somewhat related" or "Very related" to the program from which they graduated by the total number of respondents who reported being employed at the time of the survey. "Don't know" and "Prefer not to say" responses are excluded from the calculation.

For more detail on the methodology, see the Alberta Graduate Outcomes Survey Report for the Publicly Funded Post-secondary Institutions, Class of 2019-20. <https://open.alberta.ca/publications/results-graduate-outcomes-survey-publicly-funded-post-secondary-institutions-class-2019-2020>

**Performance Measure 2.a:****Total domestic learners enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions**

## Source

- Learner Enrolment Reporting System, Advanced Education

Total domestic enrolment (headcount) is defined as the total number of unique (unduplicated) domestic learners who are actively enrolled (either full-time or part-time) in an approved program offered by a publicly funded post-secondary institution in Alberta at any point during an academic year. Domestic learners are defined as those with the following legal status values at some point during the academic year: Canadian, permanent resident, refugee, and unknown/not reported. These are all grouped as domestic, as all learners with these legal status values would be treated as residents with regard to many matters such as loan eligibility, tuition, and fees.

Enrolment data is submitted to Advanced Education by each of the publicly funded post-secondary institutions. Data is reviewed and validated until both the department and the institution are in agreement. Apprenticeship data, related to the classroom instruction portion of the enrolment, is then added to each institutional submission. Apprenticeship data is derived from the Apprenticeship, Trade and Occupation Management System. Prior to appending this data, it is validated and confirmed as accurate.

Advanced Education completes a final review prior to sending a sign-off package to the institutions. The package is then signed off by each institution's vice president before being considered final. Enrolment data is used for reporting and publications after all institutions have finalized their submissions.

Unique counts are calculated using the Alberta Student Number (ASN), so that students attending more than one institution will be counted only once at the system level. For records without ASN values, a combination of the provider and institutional student ID is used. Total enrolment (headcount) is calculated by taking a unique count of the number of ASN values (including proxy values for records without ASNs) with active enrolment records at all institutions during the academic year.

Enrolment data includes only provincially approved programming at publicly funded post-secondary institutions in Alberta. The enrolment headcount at Banff Centre for Arts and Creativity is excluded from this metric, as it does not offer any ministry approved programming.

## Performance Indicator 2.b:

### Provincial operating investment per full-time equivalent (FTE) student

#### Source

- Financial Information of Universities Survey, table 37-10-0026-01, Statistics Canada
- Financial Information of Community Colleges and Vocational Schools, table 37-10-0028-01, Statistics Canada
- Post-secondary Student Information System, Statistics Canada

Results for this metric are calculated based on data collected from Statistics Canada through three surveys:

- Financial Information of Universities Survey (FINUNI): an annual survey that collects financial information (income and expenditures) concerning all universities and degree-granting colleges across the country. This is the data source for provincial operating grant for publicly funded universities and degree-granting colleges.
- Financial Information of Community Colleges and Vocational Schools (FINCOL): an annual survey that collects financial information (income and expenditures) concerning all non-degree-granting community colleges and public vocational schools across the country. This is the data source for provincial operating grant for non-degree-granting community colleges and public vocational schools.
- Post-secondary Student Information System: an annual survey that collects information on enrolments and graduates of Canadian public post-secondary institutions. This is the data source for full-time equivalent students.

Target population: All degree-granting institutions (universities and colleges) that are members of the Canadian Association of University Business Officers (CAUBO) and non-degree-granting institutions (community colleges and public vocational schools) across Canada. Not all publicly funded post-secondary institutions are included in the results for this metric. The following 22 institutions in Alberta are included:

- Alberta University of the Arts
- Athabasca University
- Bow Valley College
- Concordia University of Edmonton
- Keyano College
- Lakeland College
- Lethbridge College
- MacEwan University
- Medicine Hat College
- Mount Royal University
- NorQuest College
- Northern Alberta Institute of Technology
- Northern Lakes College
- Northwestern Polytechnic
- Olds College
- Portage College
- Red Deer Polytechnic
- Southern Alberta Institute of Technology
- The King's University
- University of Alberta
- University of Calgary
- University of Lethbridge

All three surveys are censuses with a cross-sectional design. For FINUNI and FINCOL, responding to the surveys is voluntary and data is collected directly from survey respondents and extracted from administrative files. For post-secondary institutions, responding to the survey is mandatory and data is collected directly from survey respondents.



Enrolment data collected from post-secondary institutions:

- For this metric, full-time equivalent students include Canadian students, international students, and those whose status of student in Canada is not reported.
- Enrolments are based on students enrolled in post-secondary institutions at the time of the fall snapshot date, that is, a single date chosen by the institution that falls between September 30 and December 1. Therefore, students who are not enrolled during this time period are excluded. This has a greater impact on colleges as they have a continuous intake of students and offer shorter programs.
- Enrolments are based on program counts and not on student counts. If a student is enrolled in more than one program as of the snapshot date, then they are included in the count for each program they are enrolled in.
- The count excludes students enrolled in apprenticeship programs.

Data collection occurs between September and March of the following year for FINUNI, between November and September of the following year for FINCOL, and between December and February of the following year for post-secondary institutions.

Results for this metric are calculated by dividing the total general operating funding from the provincial government by the total number of full-time equivalent students in the 22 post-secondary institutions in Alberta.

For more detail on the methodology, see the data sources:

- Statistics Canada: Financial Information of Universities Survey (FINUNI).  
<https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3121>
- Statistics Canada: Financial Information of Community Colleges and Vocational Schools (FINCOL).  
<https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3146>
- Statistics Canada: Postsecondary Student Information System (PSIS).  
<https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5017>

### Performance Indicator 3.a:

#### Percentage of apprentices who report being employed (biennial survey)

Source

- Apprenticeship Education Survey, Advanced Education

Results for this metric are obtained from the Apprenticeship Education Survey. This is a biennial survey conducted with first-period apprentices and recent apprenticeship graduates who are asked about their experiences in the apprenticeship program. Results from the survey are used to improve program delivery and ensure that standards are met. An independent consultant (Advanis) was hired to conduct the survey with apprenticeship graduates.

The target respondents are apprenticeship graduates who completed all the requirements to become a certified journeyperson in a trade between August 1, 2022 and July 31, 2023.

The survey population provided to the contractor was extracted from the Apprenticeship, Trade and Occupation Management System. A census approach is used for apprenticeship graduates, meaning that all graduates of 2022-23 were invited to participate.

The 2024 survey was conducted both online and by telephone between October 11, 2023, and January 17, 2024, (with a break for the telephone survey between Christmas and New Year). In total, 2,364 graduates were surveyed (820 by telephone and 1,544 online), resulting in a response rate of 47 per cent. The margin of error was no greater than  $\pm 1.5$  per cent at the 95 per cent confidence level. For the current survey cycle, graduate response rates have rebounded to pre-COVID-19 levels.

The percentage of recent apprenticeship graduates employed is determined using the survey question “Which of the following categories best describes your current employment status?” Answers provided in the survey included: “Employed”, “Not employed, but looking for work”, “Not employed, and not looking for work”, “Don’t know”, and “Refused/prefer not to answer.” The result is calculated by dividing the total number of respondents who answered “Employed” by the combined total of “Employed” and “Not employed, but looking for work” responses. The “Not employed, and not looking for work”, “Don’t know” and “Refused/prefer not to answer” responses are excluded from the calculation.

For more detail on the methodology, see the Biennial Apprenticeship Education Survey 2023/24 Summary Report. <https://open.alberta.ca/publications/biennial-apprenticeship-education-survey-2023/24-summary-report>

**Performance Measure 3.b:****Percentage of employed apprentices who report working in the trade profession in which they completed their apprenticeship program (biennial survey)**

## Source

- Apprenticeship Education Survey, Advanced Education

Results for this metric are obtained from the Apprenticeship Education Survey. This is a biennial survey conducted with first-period apprentices and recent apprenticeship graduates who are asked about their experiences in the apprenticeship program. Results from the survey are used to improve program delivery and ensure that standards are met. An independent consultant (Advanis) was hired to conduct the survey with apprenticeship graduates.

The target respondents are apprenticeship graduates who completed all the requirements to become a certified journeyperson in a trade between August 1, 2022 and July 31, 2023.

The survey population provided to the contractor was extracted from the Apprenticeship, Trade and Occupation Management System. A census approach is used for apprenticeship graduates, meaning that all graduates of 2022-23 were invited to participate.

The 2024 survey was conducted both online and by telephone between October 11, 2023 and January 17, 2024 (with a break for the telephone survey between Christmas and New Year). In total, 2,364 graduates were surveyed (820 by telephone and 1,544 online), resulting in a response rate of 47 per cent. The margin of error was no greater than  $\pm 1.5$  per cent at the 95 per cent confidence level. For the current survey cycle, graduate response rates have rebounded to pre-COVID-19 levels.

The result of this metric is determined by asking the survey question to the apprenticeship graduates who are employed “Are you currently working in the «Trade Name» profession?” Answers provided in the survey included: “Yes”, “No”, “Don’t know”, and “Refused/prefer not to answer.” The result is calculated by dividing the total number of respondents who answered “Yes” by the combined total of “Yes” and “No” responses. The “Don’t know” and “Refused/prefer not to answer” responses are excluded from the calculation.

For more detail on the methodology, see the Biennial Apprenticeship Education Survey 2023/24 Summary Report. <https://open.alberta.ca/publications/biennial-apprenticeship-education-survey-2023/24-summary-report>

**Performance Indicator 4.a:**

**Total number of Albertans participating in foundational learning and skills development funded through the Foundational Learning Assistance Program**

Source

- Student Management System, Advanced Education

This metric shows the total number of unique learners (headcount) who participated in foundational learning and skills development programs funded through Foundational Learning Assistance in Alberta.

Since 2023-24, results for this indicator have been obtained from the Student Management System. Results are calculated based on the unique SIN number for each student.

When learners' applications are processed, the system calculates the results of funding eligibility. The unique learner counts are reported when they are determined eligible and receive funding to participate in an approved program of study. To be eligible for Foundational Learning Assistance, an educational institution must be designated, and a program of study must be approved. As such, this metric only includes students enrolled in approved programming at designated educational institutions in Alberta.

**Performance Indicator 5.a:****Average processing time (business days) for domestic applicants who apply to a regulatory body in Alberta**

## Source

- Alberta Labour Mobility Survey, Advanced Education

This survey is conducted annually by the Ministry of Advanced Education (formerly the Ministry of Labour and Immigration) with regulatory bodies in Alberta. The 2021 survey was emailed to all regulatory bodies in Alberta, representing over 100 regulated occupations, of which 100 per cent responded. The survey collected information related to fully certified workers for the period January 1 to December 31, 2021. Interns, provisional or in-training applicants, students, renewals, trades occupations, and internationally certified applicants are excluded.

Results for this metric are determined based on survey questions asking about the average number of business days to process complete applications for the following applicants:

- Alberta/Canada-trained first-time applicants who have never been previously certified/licensed anywhere in Canada; and
- certified out-of-province applicants who have already been certified/licensed in another province or territory in Canada and seeking to become registered in Alberta.

The results are calculated by taking the average number of business days for first-time applicants and out-of-province applicants separately and then removing any outliers that did not fall within three standard deviations from the average. In a normal distribution, 99.7 per cent of the population falls within three standard deviations.

For more detail on the methodology, see the Alberta Labour Mobility Survey Report 2021: Results on the Labour Mobility of Out-of-Province Certified Individuals to Alberta.

<https://open.alberta.ca/dataset/d5c88221-1907-4081-b602-58c992fde83e/resource/cb19ce00-6f38-4588-b939-8009ad308384/download/ae-alberta-labour-mobility-survey-report-2021.pdf>

### Performance Indicator 5.b:

#### Certified out-of-province applicants applying to a regulatory body in Alberta

Source

- Alberta Labour Mobility Survey, Advanced Education

This survey is conducted annually by the Ministry of Advanced Education (formerly the Ministry of Labour and Immigration) with regulatory bodies in Alberta. The 2021 survey was emailed to all regulatory bodies in Alberta, representing over 100 regulated occupations, of which 100 per cent responded. The survey collected information related to fully certified workers for the period January 1 to December 31, 2021. Interns, provisional or in-training applicants, students, renewals, trades occupations, and internationally certified applicants are excluded.

Results for this metric are determined based on survey questions asking about:

- the number of certified out-of-province applicants who applied to obtain Alberta certification/license based on their existing certification/license from another province/territory in Canada; and
- the number of first-time applicants who were trained in Canada but have never been previously certified/licensed in this occupation anywhere in Canada.

The results are calculated by dividing the total number of certified out-of-province applicants by the total number of domestic applicants, which include both certified out-of-province and first-time applicants applying to the regulatory body in Alberta.

For more detail on the methodology, see the Alberta Labour Mobility Survey Report 2021: Results on the Labour Mobility of Out-of-Province Certified Individuals to Alberta.

<https://open.alberta.ca/dataset/d5c88221-1907-4081-b602-58c992fde83e/resource/cb19ce00-6f38-4588-b939-8009ad308384/download/ae-alberta-labour-mobility-survey-report-2021.pdf>

# Financial Information

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## Reporting Entity and Method of Consolidation

The financial information is prepared in accordance with government's stated accounting policies, which are based on Canadian Public Sector Accounting Standards.

The reporting entity is the Ministry of Advanced Education, for which the Minister is accountable. The accounts of the ministry, which includes the department and the entities making up the ministry, are consolidated using the line-by-line method, except those designated as government business enterprises (GBEs).

Under this method, accounting policies of the consolidated entities are adjusted to conform to those of the government and the results of each line item in their financial statements (revenue, expense, assets, and liabilities) are included in government's results. Revenue and expense, capital, investing and financing transactions and related asset and liability balances between the consolidated entities have been eliminated.

GBEs are accounted for on a modified equity basis, with the equity being computed in accordance with the accounting standards applicable to those entities. Under the modified equity method, the accounting policies of the GBEs are not adjusted to conform to those of the government. Inter-entity revenue and expense transactions and related asset and liability balances are not eliminated.

A list of the individual entities making up the ministry are shown on the "Management's Responsibility for Reporting" statement included in this annual report.



## Ministry Financial Highlights

### Statement of Revenues and Expenses (unaudited)

Year Ended March 31, 2024

(in thousands)

	2024		2023		Change From	
	Budget (Restated)	Actual	Actual (Restated)	Budget (Restated)	Actual (Restated)	
<b>Revenues</b>						
Government Transfers						
Internal Government Transfers	\$ 355,918	\$ 369,935	\$ 369,152	\$ 14,017	\$ 783	
Federal Government Grants	695,685	654,192	619,268	(41,493)	34,924	
Investment Income	362,647	495,161	417,331	132,514	77,830	
Net Loss from Government Business Enterprises	—	(1,614)	(8,469)	(1,614)	6,855	
Premiums, Fees and Licences	4,018	4,711	3,436	693	1,275	
Tuition and Non-Credit Courses	1,771,259	1,835,513	1,602,554	64,254	232,959	
Sales, Rentals and Services	519,685	700,361	613,726	180,676	86,635	
Donations, Grants and Contributions	365,615	507,046	446,260	141,431	60,786	
Other Revenue	130,672	62,724	70,420	(67,948)	(7,696)	
Ministry Total	4,205,499	4,628,029	4,133,678	422,530	494,351	
Inter-ministry Consolidation Adjustments	(416,998)	(422,708)	(424,935)	(5,710)	2,227	
Adjusted Ministry Total	3,788,501	4,205,321	3,708,743	416,820	496,578	
<b>Expenses Directly Incurred</b>						
Public Post-Secondary Institutions	6,040,021	6,219,504	5,763,717	179,483	455,787	
Department						
Ministry Support Services	15,709	13,985	17,237	(1,724)	(3,252)	
Support for Adult Learning	59,882	52,086	63,471	(7,796)	(11,385)	
Private Career Colleges and Student Aid	300,371	430,123	374,793	129,752	55,330	
Regulated Professions	1,647	2,124	1,394	477	730	
Apprenticeship	47,875	43,952	39,089	(3,923)	4,863	
Foundational Learning	119,633	122,483	111,716	2,850	10,767	
Ministry Total	6,585,138	6,884,257	6,371,417	299,119	512,840	
Inter-ministry Consolidation Adjustments	(89,041)	(101,860)	(117,578)	(12,819)	15,718	
Adjusted Ministry Total	6,496,097	6,782,397	6,253,839	286,300	528,558	
<b>Annual Deficit</b>	(2,379,639)	(2,256,228)	(2,237,739)	123,411	(18,489)	
Inter-ministry Consolidation Adjustments	(327,957)	(320,848)	(307,357)	7,109	(13,491)	
<b>Adjusted Annual Deficit</b>	\$ (2,707,596)	\$ (2,577,076)	\$ (2,545,096)	\$ 130,520	\$ (31,980)	

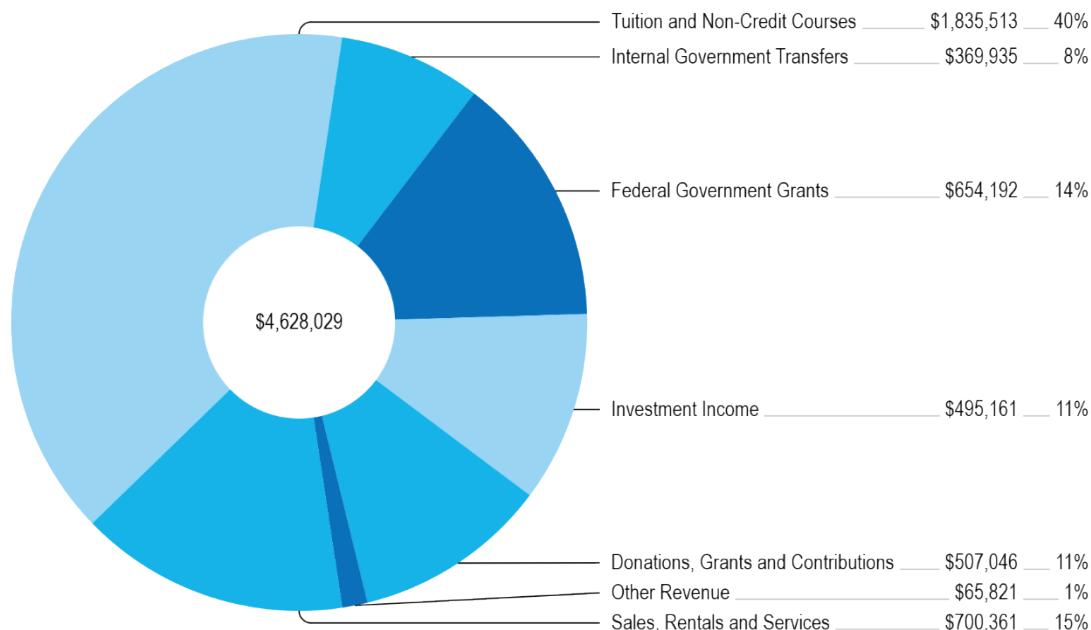
## Revenue and Expense Highlights

### Revenues (unaudited)

- Total revenue for the year was \$4,628 million, an increase of \$494 million or 12 per cent from the prior year and \$423 million or 10 per cent more than budget.

#### 2024 Actual

(in thousands)



- **Tuition and Non-Credit Courses** revenue are the single largest source of revenue representing 40 per cent of total revenue. The \$233 million increase from the prior year was primarily due to tuition rate increases and an increase in enrolment (credit and non-credit) for both domestic and international students. Tuition and non-credit courses revenue was \$64 million or 4 per cent more than budget due to higher than expected enrolment (international and domestic).
- **Sales, Rentals and Services** revenue accounts for 15 per cent of total revenue, and is the second largest source of revenue. The \$87 million increase from the prior year was primarily due to an increase in ancillary sales as a result of increased enrolment (credit and non-credit) for both domestic and international students and gain on sale of asset. Sales, rental and services revenue was \$181 million or 35 per cent higher than budget due to higher than expected increase in ancillary sales as a result of increased enrolment and gain on sale of asset.
- **Federal Government Grants** revenue are 14 per cent of total revenue, which represents the third largest source of revenue. The \$35 million increase from the prior year was due to the increase in restricted research funding. Federal Government Grants revenue was \$41 million or 6 per cent less than budget due to lower than expected restricted research funding.

- **Donations, Grants and Contributions** revenue are 11 per cent of total revenue. The \$61 million increase from the prior year was due to an increase in donations to restricted research from not-for-profit organizations. Donations, grants and contributions was \$141 million or 39 per cent more than budget, primarily due to higher than expected donations for research.
- **Internal Government Transfers** revenue accounts for 8 per cent of total revenue. The changes from the prior year and budget were not significant.
- **Investment Income** accounts for 11 per cent of total revenue. The \$78 million increase from the prior year was primarily due to post-secondary institutions' realized gains on sale on investments, higher interest income earned on investments, and an increase in interest income from student loan due to higher interest rates. Investment income was \$133 million or 37 per cent more than budget, primarily due to higher than expected post-secondary institutions' realized gains on sale of investments, higher interest income earned on investments, and increase in interest income from student loan due to higher interest rates.
- **Other Revenue** accounts for 1 per cent of total revenue and includes premiums, fees and licenses, net loss from Government Business Enterprises, refunds of prior year expenditures, endowment contributions and reinvested income, and other miscellaneous revenues. The \$8 million decrease from the prior year was primarily due to a one time endowment contribution received in the prior year. Other Revenue was \$69 million lower than budget.

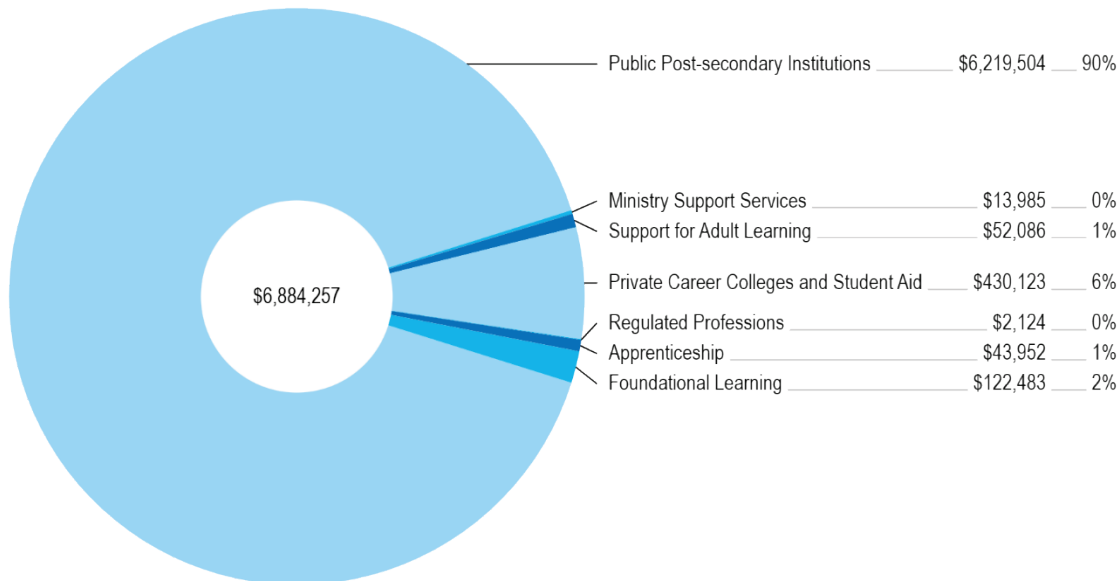
## Expenses (unaudited)

- Total expenses for the year was \$6,884 million, an increase of \$513 million or 8 per cent from the prior year and \$299 million or 5 per cent more than budget.

## Expenses by Program (unaudited)

2024 Actual

(in thousands)



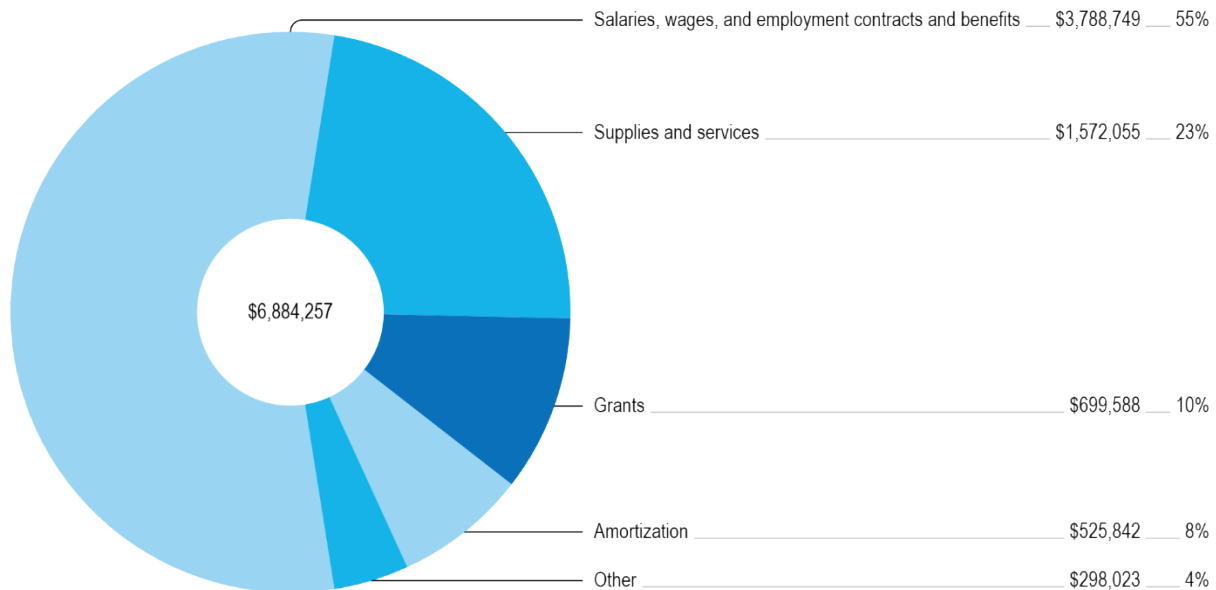
- **Public Post-Secondary Institutions** expenses account for 90 per cent of total expenses and increased by \$456 million from the prior year. The increase is primarily due to negotiated salary increases along with new positions at the post-secondary institutions and increases in materials and supplies associated with the growth in enrolment. Public post-secondary institution expenses were \$179 million or 3 per cent more than budget.
- **Private Career Colleges and Student Aid** expenses represent the program delivery costs as well as, grants, scholarships and awards to students enrolled in the private and public post-secondary institutions. These expenses are the second largest category of spending and account for 6 per cent of total expenses. The \$55 million increase from the prior year was primarily due to an increase in Student Aid Grants to students enrolled in Private Career Colleges, and an increase in Student Loan Provisions as a result of increased default rate. Private Career Colleges and Student Aid expenses were \$130 million or 43 per cent more than budget, primarily due to an increase in Student Loans Provisions due to higher than expected default rate and loan subsidy provision and an increase in Student Aid Grants due to higher than expected demand from Private Career Colleges.
- **Foundational Learning** expenses are the third largest category of spending and account for 2 per cent of total expenses. The \$11 million increase from the prior year was mainly due to an increase in Income Support Living Allowances and higher demand from high school learners. The change from budget was not significant.

- **Support for Adult Learning** expenses account for 1 per cent of total expenses. The \$11 million decrease from the prior year was primarily due to discontinued funding for the Mitac Grant and funding for University of Saskatchewan Veterinary Medicine and in year savings in Adult Learning System Initiatives. Support for Adult Learning expenses was \$8 million or 13 per cent less than budget, primarily due to in year savings in Adult Learning System Initiatives.
- **Other Expenses** include Ministry Support Services, Regulated Professions, Apprenticeship which are relatively small and the changes from the prior year and budget were not significant.

## Expenses – Directly Incurred Detailed by Object (unaudited)

2024 Actual

(in thousands)



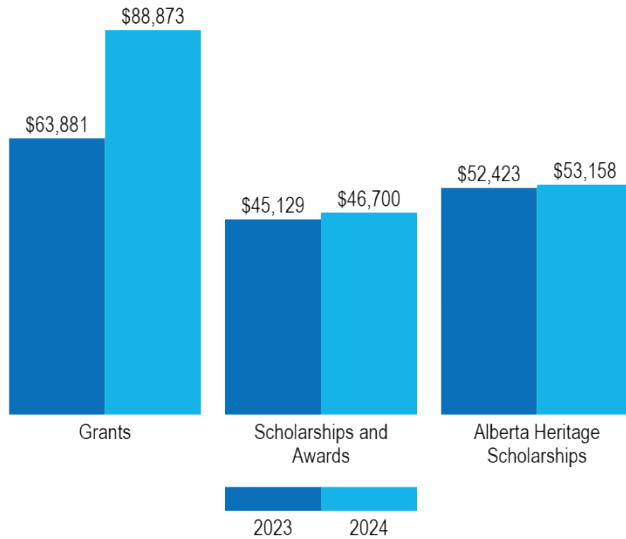
- **Salaries, Wages and Employee Benefits** represent the single largest expense, which accounts for 55 per cent of total expenses. Salaries, wages and employee benefits was \$286 million higher than the prior year due to salary increases along with new positions to support enrolment growth. Salaries, wages and employee benefits was \$28 million or 1 per cent more than budget.
- **Supplies and Services** account for 23 per cent of total expenses. Increase from the prior year of \$174 million was due to an increase in supplies associated with increased enrolment in both credit and non-credit programs and growth in research related activities and travel. Supplies and services was \$273 million or 21 per cent more than budget due to an increase in research related expenses and program expansion costs due to enrolment growth.
- **Grants** expense accounts for 10 per cent of total expenses. Increase from the prior year of \$45 million was primarily due to an increase in Student Aid Grants resulting from increased demand from the Private Career Colleges. Grants expense was \$27 million or 4 per cent more than budget due to the increase in higher living allowances and an increase in Student Aid grants as well as an increase in scholarships and bursaries associated with increased enrolment.
- **Amortization** expense accounts for 8 per cent of total expenses. Increase from the prior year was not significant. Amortization expense was \$37 million or 7 per cent less than budget due to lower post-secondary institutions capital project spending than expected.
- **Other Expenses** account for 4 per cent of total expenses and include interest on long-term debt, provision for student aid and other miscellaneous expenses. Increases in Other expenses from the prior year and from budget were insignificant.

## Supplemental Financial Information

### Student Aid (unaudited)

(in thousands)

#### Student Aid Grants and Scholarships Awarded



There was an increase of 39.1 per cent in the Grants primarily due to an increase in demand from the Private Career Colleges. An increase of 3.5 per cent in Scholarship and Awards and 1.4 per cent in Alberta Heritage Scholarship respectively were due to a new scholarship called Queen Elizabeth Scholars in 2023-24 and an increase in award to Alexander Rutherford Scholarship recipients.

### Loans Disbursement, Loans Receivable and Provision Expense

- Total loans disbursed were \$1,091,406 (2023 - \$1,057,867)
- Loans repayment was \$343,679 (2023 - \$380,190)
- Total provision expense was \$220,990 (2023 – \$200,892)

	2024	2023
<b>Loans Receivable</b>	\$ 5,547,338	\$ 4,839,056
Less:		
Allowance for Impaired Loans	(759,307)	(628,907)
Allowance for Loan Subsidy	(130,965)	(97,801)
Allowance for Repayment Assistance	(16,781)	(12,082)
	<u>\$ 4,640,285</u>	<u>\$ 4,100,266</u>

The department has made certain estimates for the recovery rate, the default rate, the student lending rate, the annual average provincial borrowing rate, the average repayment period, and the repayment assistance rate in the determination of the provision expense.

The impact of changes in estimates would affect the total student loan provision as follows:

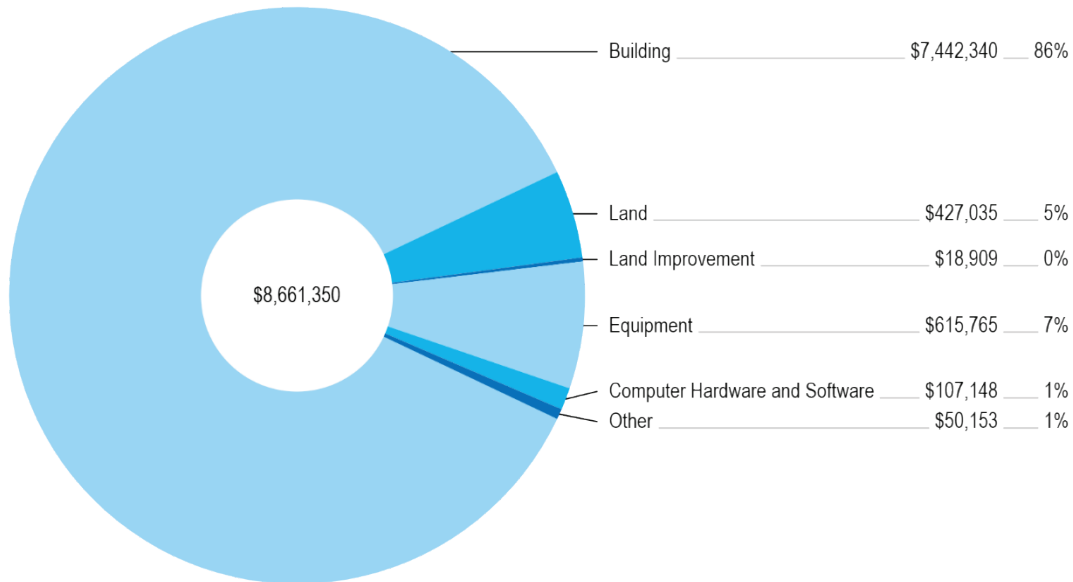
- An increase or decrease of 0.25 per cent to the default rate would respectively increase or decrease the provision by \$12,795 (5.79 per cent).
- An increase or decrease of 0.25 per cent in the provincial borrowing rate would increase or decrease the loan subsidy provision by \$16,096 (7.28 per cent). An increase or decrease of 0.25 per cent in the student lending rate would increase or decrease the loan subsidy provision by \$11,526 (5.22 per cent).
- An increase or decrease of 1 per cent in the repayment assistance amounts or loan forgiveness rate would have a minimal impact on the calculated provision.



## Tangible Capital Assets (unaudited)

Net Book Value as of March 31, 2024

(in thousands)



- Total net book value for the year was \$8,661 million, which decreased slightly from the prior year.
- Buildings represent the single largest balance and accounts for 86 per cent of total tangible capital assets.
- Tangible capital assets of the Ministry are recognized at historical cost less accumulated amortization and are amortized on a straight-line basis over the estimated useful lives of the assets. Historical cost of total tangible capital assets was \$18,063 million and total accumulated amortization was \$9,402 million for the year.

## Portfolio Investments (unaudited)

(in thousands)

	2024		2023	
	Cost	Fair Value	Cost	Fair Value
<b>Interest-Bearing Securities</b>				
Deposits and Short-Term Securities	\$ 441,274	\$ 442,096	\$ 495,655	\$ 549,055
Bonds and Mortgages	2,083,112	1,994,100	2,235,466	2,142,582
	<u>2,524,386</u>	<u>2,436,196</u>	<u>2,731,121</u>	<u>2,691,637</u>
<b>Equities</b>				
Canadian Equities	785,789	920,868	945,782	954,263
Global Developed Equities	1,894,606	2,564,296	1,813,048	2,305,117
Emerging Markets Equities	135,124	152,335	147,334	102,734
Private Equities	403,296	497,099	341,201	451,483
Hedge Funds	429,185	605,996	429,185	554,725
	<u>3,648,000</u>	<u>4,740,594</u>	<u>3,676,550</u>	<u>4,368,322</u>
<b>Inflation Sensitive and Alternative Investments</b>				
Real Estate	111,638	163,582	142,740	172,698
Other Investments	166,473	180,790	91,346	138,524
	<u>278,111</u>	<u>344,372</u>	<u>234,086</u>	<u>311,222</u>
<b>Total</b>	<u>\$ 6,450,497</u>	<u>\$ 7,521,162</u>	<u>\$ 6,641,757</u>	<u>\$ 7,371,181</u>

## Breakdown of Portfolio Investments

(in thousands)

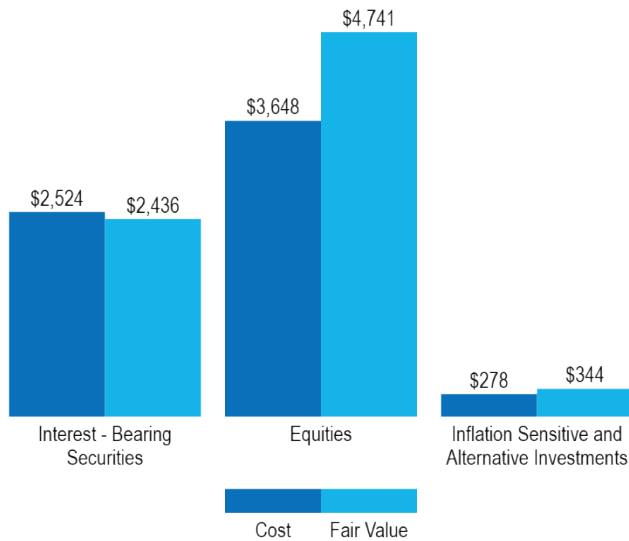
	2024		2023	
	Cost	Fair Value	Cost	Fair Value
<b>Operating</b>				
Internal Designated Assets <sup>1</sup>	\$ —	\$ —	\$ —	\$ —
Other Funds and Agencies	3,548,893	3,786,212	3,809,207	3,911,199
	<u>3,548,893</u>	<u>3,786,212</u>	<u>3,809,207</u>	<u>3,911,199</u>
<b>Endowments</b>	<u>2,901,604</u>	<u>3,734,950</u>	<u>2,832,550</u>	<u>3,459,982</u>
<b>Total Portfolio Investments</b>	<u>\$ 6,450,497</u>	<u>\$ 7,521,162</u>	<u>\$ 6,641,757</u>	<u>\$ 7,371,181</u>

<sup>1</sup> Internally designated assets are designated in legislation of specific purposes.

- The total portfolio investments for 2024 was \$6,450 million at cost and \$7,521 million at fair market value. Interest-bearing securities and equities are the two largest types of portfolio investments. The two combined accounts for 95 per cent of the total portfolio investments.
- Interest-bearing securities include deposits, short-term securities, bonds and mortgages. Equities include Canadian and global equities, emerging market equities, private equities and hedge funds. Inflation sensitive and alternative investments include real estate, and other investments.

## Comparison of Cost to Fair Value as of March 31, 2024

(in thousands)



- In 2024, the fair market value of interest bearing securities was lower than cost by \$88 million or 3 per cent while the fair market value of equities was significantly greater than cost by \$1,093 million or 30 per cent. The fair market value of inflation sensitive and alternative investment was greater than cost by \$66 million or 24 per cent.

# Financial Statements of Other Reporting Entities

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## Comprehensive Academic and Research Universities

### Summary Financial Statements (Unaudited)<sup>1</sup>

for March 31, 2024 \_\_\_\_\_ (in thousands)

	University of Alberta	University of Calgary	University of Lethbridge	Athabasca University	2024 Totals	2023 Totals
<b>Statement of Financial Position</b>						
<b>Financial Assets excluding Portfolio Investments Restricted for Endowments</b>						
Cash and Cash Equivalents	\$ 40,127	\$ 459,451	\$ 11,150	\$ 11,937	\$ 522,665	\$ 118,430
Portfolio Investments – Non-Endowments	1,530,931	924,015	224,972	70,055	2,749,973	2,919,563
Investment in Government Business Enterprises	(1,921)	(12,375)	—	—	(14,296)	(12,581)
Accounts Receivable	172,805	165,774	4,794	3,422	346,795	334,622
Inventories for Resale	1,876	14,304	548	753	17,481	18,629
	<u>1,743,818</u>	<u>1,551,169</u>	<u>241,464</u>	<u>86,167</u>	<u>3,622,618</u>	<u>3,378,663</u>
<b>Liabilities</b>						
Accounts Payable and Accrued Liabilities	201,722	192,421	22,682	14,715	431,540	386,885
Employee Future Benefit Liabilities	194,046	78,845	30,086	8,813	311,790	352,752
Debt	354,697	145,013	4,884	—	504,594	521,941
Deferred Operating Contributions	736,516	857,913	45,612	28,350	1,668,391	1,564,224
Unspent Deferred Capital Contributions	107,539	60,839	23,490	—	191,868	222,630
Asset Retirement Obligation	183,660	76,499	5,685	—	265,844	257,853
	<u>1,778,180</u>	<u>1,411,530</u>	<u>132,439</u>	<u>51,878</u>	<u>3,374,027</u>	<u>3,306,285</u>
<b>Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments</b>	<u>(34,362)</u>	<u>139,639</u>	<u>109,025</u>	<u>34,289</u>	<u>248,591</u>	<u>72,378</u>
Portfolio Investments – Restricted for Endowments	1,815,075	1,316,024	104,301	4,786	3,240,186	3,003,630
<b>Net Financial Assets</b>	<u>\$ 1,780,713</u>	<u>\$ 1,455,663</u>	<u>\$ 213,326</u>	<u>\$ 39,075</u>	<u>\$ 3,488,777</u>	<u>\$ 3,076,008</u>
<b>Non-Financial Assets</b>						
Tangible Capital Assets	\$ 2,675,739	\$ 2,098,055	\$ 482,844	\$ 45,832	\$ 5,302,470	\$ 5,440,174
Purchased Intangibles	105,822	33,836	—	—	139,658	—
Inventories of Supplies	—	—	76	—	76	102
Prepaid Expenses	15,076	17,550	1,964	2,203	36,793	34,127
	<u>2,796,637</u>	<u>2,149,441</u>	<u>484,884</u>	<u>48,035</u>	<u>5,478,997</u>	<u>5,474,403</u>
<b>Net Assets before Spent Deferred Capital Contributions</b>	<u>4,577,350</u>	<u>3,605,104</u>	<u>698,210</u>	<u>87,110</u>	<u>8,967,774</u>	<u>8,550,411</u>
<b>Spent Deferred Capital Contributions</b>	<u>1,853,630</u>	<u>1,403,683</u>	<u>384,671</u>	<u>30,405</u>	<u>3,672,389</u>	<u>3,650,405</u>
<b>Net Assets</b>	<u>2,723,720</u>	<u>2,201,421</u>	<u>313,539</u>	<u>56,705</u>	<u>5,295,385</u>	<u>4,900,006</u>
<b>Net Assets is comprised of:</b>						
Accumulated Surplus	\$ 2,144,757	\$ 1,855,362	\$ 275,186	\$ 53,759	\$ 4,329,064	\$ 4,207,599
Accumulated Remeasurement Gains	578,963	346,059	38,353	2,946	966,321	692,407
	<u>\$ 2,723,720</u>	<u>\$ 2,201,421</u>	<u>\$ 313,539</u>	<u>\$ 56,705</u>	<u>\$ 5,295,385</u>	<u>\$ 4,900,006</u>

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

## Comprehensive Academic and Research Universities (continued)

### Summary Financial Statements (Unaudited)<sup>1</sup>

for March 31, 2024 \_\_\_\_\_ (in thousands)

	University of Alberta	University of Calgary	University of Lethbridge	Athabasca University	2024 Totals	2023 Totals
<b>Statement of Operations</b>						
Revenue	\$ 1,960,630	\$ 1,674,275	\$ 224,020	\$ 158,644	\$ 4,017,569	\$ 3,823,736
Expenses	1,954,121	1,621,723	214,040	155,231	3,945,115	3,749,333
Endowment Contributions and Capitalized Investment Income (Loss)	27,940	21,831	(898)	138	49,011	87,484
Annual Surplus	\$ 34,449	\$ 74,383	\$ 9,082	\$ 3,551	\$ 121,465	\$ 161,887
<b>Statement of Cash Flows</b>						
Cash and Cash Equivalents, Beginning of Year	\$ 17,582	\$ 82,776	\$ 13,314	\$ 4,758	\$ 118,430	\$ 288,200
Cash Provided by (Applied to) Operating Transactions	(5,998)	211,848	8,895	6,987	221,732	248,675
Cash Provided by (Applied to) Organizational Activities	28,543	114,607	(11,059)	192	132,283	(418,445)
Cash and Cash Equivalents, End of Year	\$ 40,127	\$ 409,231	\$ 11,150	\$ 11,937	\$ 472,445	\$ 118,430
<b>Statement of Changes in Net Financial Assets</b>						
Annual Surplus	\$ 34,449	\$ 74,383	\$ 9,082	\$ 3,551	\$ 121,465	\$ 161,887
Changes to Accounts Relating to Non-Financial Assets	99,768	154,067	31,774	5,695	291,304	4,014
<b>Increase in Net Financial Assets in the Year</b>	<b>134,217</b>	<b>228,450</b>	<b>40,856</b>	<b>9,246</b>	<b>412,769</b>	<b>165,901</b>
<b>Net Financial Assets, Beginning of Year</b>	<b>1,646,496</b>	<b>1,227,213</b>	<b>172,470</b>	<b>29,829</b>	<b>3,076,008</b>	<b>2,910,107</b>
<b>Net Financial Assets, End of Year</b>	<b>\$ 1,780,713</b>	<b>\$ 1,455,663</b>	<b>\$ 213,326</b>	<b>\$ 39,075</b>	<b>\$ 3,488,777</b>	<b>\$ 3,076,008</b>
<b>Salary and Benefits of President Positions</b>						
Base Salary	\$ 455	\$ 450	\$ 439	\$ 328		
Other Cash Benefits <sup>2</sup>	7	55	84	32		
Non-Cash Benefits <sup>3</sup>	189	110	144	118		
	\$ 651	\$ 615	\$ 667	\$ 478		

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

<sup>2</sup> Other Cash Benefits include vacation payouts and bonuses (where applicable).

<sup>3</sup> Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.

## Undergraduate Universities

Summary Financial Statements (Unaudited)<sup>1</sup>

for June 30, 2023 and March 31, 2024 (in thousands)

	Alberta University of the Arts June 30, 2023	Alberta University of the Arts June 30, 2022	MacEwan University March 31, 2024	Mount Royal University March 31, 2024	March 31, 2024 Totals	March 31, 2023 Totals (Restated)
<b>Statement of Financial Position</b>						
<b>Financial Assets excluding Portfolio Investments Restricted for Endowments</b>						
Cash and Cash Equivalents	\$ 14,965	\$ 16,613	\$ 87,033	\$ 62,228	\$ 149,261	\$ 108,917
Portfolio Investments – Non-Endowments	7,992	6,451	63,979	116,289	180,268	158,504
Accounts Receivable	533	182	26,904	12,025	38,929	39,408
Inventories for Resale	275	294	1,177	1,403	2,580	2,175
	23,765	23,540	179,093	191,945	371,038	309,004
<b>Liabilities</b>						
Accounts Payable and Accrued Liabilities	3,061	3,288	40,877	33,989	74,866	67,309
Employee Future Benefit Liabilities	71	76	6,210	3,891	10,101	9,273
Debt	84	105	50,358	37,172	87,530	96,092
Deferred Operating Contributions	6,587	6,030	61,702	45,812	107,514	88,752
Unspent Deferred Capital Contributions	6,225	7,049	625	45,669	46,294	31,366
Environmental Liability	—	—	11,693	—	11,693	6,999
Asset Retirement Obligations	—	—	804	26,898	27,702	26,968
	16,028	16,548	172,269	193,431	365,700	326,759
<b>Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments</b>	7,737	6,992	6,824	(1,486)	5,338	(17,755)
Portfolio Investments – Restricted for Endowments	9,764	8,694	90,546	83,965	174,511	159,558
<b>Net Financial Assets</b>	\$ 17,501	\$ 15,686	\$ 97,370	\$ 82,479	\$ 179,849	\$ 141,803
<b>Non-Financial Assets</b>						
Tangible Capital Assets	\$ 11,756	\$ 7,578	\$ 408,241	\$ 328,354	\$ 736,595	\$ 720,816
Purchased Intangibles	—	—	—	517	517	—
Inventories of Supplies	287	308	—	58	58	56
Prepaid Expenses	365	247	6,292	3,915	10,207	9,631
	12,408	8,133	414,533	332,844	747,377	730,503
<b>Net Assets before Spent Deferred Capital Contributions</b>	29,909	23,819	511,903	415,323	927,226	872,306
<b>Spent Deferred Capital Contributions</b>	10,431	6,676	127,545	237,915	365,460	365,950
<b>Net Assets</b>	\$ 19,478	\$ 17,143	\$ 384,358	\$ 177,408	\$ 561,766	\$ 506,356
<b>Net Assets is comprised of:</b>						
Accumulated Surplus	\$ 18,474	\$ 16,719	\$ 363,463	\$ 164,715	\$ 528,178	\$ 482,170
Accumulated Remeasurement Gains	1,004	424	20,895	12,693	33,588	24,186
	\$ 19,478	\$ 17,143	\$ 384,358	\$ 177,408	\$ 561,766	\$ 506,356

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

## Undergraduate Universities (continued)

### Summary Financial Statements (Unaudited)<sup>1</sup>

for June 30, 2023 and March 31, 2024 \_\_\_\_\_ (in thousands)

	Alberta University of the Arts June 30, 2023	Alberta University of the Arts June 30, 2022	MacEwan University March 31, 2024	Mount Royal University March 31, 2024	March 31, 2024 Totals	March 31, 2023 Totals (Restated)
<b>Statement of Operations</b>						
Revenue	\$ 25,808	\$ 24,072	\$ 288,395	\$ 266,433	\$ 554,828	\$ 495,959
Expenses	24,295	23,414	258,178	254,322	512,500	472,595
Endowment Contributions and Capitalized Investment Income	242	340	1,187	2,493	3,680	10,351
Annual Surplus	\$ 1,755	\$ 998	\$ 31,404	\$ 14,604	\$ 46,008	\$ 33,715
<b>Statement of Cash Flows</b>						
Cash and Cash Equivalents, Beginning of Year	\$ 16,613	\$ 17,806	\$ 69,671	\$ 39,246	\$ 108,917	\$ 77,282
Cash Provided by (Applied to) Operating Transactions	577	(104)	35,183	42,923	78,106	75,103
Cash Applied to Organizational Activities	(2,225)	(1,089)	(17,821)	(19,941)	(37,762)	(43,468)
Cash and Cash Equivalents, End of Year	\$ 14,965	\$ 16,613	\$ 87,033	\$ 62,228	\$ 149,261	\$ 108,917
<b>Statement of Changes in Net Financial Assets (Net Debt)</b>						
Annual Surplus	\$ 1,755	\$ 998	\$ 31,404	\$ 14,604	\$ 46,008	\$ 33,715
Changes to Accounts Relating to Non-Financial Assets	60	(1,681)	(13,156)	5,194	(7,962)	(12,065)
<b>Increase (Decrease) in Net Financial Assets in the Year</b>	1,815	(683)	18,248	19,798	38,046	21,650
<b>Net Financial Assets, Beginning of Year</b>	15,686	16,369	79,122	62,681	141,803	120,153
<b>Net Financial Assets, End of Year</b>	\$ 17,501	\$ 15,686	\$ 97,370	\$ 82,479	\$ 179,849	\$ 141,803
<b>Salary and Benefits of President Positions</b>						
Base Salary	\$ 237	\$ 235	\$ 309	\$ 347		
Other Cash Benefits <sup>2</sup>	6	14	6	63		
Non-Cash Benefits <sup>3</sup>	35	35	32	166		
	\$ 278	\$ 284	\$ 347	\$ 576		

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

<sup>2</sup> Other Cash Benefits include vacation payouts and bonuses (where applicable).

<sup>3</sup> Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.



## Polytechnic Institutions

### Summary Financial Statements (Unaudited)<sup>1</sup>

for June 30, 2023 and March 31, 2024<sup>(2)</sup> (in thousands)

	Red Deer Polytechnic June 30, 2023	Red Deer Polytechnic June 30, 2022 (Restated)	Northwestern Polytechnic March 31, 2024 (12 Months)	Northwestern Polytechnic March 31, 2023 (9 Months) (Restated)
<b>Statement of Financial Position</b>				
<b>Financial Assets excluding Portfolio Investments Restricted for Endowments</b>				
Cash and Cash Equivalents	\$ 3,914	\$ 4,956	\$ 8,520	\$ 9,879
Portfolio Investments – Non-Endowments	54,159	46,711	48,162	38,595
Investment in Government Business Enterprises	—	—	—	—
Accounts Receivable	2,999	2,241	2,346	3,183
Inventories for Resale	—	—	260	315
	<u>61,072</u>	<u>53,908</u>	<u>59,288</u>	<u>51,972</u>
<b>Liabilities</b>				
Accounts Payable and Accrued Liabilities	14,369	12,083	7,035	5,693
Employee Future Benefit Liabilities	2,233	2,462	1,125	1,171
Debt	54,528	58,660	10,370	10,981
Deferred Operating Contributions	29,318	27,856	16,334	11,991
Unspent Deferred Capital Contributions	3,431	4,076	1,670	4,914
Asset Retirement Obligations	1,697	1,697	4,638	4,559
	<u>105,576</u>	<u>106,834</u>	<u>41,172</u>	<u>39,309</u>
<b>Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments</b>	<u>(44,504)</u>	<u>(52,926)</u>	<u>18,116</u>	<u>12,663</u>
Portfolio Investments – Restricted for Endowments	27,364	26,167	8,506	7,669
<b>Net Financial Assets (Net Debt)</b>	<u>\$ (17,140)</u>	<u>\$ (26,759)</u>	<u>\$ 26,622</u>	<u>\$ 20,332</u>
<b>Non-Financial Assets</b>				
Tangible Capital Assets	\$ 170,453	\$ 176,609	\$ 65,467	\$ 66,502
Inventories of Supplies	70	80	83	37
Prepaid Expenses	1,992	1,430	1,105	480
	<u>172,515</u>	<u>178,119</u>	<u>66,655</u>	<u>67,019</u>
<b>Net Assets before Spent Deferred Capital Contributions</b>	<u>155,375</u>	<u>151,360</u>	<u>93,277</u>	<u>87,351</u>
<b>Spent Deferred Capital Contributions</b>	<u>95,885</u>	<u>97,579</u>	<u>34,687</u>	<u>34,919</u>
<b>Net Assets</b>	<u>59,490</u>	<u>53,781</u>	<u>58,590</u>	<u>52,432</u>
<b>Net Assets is comprised of:</b>				
Accumulated Surplus	\$ 63,112	\$ 59,291	\$ 55,446	\$ 52,947
Accumulated Remeasurement Gains and Losses	(3,622)	(5,510)	3,144	(515)
	<u>\$ 59,490</u>	<u>\$ 53,781</u>	<u>\$ 58,590</u>	<u>\$ 52,432</u>

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

<sup>2</sup> Northwestern Polytechnic changed their fiscal year end to March 31, 2023 to coincide with that of the Government of Alberta.

## Polytechnic Institutions (continued)

### Summary Financial Statements (Unaudited)<sup>1</sup>

for June 30, 2023 and March 31, 2024 \_\_\_\_\_ (in thousands)

	Northern Alberta Institute of Technology March 31, 2024	Southern Alberta Institute of Technology March 31, 2024	March 31, 2024 Totals	March 31, 2023 Totals (Restated)
<b>Statement of Financial Position</b>				
<b>Financial Assets excluding Portfolio Investments Restricted for Endowments</b>				
Cash and Cash Equivalents	\$ 48,233	\$ 239,895	\$ 288,128	\$ 176,201
Portfolio Investments – Non-Endowments	181,902	138,407	320,309	361,052
Investment in Government Business Enterprises	331	316	647	952
Accounts Receivable	11,110	15,153	26,263	24,969
Inventories for Resale	2,125	—	2,125	2,244
	<u>243,701</u>	<u>393,771</u>	<u>637,472</u>	<u>565,418</u>
<b>Liabilities</b>				
Accounts Payable and Accrued Liabilities	30,767	70,819	101,586	85,351
Employee Future Benefit Liabilities	21,260	9,610	30,870	31,090
Debt	117,610	97,235	214,845	224,296
Deferred Operating Contributions	97,722	139,301	237,023	199,412
Unspent Deferred Capital Contributions	159	31,078	31,237	28,070
Asset Retirement Obligations	7,527	22,506	30,033	29,048
	<u>275,045</u>	<u>370,549</u>	<u>645,594</u>	<u>597,267</u>
<b>Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments</b>	<u>(31,344)</u>	<u>23,222</u>	<u>(8,122)</u>	<u>(31,849)</u>
Portfolio Investments – Restricted for Endowments	63,460	62,641	126,101	118,258
<b>Net Financial Assets (Net Debt)</b>	<u>\$ 32,116</u>	<u>\$ 85,863</u>	<u>\$ 117,979</u>	<u>\$ 86,409</u>
<b>Non-Financial Assets</b>				
Tangible Capital Assets	\$ 536,877	\$ 624,787	\$ 1,161,664	\$ 1,119,813
Inventories of Supplies	—	—	—	—
Prepaid Expenses	4,209	7,482	11,691	20,983
	<u>541,086</u>	<u>632,269</u>	<u>1,173,355</u>	<u>1,140,796</u>
<b>Net Assets before Spent Deferred Capital Contributions</b>	<u>573,202</u>	<u>718,132</u>	<u>1,291,334</u>	<u>1,227,205</u>
<b>Spent Deferred Capital Contributions</b>	<u>280,975</u>	<u>358,502</u>	<u>639,477</u>	<u>661,625</u>
<b>Net Assets</b>	<u>292,227</u>	<u>359,630</u>	<u>651,857</u>	<u>565,580</u>
<b>Net Assets is comprised of:</b>				
Accumulated Surplus	\$ 295,178	\$ 356,234	\$ 651,412	\$ 571,870
Accumulated Remeasurement Gains and Losses	(2,951)	3,396	445	(6,290)
	<u>\$ 292,227</u>	<u>\$ 359,630</u>	<u>\$ 651,857</u>	<u>\$ 565,580</u>

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

## Polytechnic Institutions (continued)

Summary Financial Statements (Unaudited)<sup>1</sup>for June 30, 2023 and March 31, 2024<sup>(2)</sup> (in thousands)

	Red Deer Polytechnic June 30, 2023	Red Deer Polytechnic June 30, 2022 (Restated)	Northwestern Polytechnic March 31, 2024 (12 Months)	Northwestern Polytechnic March 31, 2023 (9 Months) (Restated)
<b>Statement of Operations</b>				
Revenue	\$ 106,801	\$ 97,741	\$ 76,934	\$ 50,181
Expenses	104,381	93,645	74,465	46,181
Endowment Contributions and Capitalized Investment Income	1,401	1,407	30	600
Annual Surplus	\$ 3,821	\$ 5,503	\$ 2,499	\$ 4,600
<b>Statement of Cash Flows</b>				
Cash and Cash Equivalents, Beginning of Year	\$ 4,956	\$ 5,366	\$ 9,879	\$ 3,069
Cash Provided by Operating Transactions	8,021	11,109	7,398	9,364
Cash (Applied to) Provided by Organizational Activities	(9,063)	(11,519)	(8,758)	(2,554)
Cash and Cash Equivalents, End of Year	\$ 3,914	\$ 4,956	\$ 8,519	\$ 9,879
<b>Statement of Changes in Net Financial Assets</b>				
Annual Surplus	\$ 3,821	\$ 5,503	\$ 2,499	\$ 4,600
Changes to Accounts Relating to Non-Financial Assets	5,798	(2,007)	3,791	1,508
<b>Increase (Decrease) in Net Financial Assets in the Year</b>	9,619	3,496	6,290	6,108
<b>Net Financial Assets, Beginning of Year</b>	(26,759)	(30,255)	20,332	14,224
<b>Net Financial Assets, End of Year</b>	\$ (17,140)	\$ (26,759)	\$ 26,622	\$ 20,332
<b>Salary and Benefits of President Positions</b>				
Base Salary	\$ 264	\$ 223	\$ 251	\$ 176
Other Cash Benefits <sup>3</sup>	37	178	244	16
Non-Cash Benefits <sup>4</sup>	65	58	34	36
	\$ 366	\$ 459	\$ 529	\$ 228

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

<sup>2</sup> Northwestern Polytechnic changed their fiscal year end to March 31, 2023 to coincide with that of the Government of Alberta.

<sup>3</sup> Other Cash Benefits include vacation payouts and performance based payments (where applicable).

<sup>4</sup> Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.

## Polytechnic Institutions (continued)

### Summary Financial Statements (Unaudited)<sup>1</sup>

for June 30, 2023 and March 31, 2024<sup>(2)</sup> (in thousands)

	Northern Alberta Institute of Technology March 31, 2024	Southern Alberta Institute of Technology March 31, 2024	March 31, 2024 Totals	March 31, 2023 Totals (Restated)
<b>Statement of Operations</b>				
Revenue	\$ 396,688	\$ 480,639	\$ 877,327	\$ 745,103
Expenses	357,232	444,767	801,999	728,479
Endowment Contributions and Capitalized Investment Income	2,045	2,169	4,214	3,316
Annual Surplus	\$ 41,501	\$ 38,041	\$ 79,542	\$ 19,940
<b>Statement of Cash Flows</b>				
Cash and Cash Equivalents, Beginning of Year	\$ 12,980	\$ 163,221	\$ 176,201	\$ 156,517
Cash Provided by Operating Transactions	72,579	103,968	176,547	69,124
Cash (Applied to) Provided by Organizational Activities	(37,326)	(27,294)	(64,620)	(49,440)
Cash and Cash Equivalents, End of Year	\$ 48,233	\$ 239,895	\$ 288,128	\$ 176,201
<b>Statement of Changes in Net Financial Assets</b>				
Annual Surplus	\$ 41,501	\$ 38,041	\$ 79,542	\$ 19,940
Changes to Accounts Relating to Non-Financial Assets	(51,695)	3,690	(48,005)	(22,087)
<b>Increase (Decrease) in Net Financial Assets in the Year</b>	(10,161)	41,731	31,570	(2,147)
<b>Net Financial Assets, Beginning of Year</b>	42,277	44,132	86,409	88,556
<b>Net Financial Assets, End of Year</b>	\$ 32,116	\$ 85,863	\$ 117,979	\$ 86,409
<b>Salary and Benefits of President Positions</b>				
Base Salary	\$ 363	\$ 366		
Other Cash Benefits <sup>2</sup>	6	—		
Non-Cash Benefits <sup>3</sup>	108	165		
	\$ 477	\$ 531		

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

<sup>2</sup> Other Cash Benefits include vacation payouts and performance based payments (where applicable).

<sup>3</sup> Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.

## Comprehensive Community Colleges

### Summary Financial Statements (Unaudited)<sup>1</sup>

for June 30, 2023 and March 31, 2024 \_\_\_\_\_ (in thousands)

	Bow Valley College	Keyano College	Lethbridge College	Medicine Hat College	NorQuest College	Northern Lakes College
<b>Statement of Financial Position</b>						
<b>Financial Assets excluding Portfolio Investments Restricted for Endowments</b>						
Cash and Cash Equivalents	\$ 6,948	\$ 14,480	\$ 17,827	\$ 11,018	\$ 62,231	\$ 10,873
Portfolio Investments – Non-Endowments	145,706	5,437	48,379	21,235	48,094	30,163
Investment in Government Business Enterprises	—	22,928	—	—	—	—
Accounts Receivable	3,500	3,642	2,657	2,921	6,566	1,021
Inventories for Resale	—	211	523	404	481	—
	156,154	46,698	69,386	35,578	117,372	42,057
<b>Liabilities</b>						
Accounts Payable and Accrued Liabilities	11,129	4,823	10,447	3,338	16,719	3,514
Employee Future Benefit Liabilities	154	—	—	17	1,446	241
Debt	121	11,680	4,811	1,104	4,194	—
Deferred Operating Contributions	31,909	13,048	28,440	8,355	61,256	6,987
Unspent Deferred Capital Contributions	1,770	14,810	3,534	8,072	2,743	2,096
Environmental Liability	—	929	—	—	—	162
Asset Retirement Obligations	88	5,370	6,197	1,839	272	1,353
	45,171	50,660	53,429	22,725	86,630	14,353
<b>Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments</b>	110,983	(3,962)	15,957	12,853	30,742	27,704
Portfolio Investments – Restricted for Endowments	19,154	8,213	15,607	10,772	6,820	3,020
<b>Net Financial Assets</b>	\$ 130,137	\$ 4,251	\$ 31,564	\$ 23,625	\$ 37,562	\$ 30,724
<b>Non-Financial Assets</b>						
Tangible Capital Assets	\$ 251,458	\$ 92,062	\$ 121,652	\$ 65,901	\$ 164,157	\$ 59,178
Inventories of Supplies	—	—	8	—	—	190
Prepaid Expenses	3,153	1,208	2,279	1,126	3,260	790
	254,611	93,270	123,939	67,027	167,417	60,158
<b>Net Assets before Spent Deferred Capital Contributions</b>	384,748	97,521	155,503	90,652	204,979	90,882
<b>Spent Deferred Capital Contributions</b>	189,663	46,096	96,691	41,830	146,337	47,003
<b>Net Assets</b>	\$ 195,085	\$ 51,425	\$ 58,812	\$ 48,822	\$ 58,642	\$ 43,879
<b>Net Assets is comprised of:</b>						
Accumulated Surplus	\$ 195,956	\$ 51,213	\$ 56,169	\$ 47,892	\$ 60,810	\$ 44,989
Accumulated Remeasurement Gains and Losses	(871)	212	2,643	930	(2,168)	(1,110)
	\$ 195,085	\$ 51,425	\$ 58,812	\$ 48,822	\$ 58,642	\$ 43,879

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

## Comprehensive Community Colleges (continued)

### Summary Financial Statements (Unaudited)<sup>1</sup>

for June 30, 2023 and March 31, 2024<sup>2</sup> (in thousands)

	Olds College	Portage College	June 30, 2023 Totals	June 30, 2022 Totals (Restated)	Lakeland College March 31, 2024 (12 Months)	Lakeland College March 31, 2023 (9 Months)
<b>Statement of Financial Position</b>						
<b>Financial Assets excluding Portfolio Investments Restricted for Endowments</b>						
Cash and Cash Equivalents	\$ (165)	\$ 11,544	\$ 134,756	\$ 150,060	\$ 28,678	\$ 24,090
Portfolio Investments – Non-Endowments	19,705	11,036	329,755	331,474	46,705	33,531
Investment in Government Business Enterprises	—	—	22,928	22,095	—	—
Accounts Receivable	7,224	3,485	31,016	33,375	2,114	3,836
Inventories for Resale	3,054	241	4,914	5,476	272	697
	29,818	26,306	523,369	542,480	77,769	62,154
<b>Liabilities</b>						
Accounts Payable and Accrued Liabilities	8,947	3,089	62,006	77,760	7,710	6,330
Employee Future Benefit Liabilities	—	68	1,926	1,997	—	—
Debt	30,631	42	52,583	62,373	13,407	14,430
Deferred Operating Contributions	18,428	8,596	177,019	171,122	15,424	15,077
Unspent Deferred Capital Contributions	2,960	1,064	37,049	40,383	15,746	3,435
Environmental Liability	—	—	1,091	1,119	189	189
Asset Retirement Obligations	6,277	532	21,928	21,234	6,679	807
	67,243	13,391	353,602	375,988	59,155	40,268
<b>Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments</b>	<b>(37,425)</b>	<b>12,915</b>	<b>169,767</b>	<b>166,492</b>	<b>18,614</b>	<b>21,886</b>
Portfolio Investments – Restricted for Endowments	13,838	5,358	82,782	86,805	14,760	13,136
<b>Net Financial Assets</b>	<b>\$ (23,587)</b>	<b>\$ 18,273</b>	<b>\$ 252,549</b>	<b>\$ 253,297</b>	<b>\$ 33,374</b>	<b>\$ 35,022</b>
<b>Non-Financial Assets</b>						
Tangible Capital Assets	\$ 150,260	\$ 40,726	\$ 945,394	\$ 1,061,022	\$ 144,099	\$ 131,026
Inventories of Supplies	—	37	235	2,225	2,736	2,386
Prepaid Expenses	736	993	13,545	12,358	1,776	1,936
	150,996	41,756	959,174	1,075,605	148,611	135,348
<b>Net Assets before Spent Deferred Capital Contributions</b>	<b>127,409</b>	<b>60,029</b>	<b>1,211,723</b>	<b>1,328,902</b>	<b>181,985</b>	<b>170,370</b>
<b>Spent Deferred Capital Contributions</b>	<b>95,304</b>	<b>34,225</b>	<b>697,149</b>	<b>769,764</b>	<b>78,438</b>	<b>76,827</b>
<b>Net Assets</b>	<b>\$ 32,105</b>	<b>\$ 25,804</b>	<b>\$ 514,574</b>	<b>\$ 559,138</b>	<b>\$ 103,547</b>	<b>\$ 93,543</b>
<b>Net Assets is comprised of:</b>						
Accumulated Surplus	\$ 29,299	\$ 26,010	\$ 512,338	\$ 569,676	\$ 101,009	\$ 93,069
Accumulated Remeasurement Gains	2,806	(205)	2,237	(10,538)	2,538	474
	\$ 32,105	\$ 25,805	\$ 514,575	\$ 559,138	\$ 103,547	\$ 93,543

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

<sup>2</sup> Lakeland College changed their fiscal year end to March 31, 2023 to coincide with that of the Government of Alberta.

## Comprehensive Community Colleges (continued)

Summary Financial Statements (Unaudited)<sup>1</sup>

for June 30, 2023 and March 31, 2024 \_\_\_\_\_ (in thousands)

	Bow Valley College	Keyano College	Lethbridge College	Medicine Hat College	NorQuest College	Northern Lakes College
<b>Statement of Operations</b>						
Revenue	\$ 132,810	\$ 63,790	\$ 98,361	\$ 55,717	\$ 153,787	\$ 42,655
Expenses	125,820	64,401	98,132	54,010	144,702	38,126
Endowment Contributions and Capitalized Investment Income	1,419	851	138	531	35	21
Annual Surplus	\$ 8,409	\$ 240	\$ 367	\$ 2,238	\$ 9,120	\$ 4,550
<b>Statement of Cash Flows</b>						
Cash and Cash Equivalents, Beginning of Year	\$ 7,452	\$ 8,841	\$ 21,430	\$ 6,604	\$ 57,182	\$ 6,719
Cash Provided by (Applied to) Operating Transactions	19,315	10,173	(571)	6,416	16,339	7,034
Cash Provided by (Applied to) Organizational Activities	(19,819)	(4,534)	(3,032)	(2,002)	(11,290)	(2,880)
Cash and Cash Equivalents, End of Year	\$ 6,948	\$ 14,480	\$ 17,827	\$ 11,018	\$ 62,231	\$ 10,873
<b>Statement of Changes in Net Financial Assets</b>						
Annual Surplus	\$ 8,409	\$ 240	\$ 367	\$ 2,238	\$ 9,120	\$ 4,550
Changes to Accounts Relating to Non-Financial Assets	3,202	596	1,339	2,438	732	155
<b>Increase (Decrease) in Net Financial Assets in the Year</b>	11,611	836	1,706	4,676	9,852	4,705
<b>Net Financial Assets, Beginning of Year</b>	118,526	3,415	29,858	18,949	27,710	26,019
<b>Net Financial Assets, End of Year</b>	\$ 130,137	\$ 4,251	\$ 31,564	\$ 23,625	\$ 37,562	\$ 30,724
<b>Salary and Benefits of President Positions</b>						
Base Salary	\$ 270	\$ 232	\$ 211	\$ 227	\$ 263	\$ 222
Other Cash Benefits <sup>2</sup>	3	22	31	6	9	9
Non-Cash Benefits <sup>3</sup>	71	33	32	41	54	31
	\$ 344	\$ 287	\$ 274	\$ 274	\$ 326	\$ 262

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

<sup>2</sup> Other Cash Benefits include vacation payouts and bonuses (where applicable).

<sup>3</sup> Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.

## Comprehensive Community Colleges (continued)

### Summary Financial Statements (Unaudited)<sup>1</sup>

for June 30, 2023 and March 31, 2024<sup>2</sup> (in thousands)

	Olds College	Portage College	June 30, 2023 Totals	June 30, 2022 Totals (Restated)	Lakeland College March 31, 2024 (12 Months)	Lakeland College March 31, 2023 (9 Months)
<b>Statement of Operations</b>						
Revenue	\$ 73,107	\$ 37,612	\$ 657,839	\$ 666,170	\$ 76,918	\$ 59,408
Expenses	73,566	35,373	634,130	631,976	69,640	49,729
Endowment Contributions and Capitalized Investment Income	1,416	239	4,650	3,284	663	73
Annual Surplus	\$ 957	\$ 2,478	\$ 28,359	\$ 37,478	\$ 7,941	\$ 9,752
<b>Statement of Cash Flows</b>						
Cash and Cash Equivalents, Beginning of Year	\$ 5,825	\$ 6,424	\$ 120,477	\$ 160,224	\$ 24,090	\$ 29,583
Cash Provided by (Applied to) Operating Transactions	(2,035)	6,214	62,885	40,863	31,605	543
Cash Provided by (Applied to) Organizational Activities	(3,955)	(1,094)	(48,606)	(49,591)	(27,016)	(6,036)
Cash and Cash Equivalents, End of Year	\$ (165)	\$ 11,544	\$ 134,756	\$ 151,496	\$ 28,679	\$ 24,090
<b>Statement of Changes in Net Financial Assets</b>						
Annual Surplus	\$ 957	\$ 2,478	\$ 28,359	\$ 37,478	\$ 7,941	\$ 9,752
Changes to Accounts Relating to Non-Financial Assets	(917)	884	8,429	(93,343)	(9,589)	(9,810)
<b>Increase (Decrease) in Net Financial Assets in the Year</b>	40	3,362	36,788	(55,865)	(1,648)	(58)
<b>Net Financial Assets, Beginning of Year</b>	(23,627)	14,911	215,761	309,162	35,022	35,080
<b>Net Financial Assets, End of Year</b>	\$ (23,587)	\$ 18,273	\$ 252,549	\$ 253,297	\$ 33,374	\$ 35,022
<b>Salary and Benefits of President Positions</b>						
Base Salary	\$ 115	\$ 215			\$ 239	\$ 176
Other Cash Benefits <sup>3</sup>	3	—			—	—
Non-Cash Benefits <sup>4</sup>	17	31			11	9
	\$ 135	\$ 246			\$ 250	\$ 185

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

<sup>2</sup> Lakeland College changed their fiscal year end to March 31, 2023 to coincide with that of the Government of Alberta.

<sup>3</sup> Other Cash Benefits include vacation payouts and bonuses (where applicable).

<sup>4</sup> Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.



## Banff Centre for Arts and Creativity

### Summary Financial Statements (Unaudited)<sup>1</sup>

for March 31, 2024 \_\_\_\_\_ (in thousands)

	Banff Centre for Arts and Creativity	
	2024	2023
<b>Statement of Financial Position</b>		
<b>Financial Assets excluding Portfolio Investments Restricted for Endowments</b>		
Cash and Cash Equivalents	\$ 20,443	\$ 11,977
Portfolio Investments – Non-Endowments	15,483	19,438
Accounts Receivable	1,445	2,043
Inventories for Resale	179	291
	<u>37,550</u>	<u>33,749</u>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities	4,668	3,777
Employee Future Benefit Liabilities	1,804	2,721
Debt	11,769	15,239
Deferred Operating Contributions	25,293	22,794
Unspent Deferred Capital Contributions	9,472	8,305
Asset Retirement Obligations	4,323	4,179
	<u>57,329</u>	<u>57,015</u>
<b>Net Debt excluding Portfolio Investments Restricted for Endowments</b>	(19,779)	(23,266)
Portfolio Investments – Restricted for Endowments	47,281	46,541
<b>Net Financial Assets</b>	<u>\$ 27,502</u>	<u>\$ 23,275</u>
<b>Non-Financial Assets</b>		
Tangible Capital Assets	\$ 136,310	\$ 139,897
Inventories of Supplies	179	151
Prepaid Expenses	859	515
	<u>137,348</u>	<u>140,563</u>
<b>Net Assets before Spent Deferred Capital Contributions</b>	<u>164,850</u>	<u>163,838</u>
<b>Spent Deferred Capital Contributions</b>	<u>103,132</u>	<u>105,420</u>
<b>Net Assets</b>	<u>\$ 61,718</u>	<u>\$ 58,418</u>
<b>Net Assets is comprised of:</b>		
Accumulated Surplus	\$ 61,718	\$ 58,418
	<u>\$ 61,718</u>	<u>\$ 58,418</u>

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

## Banff Centre for Arts and Creativity (continued)

### Summary Financial Statements (Unaudited)<sup>1</sup>

for March 31, 2024 \_\_\_\_\_ (in thousands)

	Banff Centre for Arts and Creativity	
	2024	2023 (Restated)
<b>Statement of Operations</b>		
Revenue	\$ 55,880	\$ 47,468
Expenses	53,320	47,466
Endowment Contributions and Capitalized Investment income	740	662
Annual Surplus	<u>\$ 3,300</u>	<u>\$ 664</u>
<b>Statement of Cash Flows</b>		
Cash and Cash Equivalents, Beginning of Year	\$ 11,977	\$ 15,548
Cash Provided by (Applied to) Operating Transactions	3,998	(721)
Cash Provided by (Applied to) Organizational Activities	4,468	(2,850)
Cash and Cash Equivalents, End of Year	<u>\$ 20,443</u>	<u>\$ 11,977</u>
<b>Statement of Changes in Net Financial Assets</b>		
Annual Surplus	\$ 3,300	\$ 664
Changes to Accounts Relating to Non-Financial Assets	927	3,005
<b>Increase in Net Financial Assets in the Year</b>	4,227	3,669
<b>Net Financial Assets, Beginning of Year</b>	23,275	19,606
<b>Net Financial Assets, End of Year</b>	<u>\$ 27,502</u>	<u>\$ 23,275</u>
<b>Salary and Benefits Expenses of Banff Centre for Arts and Creativity</b>		
Salaries, Wages and Non-Pension Benefits	\$ 25,323	\$ 23,647
Pension Benefits	3,973	1,289
	<u>\$ 29,296</u>	<u>\$ 24,936</u>

<sup>1</sup> Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

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## Other Financial Information

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## Statement of Credit or Recovery (unaudited)

### Department of Advanced Education

Year Ended March 31, 2024

(in thousands)

The following has been prepared pursuant to Section 24(3) of the *Financial Administration Act*.

	2024				
	Authorized Spending	Actual Revenue Recognized	Unearned Revenue/ Deferred Contributions	Total Amount Received/ Receivable	(Shortfall)/ Excess
<b>Expense Amounts</b>					
French Language Program <sup>(1)</sup>	\$ 10,256	\$ 10,578	\$ —	\$ 10,578	\$ 322
Canada Student Loan Administration <sup>(2)</sup>	9,013	10,088	—	10,088	1,075
Red Seal Secretariat <sup>(3)</sup>	454	443	—	443	(11)
NAP Gender-Based Violence	625	625	—	625	—
	<u>\$ 20,348</u>	<u>\$ 21,734</u>	<u>\$ —</u>	<u>\$ 21,734</u>	<u>\$ 1,386</u>
<b>Capital Investments Amounts</b>					
French Language Program	\$ 2,664	\$ 2,664	\$ —	\$ 2,664	\$ —
	<u>\$ 2,664</u>	<u>\$ 2,664</u>	<u>\$ —</u>	<u>\$ 2,664</u>	<u>\$ —</u>

(1) Funding is received from the federal government to support French minority language and second language education programs. Program 2.2

(2) Funding is received from the federal government to administer Canada student loans and grants to Alberta students on a cost-recovery basis. Program 3.1

(3) Funding from the federal government for the Red Seal Secretariat functions. The Red Seal Program helps to develop a highly qualified, productive and mobile skilled trades workforce by developing high-quality Red Seal products, including Red Seal occupational standards and interprovincial examinations for Red Seal trades in collaboration with industry. Program 5.1

## Statement of Remissions, Compromises and Write-offs (unaudited)

### Department of Advanced Education

Year Ended March 31, 2024

(in thousands)

The following statement has been prepared pursuant to Section 23 of the *Financial Administration Act*. This statement includes all remissions, compromises and write-offs made or approved during the fiscal period.

Compromises under Section 22 of the <i>Financial Administration Act</i>	\$ 42
Write-offs:	
Implemented Guarantees, Indemnities, Loans and Advances – Section 20 of the <i>Student Financial Assistance Act</i>	33,367
Income Support	1,332
	<u>34,699</u>
Total remissions, compromises and write-offs	<u>\$ 34,741</u>

Write-offs consists of all debts such as Statute Barred, Bankruptcies, Deceased and Severely Handicapped.

## Statement of Guarantees and Indemnities given by the Crown and Provincial Corporations (unaudited)

### Department of Advanced Education

Year Ended March 31, 2024

(in thousands)

The following has been prepared pursuant to Section 75 of the *Financial Administration Act*. The statement summarizes the amounts of all guarantees given by the Crown through the Ministry of Advanced Education under the *Student Loan Act* for the year ended March 31, 2024, the amounts paid to financial institutions as a result of the guaranteed loan program, and the amounts recovered on debts owing as a result of payments under guarantees.

	Amount of Guarantee	Payments	Recoveries
Crown Guarantees	\$ —	\$ —	\$ 2

# Lapse / Encumbrance (unaudited)

## Department of Advanced Education

Year Ended March 31, 2024

(in thousands)

	Restated Voted Estimate <sup>(1)</sup>	Supplementary Estimate <sup>(2)</sup>	Adjustments <sup>(3)</sup>	Adjusted Voted Estimate	Voted Actuals <sup>(4)</sup>	Over Expended (Unexpended)
<b>Operating Expense Vote by Program</b>						
<b>1 Ministry Support Services</b>						
1.1 Minister's Office	\$ 1,129	\$ —	\$ (294)	\$ 835	\$ 1,144	\$ 309
1.2 Deputy Minister's Office	870	—	(222)	648	911	263
1.3 Strategic and Corporate Services	13,105	—	—	13,105	12,436	(669)
	15,104	—	(516)	14,588	14,491	(97)
<b>2 Support for Adult Learning</b>						
2.1 Adult Learning Program Delivery	12,211	—	(1,766)	10,445	8,810	(1,635)
2.2 Operating Support for Post-Secondary Institutions	1,977,036	—	(8,859)	1,968,177	1,966,614	(1,563)
2.3 Indigenous Education	6,640	—	—	6,640	6,059	(581)
2.4 Adult Learning System Initiatives	21,706	—	(5,442)	16,264	14,265	(1,999)
	2,017,593	—	(16,067)	2,001,526	1,995,748	(5,778)
<b>3 Private Career Colleges and Student Aid</b>						
3.1 Student Aid Program Delivery Services	38,966	—	1,869	40,835	46,348	5,513
3.2 Student Aid Grants	69,054	—	6,351	75,405	80,124	4,719
3.3 Scholarships and Awards	53,754	—	—	53,754	46,700	(7,054)
	161,774	—	8,220	169,994	173,172	3,178
<b>4 Regulated Professions</b>						
4.1 Professional Governance	1,035	—	—	1,035	1,480	445
4.2 Labour Mobility	126	—	—	126	104	(22)
4.3 Fairness for Newcomers Office	486	—	—	486	392	(94)
	1,647	—	—	1,647	1,976	329
<b>5 Apprenticeship</b>						
5.1 Apprenticeship Delivery Support	20,465	—	1,500	21,965	21,347	(618)
5.2 Apprenticeship Grants	51,869	—	(2,000)	49,869	46,962	(2,907)
5.3 Adult Learning Grants	17,095	—	—	17,095	18,457	1,362
	89,429	—	(500)	88,929	86,766	(2,163)
<b>6 Foundational Learning Support</b>						
6.1 Foundational Learning Delivery Support	3,487	—	—	3,487	3,629	142
6.2 Foundational Learning Assistance Grants	99,220	—	—	99,220	102,484	3,264
6.3 Community Adult Learning Programs	19,409	—	—	19,409	18,570	(839)
	122,116	—	—	122,116	124,683	2,567
<b>7 Capital Payments to Related Parties Post-secondary Infrastructure</b>						
7.1 Capital Expansion and Upgrading	73,952	—	12,925	86,877	82,729	(4,148)
7.2 Capital Maintenance and Renewal	149,184	—	(3,570)	145,614	145,614	—
	223,136	—	9,355	232,491	228,343	(4,148)
<b>Total</b>	<b>2,630,799</b>	<b>—</b>	<b>492</b>	<b>2,631,291</b>	<b>2,625,179</b>	<b>(6,112)</b>
<b>Credit or Recovery Shortfall</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>
<b>Lapse</b>	<b>\$ 2,630,799</b>	<b>\$ —</b>	<b>\$ 492</b>	<b>\$ 2,631,291</b>	<b>\$ 2,625,179</b>	<b>\$ (6,112)</b>

# Lapse / Encumbrance (unaudited) (continued)

## Department of Advanced Education

Year Ended March 31, 2024

(in thousands)

	Restated Voted Estimate <sup>(1)</sup>	Supplementary Estimate <sup>(2)</sup>	Adjustments <sup>(3)</sup>	Adjusted Voted Estimate	Voted Actuals <sup>(4)</sup>	Over Expended (Unexpended)
<b>Capital Investment Vote by Program</b>						
<b>Department Capital Acquisitions</b>						
1.3 Strategic and Corporate Services	\$ 25	\$ —	\$ —	\$ 25	\$ —	\$ (25)
5.1 Apprenticeship Delivery Support	25	—	—	25	—	(25)
<b>Total</b>	<b>50</b>	<b>—</b>	<b>—</b>	<b>50</b>	<b>—</b>	<b>(50)</b>
<b>Credit or Recovery Shortfall</b>						
	—	—	—	—	—	—
	<b>\$ 50</b>	<b>\$ —</b>	<b>\$ —</b>	<b>\$ 50</b>	<b>\$ —</b>	<b>\$ (50)</b>
<b>Lapse</b>						<b>\$ (50)</b>
<b>Financial Transactions Vote by Program</b>						
3.4 Student Loan Disbursements	\$ 1,060,100	\$ 278,767	\$ (77,767)	\$ 1,261,100	\$ 1,091,406	\$ (169,694)
<b>Total</b>	<b>1,060,100</b>	<b>278,767</b>	<b>(77,767)</b>	<b>1,261,100</b>	<b>1,091,406</b>	<b>(169,694)</b>
<b>Credit or Recovery Shortfall</b>						
	—	—	—	—	—	—
	<b>\$ 1,060,100</b>	<b>\$ 278,767</b>	<b>\$ (77,767)</b>	<b>\$ 1,261,100</b>	<b>\$ 1,091,406</b>	<b>\$ (169,694)</b>
<b>Lapse</b>						<b>\$ (169,694)</b>
<b>Contingency Vote by Program</b>						
3.2 Student Aid Grants	\$ —	\$ —	\$ 8,749	\$ 8,749	\$ 8,749	\$ —
5.2 Apprenticeship Grants	—	—	12,400	12,400	12,400	—
<b>Total</b>	<b>—</b>	<b>—</b>	<b>21,149</b>	<b>21,149</b>	<b>21,149</b>	<b>—</b>
<b>(Lapse) / Encumbrance</b>						<b>\$ —</b>

(1) As per "Expense Vote by Program", "Capital Investment Vote by Program" and "Financial Transaction Vote by Program".

(2) Per the Supplementary Supply Estimates approved on date of Royal Assent of the Appropriations Acts.

(3) Adjustments include encumbrances, capital carry over amounts, transfers between votes and credit or recovery increases approved by Treasury Board and credit or recovery shortfalls. An encumbrance is incurred when, on a vote-by-vote basis, the total of actual disbursements in the prior year exceed the total adjusted estimate. All calculated encumbrances from the prior year are reflected as an adjustment to reduce the corresponding voted estimate in the current year.

(4) Actuals exclude non-voted amounts as no cash disbursement is required (non-cash amounts), or because the Legislative Assembly has already provided the funding authority pursuant to a statute other than an appropriation act. Non-cash amounts (such as amortization, accretion, valuation adjustments, and other provisions) are excluded as these amounts do not require any expenditure or payment of public money. Year-end expense accruals and payables which will immediately require a cash outlay (payment of public money) to settle or otherwise extinguish the liabilities are included in Actuals.



## Funding to Post-Secondary Institutions (unaudited)

(in thousands)

Post-Secondary Institutions		Operating Grants <sup>(1)</sup>		Grants for Infrastructure	
		2024	2023 (Restated)	2024	2023 (Restated)
<b>Comprehensive Academic and Research Universities</b>	Athabasca University	\$ 42,529	\$ 42,358	\$ 1,793	\$ 1,793
	University of Alberta	494,198	478,731	43,161	91,784
	University of Calgary	428,673	413,582	55,747	35,842
	University of Lethbridge	93,701	91,625	8,540	4,240
<b>Undergraduate Universities</b>	Alberta University of the Arts	14,793	14,408	3,586	658
	MacEwan University	109,897	107,193	9,523	2,999
	Mount Royal University	98,086	92,786	21,626	18,645
<b>Polytechnical Institutions</b>	Northern Alberta Institute of Technology	164,326	156,604	7,440	6,385
	Northwestern Polytechnic	41,878	41,529	5,435	3,435
	Red Deer Polytechnic	48,568	44,779	2,805	2,742
	Southern Alberta Institute of Technology	156,654	154,275	25,365	17,601
<b>Comprehensive Community Colleges</b>	Bow Valley College	44,777	45,581	—	600
	Keyano College	33,617	33,042	9,784	2,800
	Lakeland College	33,552	33,909	15,957	4,029
	Lethbridge College	44,989	42,519	2,029	1,678
	Medicine Hat College	34,148	33,323	3,580	1,697
	NorQuest College	47,670	46,871	1,142	1,280
	Northern Lakes College	28,394	27,920	3,567	1,321
	Olds College	27,402	27,415	2,456	2,283
	Portage College	22,638	22,370	2,270	2,883
<b>Banff Centre for Arts and Creativity</b>	Banff Centre for Arts and Creativity	17,040	15,889	2,537	2,229
<b>Total Public Post-Secondary Institutions</b>		2,027,530	1,966,709	228,343	206,924
<b>Independent Academic Institutions</b>	Ambrose University College	3,340	3,093	—	—
	Burman University	3,578	3,632	—	—
	Concordia University of Edmonton	14,975	13,581	—	—
	St. Mary's University College	4,026	4,017	—	—
	The King's University College	5,215	4,977	—	—
<b>Other Colleges</b>		5,750	5,689	—	—
<b>Total Funding Provided to Post-Secondary Institutions</b>		\$ 2,064,414	\$ 2,001,698	\$ 228,343	\$ 206,924

(1) Includes funding to these entities from all department programs.  
Restated amounts includes 2023 re-organization and other adjustments.

# Annual Report Extracts and Other Statutory Reports

## *Public Interest Disclosure (Whistleblower Protection) Act*

### **Chief officer's annual report**

- 32 (1) Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.
- (2) The report under subsection (1) must include the following information:
- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
  - (b) the number of investigations commenced by the designated officer as a result of disclosures;
  - (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and
    - (i) any recommendations made or corrective measures taken in relation to the wrongdoing, and
    - (ii) if the department, public entity or office to which the recommendations relate has not taken corrective measures in relation to the wrongdoing, the reasons provided.
- (3) The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

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### **Summary of inquiries, disclosures, investigations, and reports made under the *Public Interest Disclosure (Whistleblower Protection) Act* for the Department of Advanced Education during 2023-24.**

There were no disclosures of wrongdoing for the Department of Advanced Education between April 1, 2023 and March 31, 2024.

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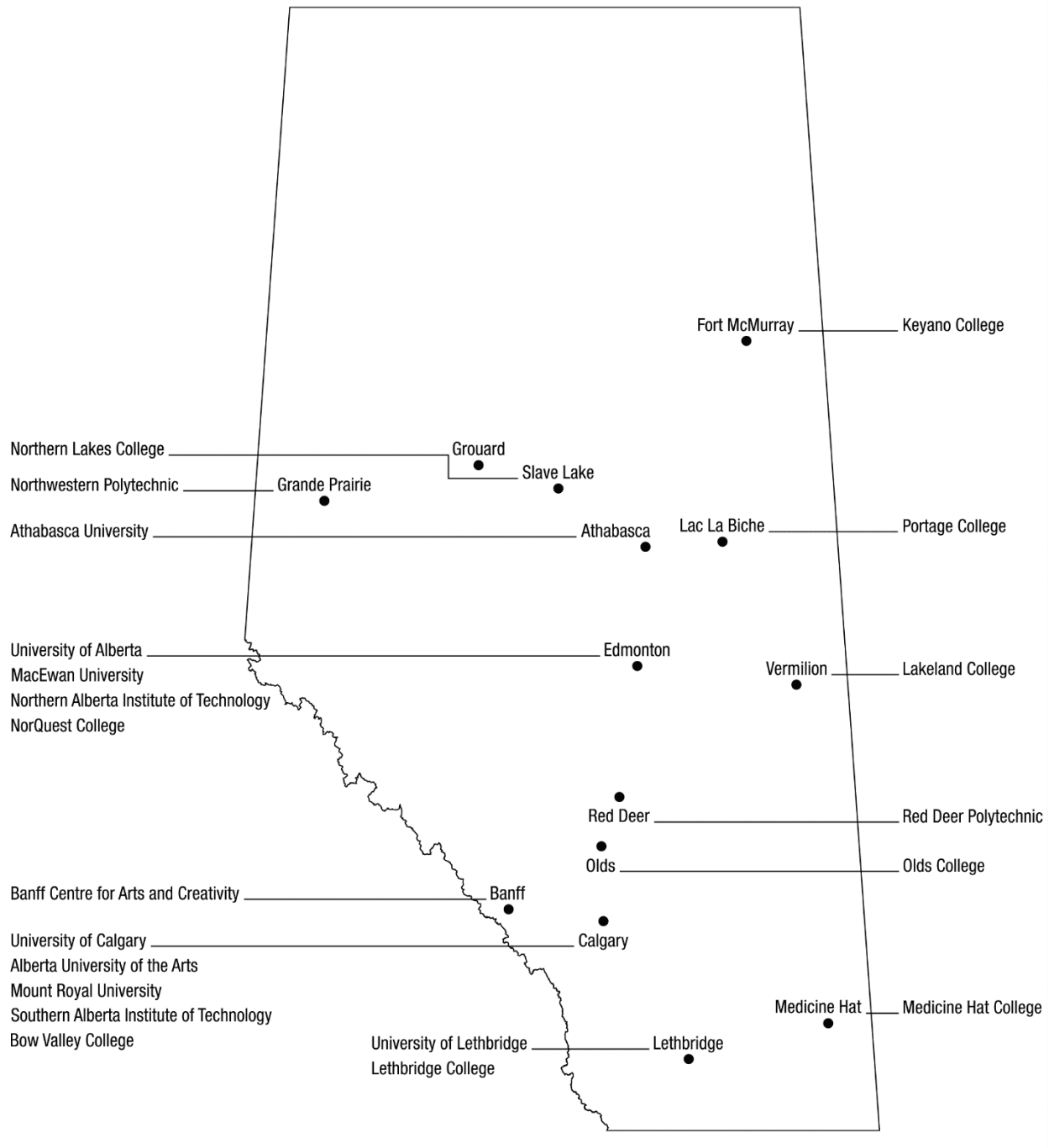
The department's agencies make whistleblower disclosures in their own annual reports. Full information for these agencies are available on their websites.

# Appendix

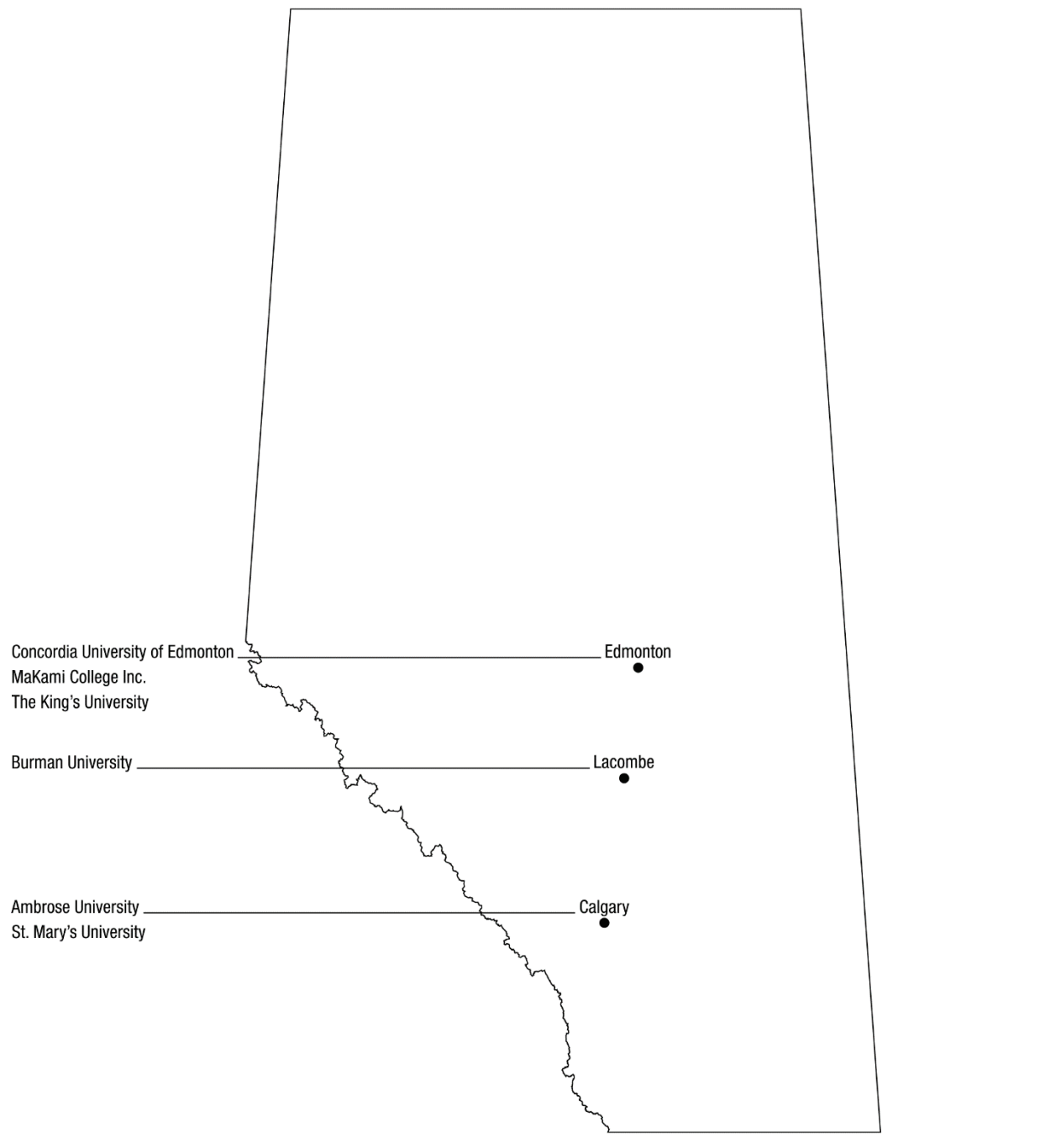
## Post-Secondary Institutions by Institution Type

Institution Type	Post-secondary Institutions
<p><b>Comprehensive Academic and Research Universities</b></p> <p>These universities provide undergraduate and graduate degrees and undertake comprehensive research activities. While instruction remains the core business, research activity is primarily conducted in this sector.</p>	<p>Athabasca University University of Alberta University of Calgary University of Lethbridge</p>
<p><b>Undergraduate Universities</b></p> <p>These universities provide undergraduate programming and offer certificate, diploma, applied degree, and baccalaureate degree programs in specified areas.</p>	<p>Alberta University of the Arts MacEwan University Mount Royal University</p>
<p><b>Polytechnic Institutions</b></p> <p>These institutes provide apprenticeship, certificate, and diploma programs geared predominantly to technical careers, and some applied and baccalaureate degrees in specified areas (limited to undergraduate programs).</p>	<p>Northern Alberta Institute of Technology Northwestern Polytechnic Red Deer Polytechnic Southern Alberta Institute of Technology</p>
<p><b>Comprehensive Community Colleges</b></p> <p>These colleges provide a broad range of programming including apprenticeship, certificate, diploma, foundational learning, and upgrading. They also provide university transfer (years one and two) and applied degrees. Baccalaureate degrees are provided, when feasible, primarily in collaboration with a degree-granting institution.</p>	<p>Bow Valley College Keyano College Lakeland College Lethbridge College Medicine Hat College NorQuest College Northern Lakes College Olds College Portage College</p>
<p><b>Independent Academic Institutions</b></p> <p>These universities primarily provide liberal arts, science, and education baccalaureate programs.</p>	<p>Ambrose University Burman University Concordia University of Edmonton MaKami College Inc. St. Mary's University The King's University</p>
<p><b>Banff Centre for Arts and Creativity</b></p> <p>This institution concentrates on the fine arts, cultural programming, and professional development.</p>	<p>Banff Centre for Arts and Creativity</p>
<p><b>First Nations Colleges</b></p> <p>First Nations Colleges (FNCs) are institutions that provide programs and courses that are characterized by teachings and research grounded in Indigenous worldviews. FNCs are mandated, owned, and governed by the First Nations they serve, and serve as centres of post-secondary education for Indigenous students, communities, and Nations. FNCs provide essential physical access points to post-secondary education and training for those in urban centres as well as Indigenous rural and remote communities. Additionally, FNCs are post-secondary leaders in providing culturally-responsive post-secondary education programs and student supports.</p>	<p>Maskwacis Cultural College Red Crow Community College Old Sun Community College University nuhelot'ine thaiyots'į nistameyimâkanak Blue Quills Yellowhead Tribal College</p>

### Map of Public Post-Secondary Institutions



## Map of Independent Academic Institutions



## Map of First Nations Colleges

