

GOVERNMENT OF ALBERTA

Annual Report

Advanced Education

2021-2022

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Note to Readers: Copies of the annual report are available on the Alberta Open Government Portal website: www.alberta.ca

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Preface

The Public Accounts of Alberta are prepared in accordance with the *Financial Administration Act* and the *Fiscal Planning and Transparency Act*. The Public Accounts consist of the annual report of the Government of Alberta and the annual reports of each of the 20 ministries.

The Annual Report of the Government of Alberta contains Budget 2021 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 *Fiscal Planning and Transparency Act*, as separate reports, to the extent that the ministry has anything to report.**

Each Ministry Annual Report 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, 2022, was prepared under my direction in accordance with the *Fiscal Planning and Transparency Act* and the government's accounting policies. All of the government's policy decisions as of June 1, 2022 with material economic or fiscal implications of which I am aware have been considered in the preparation of this report.

Original signed by

Demetrios Nicolaides
Minister of Advanced Education

Message from the Minister



As our province emerged from another challenging year of the COVID-19 pandemic, Alberta's advanced education system began one of its most historic and important transitions. With the input, wisdom, and guidance of our stakeholders, the Alberta 2030: Building Skills for Jobs strategy was introduced, and we embarked on creating a more responsive and accessible post-secondary system for all Albertans.

Alberta 2030 presents a transformational vision, direction, and new way of working for our province's higher education system. Though we continued to face challenges over the last year, we have made meaningful progress in implementing the Alberta 2030 strategy.

We expanded access and created new opportunities for students in central and northwest Alberta by granting polytechnic status to Red Deer College and Grande Prairie Regional College. Students in these regions now have more choice in apprenticeship, degree, and certificate programs closer to home, while local economies will benefit from a more diverse and higher-skilled labour force.

The first year of Alberta 2030 also saw us take aim at bolstering apprenticeship education. Hands-on, experiential learning is critical to job readiness and career success for students throughout the entire post-secondary learning system. We are now expanding the apprenticeship model to fields beyond the skilled trades, to areas such as energy, agriculture and forestry, aviation, and finance, to name a few.

The Work-integrated Learning Industry Voucher pilot program is another way we provided on-the-job experience for students over the last year. This program gave paid work placement for hundreds of students in their field of study, and will continue over the next two years. Students who participate get meaningful, hands-on experience from industry experts, helping them launch successful careers after graduation.

Our investment in micro-credentials is creating new opportunities for students and institutions. Micro-credentials give students new ways to grow or renew their careers by accessing programs focused on quickly reskilling or upskilling. In 2021-22, we launched a pilot program for micro-credentials with 56 different programs at 19 post-secondary institutions. These programs provide fast, focused training in high-demand and emerging industries, including machine learning and artificial intelligence, solar energy, and health technology. Most importantly, they help unemployed and under-employed Albertans advance their careers and meet regional economic needs.

Alberta 2030 is about rethinking the whole of our post-secondary education system. This includes exploring ways to allow our largest, research-focused institutions to capitalize on the ground-breaking work they undertake. To this end, the Research Commercialization Working Group (RCWG) gathers Alberta's leading industry experts in areas like agriculture, STEM, business, artificial intelligence, and health, to find next-generation industries and emerging technologies. The RCWG is dedicated to supporting innovation and commercialization among our post-secondary institutions, and providing input on the direction of emerging research and innovation for the province.

Advanced Education has also empowered post-secondary institutions to have more flexibility in conducting reviews of proposals for new degree programs. Institutions that have achieved Campus Alberta Quality Council (CAQC) audit status can now conduct independent institutional reviews, negating the requirement for a full CAQC review, and resulting in considerable time savings and increased institutional autonomy.

As we transform the post-secondary system to maximize opportunities for good jobs and careers, the launch of Alberta 2030 has also heightened our commitment to inclusive and safe campuses. We expanded our investments in campus safety and preventing campus sexual violence this past year, and continue to work with all of our post-secondary partners to identify and mitigate on-campus risks.

Overall, 2021-22 was a successful year for Advanced Education, largely driven by the implementation of the Alberta 2030: Building Skills for Jobs strategy. Though it was challenging at times, the success of the work over the last year has shown us that this is the right path forward for Alberta's post-secondary system, and has laid a solid foundation for what is to come next.

Original signed by

Demetrios Nicolaides
Minister of Advanced Education

Management's Responsibility for Reporting

The Ministry of Advanced Education includes:

- the Department of Advanced Education;
- publicly funded post-secondary institutions;
- Alberta Apprenticeship and Industry Training Board;
- Campus Alberta Quality Council; and
- Minister's Advisory Council on Higher Education and 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 2021-24 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 2021.

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 *Fiscal Planning and Transparency Act*.

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

Original signed by

Lora Pillipow
Deputy Minister of Advanced Education

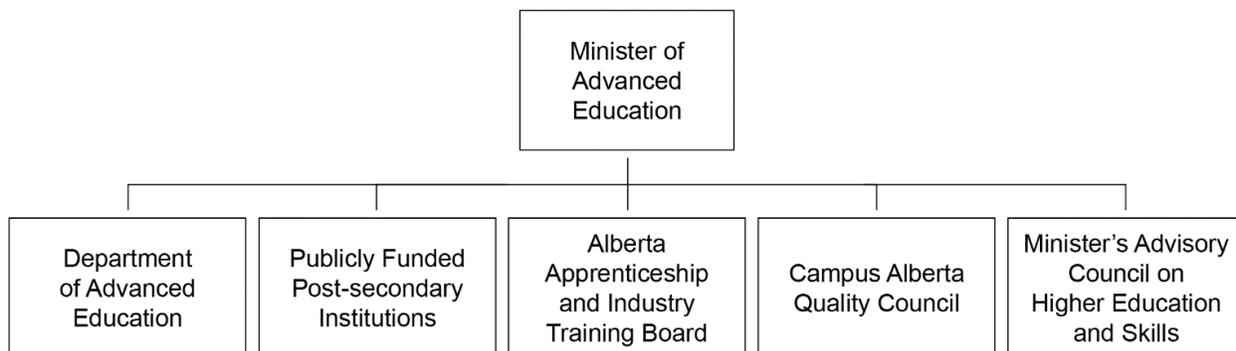
June 1, 2022

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Ministry Overview

Organizational Structure



During the 2021-22 fiscal year, Advanced Education's senior management reorganized the structure of the department. Within the mindset of collaboration, interdependency, trust, and accountability, the re-organization aligned with the following key principles:

1. Remove duplication
2. Create efficiencies and alignment
3. Improve organizational agility
4. Transform the way the department works

Advisory Boards, Councils, and Authorities

The ministry collaborates with learning providers, advisory boards, councils, and authorities to fulfill its mandate:

- Alberta Apprenticeship and Industry Training Board
- Campus Alberta Quality Council
- Minister's Advisory Council on High Education and Skills

Operational Overview

Advanced Education aligned its services under two outcomes in 2021-22:

- 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 recovery and prosperity.
- Outcome Two: Alberta's adult learning system is efficient, financially sustainable and globally competitive.

Advanced Education supports Albertans by providing the education and training opportunities they need to prepare for the workforce. With Advanced Education's investments in people, infrastructure, and research capacity across the adult learning system, the post-secondary sector helps drive job creation, development of skilled and adaptive workers, and innovation in Alberta. These investments create an environment for ideas and creativity, further supporting quality research and learning opportunities, as well as collaborations that contribute to a competitive provincial economy.

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

Financial Services

Financial Services 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.

Insight, Transformation and Innovation

The Insight, Transformation and Innovation (ITI) division strategically positions the department for informed policy, decision-making, and program delivery. The division builds and maintains relationships at cross-ministry and intergovernmental tables, and engages key stakeholders including industry, employers, post-secondary institutions, and student groups. Using business analysis, evaluation, and change management strategies, the division identifies creative solutions to complex problems and drives system transformation initiatives. Utilizing data analytics and research, ITI collects and interprets data that is meaningful to government and stakeholders, and provides that information in useful formats. The division also drives continuous improvement of department IT systems, and leads system innovations for programs and operations in support of learner access and pathways.

Operations and Client Service Delivery

Operations and Client Service Delivery provides leadership to support the delivery of important programs and services to Albertans through student aid, apprenticeship education, supports for foundational learning opportunities, and the private career colleges sector. The division focuses on delivering apprenticeship education that meets the needs of apprentices and industry; providing financial supports to help students supplement their investment in post-secondary education; supporting adult Albertans' access to learning opportunities to improve their foundational and academic competencies that will prepare them for further education, training, or employment; and licensing private career college programs.

Post-secondary Policy and Strategy

The Post-secondary Policy and Strategy (PSPS) division provides leadership and coordination of all aspects of the policy development cycle; the post-secondary research and innovation strategy, governance and legislative services, including leadership and support for the new Minister's Advisory Council on Higher Education and Skills. PSPS also leads corporate services, including business planning and reporting, and post-secondary system data governance and performance.

Entities Included in Ministry Financial Statements

Ministry	Ministry of Advanced Education
Department	Department of Advanced Education
Public Post-secondary Institutions	
Comprehensive Academic Research Universities	Athabasca University
	University of Alberta
	University of Calgary
	University of Lethbridge
Undergraduate Universities	Alberta University of the Arts
	Grant MacEwan University
	Mount Royal University
Polytechnic Institutions	Northern Alberta Institute of Technology
	Northwestern Polytechnic
	Red Deer Polytechnic
	Southern Alberta Institute of Technology
Comprehensive Community Colleges	Bow Valley College
	Keyano College
	Lakeland College
	Lethbridge College
	Medicine Hat College
	NorQuest College
	Northern Lakes College
	Olds College
	Portage College
Specialized Arts and Culture Institutions	The Banff Centre

Discussion and Analysis of Results

COVID-19 / Recovery Plan

As the COVID-19 situation evolved over 2021-22, Advanced Education provided information and guidance to post-secondary institutions and ensured that there were open lines of communication with institution officials. For example, the ministry arranged town hall meetings between Alberta's Chief Medical Officer of Health (CMOH) and post-secondary stakeholders that provided institutions with opportunities to share their concerns and questions directly with the CMOH. These town hall meetings addressed key issues affecting post-secondary institution operations as the pandemic evolved, including the rollout of the provincial vaccination program, proof of vaccination verification, and the impact of the Omicron variant on post-secondary operations. Institutions were also able to submit any questions directly to Advanced Education staff, who worked closely with Alberta Health officials to respond to questions about how to address specific scenarios that emerged across Alberta campuses.

Institutions responded accordingly as guidance shifted throughout the year. In 2021-22, post-secondary institutions and other adult learning providers followed the CMOH order implemented in the fall of 2021, which provided parameters for institutions to implement their own proof of vaccination policy. The CMOH order allowed post-secondary institutions to have full capacity without social distancing in their learning environments. The order also enabled institutions to lift restrictions on their cafeterias, granted that everyone was either vaccinated, had a negative COVID-19 test, or had a medical exemption (depending on the individual institution's policy).

- All 26 publicly funded post-secondary institutions implemented a proof of vaccination policy for students, staff, and faculty.
- The majority of students, staff, and faculty welcomed the proof of vaccination policy at their respective institution.

Some post-secondary institutions also adjusted semester timelines or started with online learning in January 2022 to allow for a safe return to full in-person studies once public health restrictions were lifted.

Red Tape Reduction

The Ministry of Advanced Education continues to remove regulatory barriers and reduce costs for Alberta's job creators, modernize our regulatory systems, and improve the delivery of government services while ensuring effective regulatory oversight over vital consumer, environmental, health and safety protections, and fiscal accountability. The Government of Alberta's ongoing commitment to reduce red tape by one third by 2023 is helping to make the province the most attractive destination for investment and job creation in North America, while strengthening Alberta's competitive advantage.

See ministry results to support government's priority to reduce red tape under Key Objective 2.1.

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 recovery and prosperity.

Actions that Support the Priorities of the Government of Alberta Strategic Plan

Priority One:

Protecting Lives

Objective Two:

Providing quality education and skills development to Albertans

Action

- Strengthen the alignment of post-secondary programs to employment. Meet Albertans' skills development needs to support their transition to the labour market by expanding work-integrated learning opportunities in post-secondary programs.

Results

- The Work-integrated Learning Industry Voucher pilot program was launched in March 2021 with \$3.6 million in funding over a three-year period. Three industry associations—the Alberta Construction Association, BioAlberta, and Technology Alberta—were chosen for their alignment to key economic sectors in Alberta's Recovery Plan, and are collaborating with member employers and institutions to identify over 620 paid work-integrated learning opportunities for students.
- In partnership with industry, employers, and post-secondary institutions, the Government of Alberta invested more than \$5.6 million in a pilot program to fund the development and implementation of 56 micro-credential programs at 19 institutions across the province. The pilot program is creating dozens of new micro-credential learning opportunities in priority sectors and in high-demand or emerging industries.

Key Objectives

1.1 Strengthen the alignment of post-secondary programs to employment and meet Albertans' skills development needs to support their transition to the labour market.

Work-integrated Learning

Research on the post-secondary system in Alberta has indicated that post-secondary students who are given work experience opportunities during their studies tend to get a job sooner after they graduate, are more likely to get a job related to their interests and credentials, and have higher median incomes upon graduation. The work-integrated learning initiative intends to merge the academic aspect of post-secondary education with practical applications in the workplace. This allows students to learn directly from mentors and seasoned professionals while getting real-life work experience. In addition to providing valuable opportunities for students, work placements also help build relationships between industry and educators to ensure programs are responsive to the needs of both students and employers.

The Work-integrated Learning Industry Voucher pilot program was launched in March 2021 with \$3.6 million in funding over a three-year period. Three industry associations—the Alberta Construction Association, BioAlberta, and Technology Alberta—were chosen for their alignment to key economic sectors in Alberta's Recovery Plan, and are supporting over 620 work-integrated learning opportunities under the program. These associations collaborate with member employers and institutions to identify paid work-integrated learning opportunities for students. The objectives of the pilot program are:

- increasing the number of students and employers involved in work-integrated learning,
- enhancing industry connections to post-secondary institutions,
- expanding the number of post-secondary institutions involved in work-integrated learning opportunities, and
- enabling province-wide representation of both employer and student participants.

Mitacs

Mitacs is a national, non-profit organization that works with 70 universities, 6,000 companies, and provincial and federal governments to provide a suite of grants and internship programs for post-secondary students and recent graduates. These grants and internships are related to research and development, innovation, and science.

Beginning in 2020-21, Advanced Education has invested \$15 million over three years (\$5 million per year) to deliver over 3,800 internship opportunities, enabling it to leverage Mitacs' well-established partnerships, as well as a significant matching investment from federal and private industry funding partners. Between October 2021 and March 2022, this investment funded more than 690 internship opportunities (323 domestic and 369 international) across three Mitacs internship program streams. Since the start of the program in October 2020, over 1,800 internship opportunities (47 per cent domestic and 53 per cent international) have been delivered. Highlights of the results include:

- Over 250 Alberta businesses were supported by the program,
- Nearly 40 per cent of interns were hired for a new position at partner companies,
- 96 per cent of interns have improved their professional skills, and
- 84 per cent of interns have improved their career prospects through the programs.

Internships benefit students and contribute to economic productivity. They also help industry partners achieve their innovation potential, respond to current business challenges, and grow their competitive advantage. The majority of the internship opportunities focused on the key economic sectors identified in Alberta's Recovery Plan: Agriculture and Forestry; Aviation, Aerospace and Logistics; Culture and Creative Industries; Energy; Financial Services and Fintech; Technology and Innovation; and Tourism.

Micro-credentials

Micro-credentials are short-term, flexible learning programs designed to help Albertans develop the specialized, job-ready skills they need to quickly re-skill or upskill to pivot in their careers or re-enter the workforce. The introduction of micro-credentials across Alberta's post-secondary system will facilitate skills development for unemployed and underemployed Albertans, while enabling those who are currently employed to enhance their skills. Micro-credentials can also serve as a means of creating additional pathways to future education and training.

In partnership with industry, employers, and post-secondary institutions, Alberta's government invested more than \$5.6 million in a three-year pilot program to fund the development and implementation of 56 micro-credential programs at 19 institutions across the province. The pilot program is creating dozens of new micro-credential learning opportunities in priority sectors and high-demand or emerging industries.

These micro-credential programs will help achieve the following outcomes for the province:

- supporting post-secondary institutions to co-develop innovative programs with industry partners,
- delivering programs that meet Alberta's current and future labour market needs,
- increasing participation from Albertans in newly developed micro-credentials, and
- enabling innovative delivery of programs that support accessibility for learners.

Examples of micro-credential programs

- machine learning foundations
- intelligent supply chain
- leadership in tech future
- permaculture design
- solar energy
- strategic sustainability and environmental, social and governance
- creative industry talent accelerator
- health and technology
- software engineering
- tourism and hospitality management
- data privacy and security
- block chain fundamentals

Streamlined Program Approvals

To support the alignment of educational programming to employment and Albertans' skills development needs, post-secondary institutions regularly develop new programs that require Advanced Education's approval. Upon receipt of an institution's proposal, the ministry performs a System Coordination Review (SCR) to assess the program proposal based on a number of criteria, including student and labour market demand; potential program duplication; the institution's enrolment projections and budget plan; and benefits, affordability, and impacts for learners.

In response to the government's commitment to reduce regulatory requirements (see Key Objective 2.1) and the priority actions outlined in Alberta 2030, Advanced Education has announced and implemented a number of significant changes to the program approval process. These include:

- Reduction of the number of required data elements in the SCR program templates by 70 per cent, resulting in decreased time and effort required by institutions to prepare proposals.

- Institutions that have achieved Campus Alberta Quality Council audit status can now conduct independent institutional quality reviews of proposals for their new degree programs. This reduces the time for ministry approval and enables mature, degree-granting institutions to ensure quality oversight through their internal governance structures. The Council also created a pathway for other universities to be able to achieve this status. Seventy-eight per cent of all degree programs delivered in the system will have achieved audit status, resulting in considerable time savings and increased institutional autonomy.
- Implementation of the Service Standards and Responsiveness Policy has reduced the turnaround times for completion of an SCR by approximately 50 per cent, which supports institutions to better plan and anticipate timelines (i.e., 20 working days for certificate and diploma programs and 40 working days for degree programs, from an average of 40 and 80 days, respectively).

These updates have been received positively by stakeholders as they result in greater institutional independence, improved process clarity, and system-wide efficiencies that will benefit learners, employers, and the province's broader economic interests.

Foundational Learning Assistance

Foundational Learning Assistance (FLA) plays a key role in creating access to adult learning programs by providing eligible Albertans with financial assistance when they attend approved foundational learning and skills development programs. FLA supports approved foundational learning and skills development programs in the areas of academic upgrading, adult basic education, English as a second language, integrated training, integrated foundational pathways, occupational training, and transitional vocational programming. Access to these approved programs will help build the foundational competencies required to pursue further education or find employment.

In 2021-22, Advanced Education developed and implemented the new Foundational Learning Assistance Regulation under the *Student Financial Assistance Act*. This regulation provides a new legislative framework for foundational students to access funding and closely aligns program rules with Student Aid rules. A new policy manual and designation guidelines were created to support the new regulation. It provides regulatory interpretation and details program rules for stakeholders. Policy training for stakeholders provided an opportunity for the rules to be explained and clarified.

To support implementation of the new Foundational Learning Assistance Regulation, Advanced Education, in collaboration with Service Alberta, has provided a digital service to support students in accessing foundational learning financial supports, which has reduced the application processing time from six to eight weeks to one week.

Advanced Education continues to prioritize programs with a stronger focus on skills development and employment outcomes. In 2021-22, FLA spent \$10.8 million to support approximately 860 Albertans to attend skills development programs. This shift sees an emphasis on the Research and Innovation Grant, Integrated Foundational Pathway programs, and continuing the English Language Learning Healthcare Aide Pilot. Skills development programs align to the needs of the labour market and deliver on meeting sector-specific employment outcomes. These targeted programs support Alberta's Recovery Plan, while ensuring unemployed Albertans can access foundational training opportunities that give them the skills required to find and maintain employment in key industry sectors.

- Research and Innovation Grant

Within the Labour Market Development Agreement between the Government of Alberta and the Government of Canada, Advanced Education explored innovative programming and research concepts that support skills development programming for unemployed Albertans.

Using this opportunity, Advanced Education provided a two-year grant of approximately \$1.9 million to Momentum's Amazon Web Services (AWS) re/Start program. The AWS re/Start program will test innovative approaches to 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 will target approximately 40 women to help them gain the skills needed for entry-level cloud computing roles.

- Integrated Foundational Pathway (IFP)

The IFP program targets adult Albertans who face barriers that impact their education or ability to find a job, or who require different pathways to build on their foundational competencies and prepare for further education, training, or employment. In 2021-22, Advanced Education launched eight new IFP programs and invested approximately \$7.6 million to support 590 unemployed Albertans. For example, Indigenous Foundational Learning program at Bow Valley College blended Indigenous holistic learning, academic upgrading and essential skills to give students the skills they need to pursue further education or secure entry-level employment.

These new programs added to the complement of the existing IFP programs. They provide regional variety and target priority sectors and specific client groups, including Indigenous Albertans and newcomers in various regions of the province. These priority sectors include child care, trades related sectors, and the technology sector.

- English as a Second Language Pathway for Health Care Aide Pilot Program

In 2020-21, Advanced Education launched the English as a Second Language Pathway for Health Care Aide Pilot program, committing \$3.6 million to support 300 Albertans over two years. This pilot program invests in Alberta's future by empowering students facing English language barriers to pursue their education, improve their financial future, and support the health of others. Upon graduation, the learners will have the knowledge and skills necessary to be successful front-line caregivers.

In 2021-22, Advanced Education continued to work collaboratively with Alberta Health to explore ways of improving access to training for Albertans who are interested in pursuing health care professions, but do not have the required English language competencies. The English as Second Language Pathway for the Health Care Aide Pilot Program is in the second year of the pilot and continues to attract students. In 2021-22, the pilot program funded 38 students at four participating educational institutions. The pilot program saw lower-than-expected enrolments in 2021-22 due to COVID-19.

The FLA program budget in 2021-22 was approximately \$92.3 million, and supported approximately 8,200 Albertans who required financial assistance to attend a foundational learning or skills development program. Advanced Education will continue to provide eligible Albertans with financial assistance to attend approved training programs, helping them develop foundational competencies to move on to further training or employment.

Community Adult Learning Program

The Community Adult Learning Program (CALP) ensures that adult learners have access to part-time, non-formal literacy and foundational learning opportunities below the Grade 10 level that do not lead to a credential. Many of these learners are underrepresented, vulnerable individuals who have faced external (e.g., poverty, racism, or interrupted learning journeys) and internal barriers (e.g., learning difficulties, disabilities, or mental health challenges) that impede their participation in learning. By maintaining and enhancing access to relevant, quality CALP programming, these individuals gain the confidence and skills needed to persevere in learning, and transition to employment or more formal education.

The primary CALP initiative involves the delivery of adult literacy and foundational learning opportunities in communities across the province. Advanced Education provided nearly \$16 million in annual funding to over 80 community-based organizations to deliver CALP programming. As a secondary initiative, Advanced Education provided approximately \$2 million in annual funding to five professional development providers. This funding was used to provide training and professional development opportunities to staff and volunteers who deliver CALP programs across the province. This funding ensures providers deliver quality foundational learning programs to Albertans.

In late 2021-22, Advanced Education identified a budget surplus of \$3.9 million to inject into the CALP delivery system via the Expanded Service Grant. The goal of the additional grant was to expand the existing CALP services provided in communities. Seventy-two applications were received and 50 organizations were awarded additional funds ranging from approximately \$50,000 to \$100,000.

The in-person restrictions associated with COVID-19 have been the most significant challenge for CALP learning providers. A major achievement in 2021-22 was the continuity of program delivery during the global pandemic, in which the CALP professional development system continued to support program providers to offer remote/online instruction. CALP providers reached out to learners by any means necessary to continue to support their learning (e.g., via text, phone, mail, drop-offs, online platforms, etc.).

While the 2021-22 data will not be available until early 2023, the 2020-21 data demonstrates the strong impact of CALP programming despite the challenges caused by the COVID-19 pandemic.

- During the 2020-21 grant year, CALP supported approximately 10,997 adult learners, who participated in 80,943 hours of CALP literacy and foundational learning programs in Alberta.
- Of these learners, 740 were Indigenous learners, and 3,461 were permanent residents or newcomers.
- 95 per cent of learners demonstrated increased self-confidence in 2020-21 because of CALP foundational programs.
- 95 per cent of learners practiced and used skills learned in CALP foundational programs, which greatly increased the likelihood of them acquiring the skills more permanently.
- \$1,225,299 in in-kind community contributions were leveraged by CALP-funded organizations.

Measure Labour Market Outcomes

Advanced Education has undertaken a number of surveys and research projects to collect detailed information on graduate outcomes that can be used to inform program approvals, provide targeted funding for programs, and to help ensure that post-secondary programming remains relevant to Alberta's labour market needs.

- Graduate Outcomes Survey (GOS) and Employment Success Survey (ESS)

GOS and ESS are collaborative projects between the ministry, Alberta's post-secondary institutions, and employers. The two surveys provide feedback and information that helps maintain a high-quality, relevant post-secondary system. The ministry, post-secondary institutions, employers, industry training authorities, students, and others all benefit from the results of the surveys.

 - ◆ GOS and ESS are primary sources of information for graduate outcomes. Advanced Education uses this data for numerous data requests about graduates for accountability purposes, the ministry annual report and business plan, policy development, the labour demand-supply model, and system level reporting.

- ◆ Institutions can use the results for assessment and improvement, program review, faculty development, program selection, career planning, student advising, and marketing programs.
- ◆ The public can use the results to learn the perceptions and experiences of recent graduates, to determine which program to choose, to plan their career, and to see the employment outcomes of previous students.

GOS collects data from graduates of Alberta’s post-secondary system—both publicly funded institutions and private career colleges—two years after graduation. The reports focus on graduates’ satisfaction level, debt level, further studies, employment outcomes, and demographic information.

Since 2015, ESS has been conducted along with GOS to understand employers’ expectations of, and experiences with, recent graduates, including understanding employers’ perceptions of the readiness of graduates for the workplace and graduates’ specific skills.

In 2021-22, the government started to sign Investment Management Agreements (IMAs) with publicly funded post-secondary institutions. These agreements establish specific performance metrics and targets for each institution. Some of these metrics use data from GOS. For example, the proportion of recent graduates who are employed in a field somewhat related to their study two years after graduation is based on a survey question from GOS and will be included in the 2022-23 IMAs. The intent of these metrics and the IMAs is to identify and incentivize measurable progress towards the vision and goals contained in Alberta 2030.

- The Benefits to Post-secondary Education Project

In conjunction with Statistics Canada, Advanced Education reports earnings of post-secondary graduates over a 10-year period following their graduation. This provides insights into the long-term earning trajectories of graduates that cannot be gleaned from point-in-time surveys. Enrolment data is linked to tax records held at Statistics Canada to determine median incomes of graduates by credential and field of study. In 2021, Advanced Education worked on updating the results from the first report with new data from internal enrolment and tax data held at Statistics Canada. The updated report is anticipated to be released publicly in 2022.

- Apprenticeship Education Survey

In 1998-99, Advanced Education began a biennial Apprenticeship Graduate Survey. The survey gathered data on apprenticeship graduates’ satisfaction with their program, including classroom instruction at post-secondary institutions and on-the-job learning with their employers. It also collected data on the labour market outcomes of apprenticeship graduates. The survey continues on a biennial basis.

For the first time, the most recent iteration of the survey (2022) included first-period apprentices, as well as apprentices who graduated in 2020-21. Surveying first-period apprentices provides a better understanding of pathways into apprenticeship education and valuable insight on access and progression challenges they face. This knowledge will help the ministry understand and improve first-period attrition rates.

Results of the newly renamed Apprenticeship Education Survey inform policy and program analyses, support system improvements, and ensure program standards and performance expectations are met. They also assist in the development of strategies to promote and encourage apprentices to persist and complete their programs, and employers to hire and train apprentices. Institution-specific results from the survey are also used to support institutional accountability and performance.

Labour Market Skills Data Initiative

Advanced Education partnered with Cybera, an Alberta non-profit, to launch the Labour Market Skills Data Initiative (LMSDI) pilot in 2019. Between 2019 and 2021, \$2.5 million was provided for the initiative, with the goals of enhancing data sharing practices, building analytical capacity, and prototyping labour market intelligence tools.

In March 2021, Advanced Education issued a new grant that provides an additional \$3.8 million to further work on the LMSDI through 2024. The tools and information developed through this initiative will enable:

- students and prospective employers to be more aware of the current demand for occupations and the skills required to be competitive,
- educators to build focused curriculum to adapt to current industry needs and potentially help facilitate skills movement from areas of displacement to areas of demand,
- the government to better understand current and future skills and training needs of industry, and
- industry to identify programming and training to build required skills within their organizations.

The LMSDI supports provincial and national priorities of creating skills development and employment opportunities for citizens, and helps with evidence-informed decision making for policy development. It also plays a vital role in supporting Alberta's Recovery Plan and the Alberta at Work Initiative by focusing on getting people back to work, building infrastructure, and diversifying the economy.

In 2021-22, the ministry continued to explore and develop a suite of prototype tools that will provide real-time insight into Alberta's job market, including skills, qualifications, and certifications currently in demand in the province. User testing was conducted with two post-secondary institutions, and feedback was incorporated into the prototype tools. The tools tested included:

- The Industry Index, which provides real-time insight into Alberta's job market, including skills, qualifications, and certifications currently in demand.
- The Careers Exploration Tool, which takes the Industry Index concept and extends and expands the labour market data to provide insights to learners on career options and job transitions from the perspective of skills development.

Alberta at Work

Alberta at Work is a strategic investment by the Government of Alberta to help Albertans develop new skills, grow their careers, and get those struggling with unemployment back to work. Alberta at Work will also connect more young people with employment and address barriers to entry for women, Indigenous peoples, and other underrepresented groups. This initiative brings together new and existing programs to build Albertans' skills to meet current and future labour market demands, and where necessary, attract more skilled workers to the province.

As part of Alberta at Work, the Government of Alberta is investing \$235 million over three years in Advanced Education. This funding will help continue transforming the adult learning system through the Alberta 2030: Building Skills for Jobs strategy. Initiatives under Alberta at Work will begin in 2022 and continue through 2025. In 2022-23, Advanced Education plans to:

- Increase seats and spaces beginning with the 2022-23 academic year to enable enrolment growth in post-secondary programs that align with Alberta's Recovery Plan (with \$171 million over three years). Priority programs, as defined by Advanced Education's Demand Model, include technology, finance, business administration, mechanical engineering, health care aide, industrial production technologies, physical sciences, civil engineering, airline and aviation management, computer engineering technologies, and veterinary medicine.
- Increase apprenticeship seats for in-demand programs at institutions across Alberta (with \$15 million over three years). Advanced Education will also engage industry to identify key sectors for apprenticeship expansion, and work with post-secondary institutions to expand apprenticeship learning opportunities to a broader suite of occupations.
- Expand support for innovative reskilling and upskilling opportunities through micro-credential programs that address underemployment across key economic sectors (with \$8 million over two years). Micro-credentials are flexible and fast learning opportunities for Albertans looking to retrain, and the programs will provide pathways into existing credential programs at institutions.
- Engage industry associations and post-secondary institutions to expand work-integrated learning opportunities and increase access to paid experiential learning opportunities for post-secondary students (with \$6 million over three years).
- Work with organizations, such as Trade Winds to Success and First Nations Colleges, to address access to training, post-secondary education, and employment for Indigenous Albertans (with \$5 million over three years).
- Create a new Economic Recovery Bursary to support low-income students' participation in post-secondary education in high-demand areas of the economy (with \$15 million over three years).
- Invest with apprenticeship partners to support community agencies (Women Building Futures, and CAREERS: The Next Generation) (with \$15 million over three years).
- Invest in the expansion of veterinary medicine facilities at the University of Calgary (with \$59 million in capital funding).

1.2 Expand the apprenticeship model to increase learning opportunities to meet labour demands.

New Legislation for Apprenticeship Education and Skill Development

In 2019, the Government of Alberta appointed the Skills for Jobs Task Force to evaluate and reimagine Alberta's skill development and apprenticeship system. The Skills for Jobs Task Force completed its work and issued a report, which included a number of recommendations to strengthen and expand the apprenticeship system, and to assist in raising the esteem of apprenticeship-based education.

One of the most important recommendations of the Skills for Jobs Task Force was to rewrite the *Apprenticeship and Industry Training Act*. This act and its various regulations and board orders provided the framework for Alberta's apprenticeship and industry training system. It outlined the requirements to be able to work in designated trades, and provided for the maintenance of standards, compliance, and appeals. To address the Task Force's recommendation, the ministry embarked on a renewal process of the legislative framework governing skilled trades and apprenticeship education, resulting in the *Skilled Trades and Apprenticeship Education Act* (STAEA).

STAEA will enable the expansion of apprenticeship education to more careers, create a nimble and modern framework for the skilled trades and apprenticeship education, improve governance by establishing a new Board of Skilled Trades, and create the foundations to allow more educational options for journeypersons.

Advanced Education completed the development of STAEA in 2021-22. STAEA received royal assent in 2021, and is expected to be proclaimed and to come into force in 2022. A key component of STAEA, the new Alberta Board of Skilled Trades, is also expected to receive standing in 2022.

Expansion of Apprenticeship-Style Programs

Guided by the Alberta 2030: Building Skills for Jobs strategy, Advanced Education is expanding apprenticeships to include careers of the future. To achieve this objective, the ministry is providing funding and developing policy to support new apprenticeship-style programs in a wide range of occupations, including emerging high-tech trades.

In June 2021, a call for proposals was issued to 15 public post-secondary institutions to develop apprenticeship-style programs. The first year of apprenticeship expansion focused on the collaboration between the government and the post-secondary institutions. The role of industry is crucial in ensuring the success of this work. Going forward, Advanced Education will work closely with industry to provide valuable input to classroom education and on-the-job learning through mentorship, and to ensure programming meets their talent development needs.

By March 31, 2022, 14 grants were signed with nine institutions, totaling \$6.4 million. This funding will help Albertans receive education and training in high-demand sectors such as cybersecurity, agriculture, early childhood education, hospitality and tourism, and more. The programs leveraging these 14 grants have different start-up dates that range from September 2022 to December 2023. Upon completion, students in these programs will have received post-secondary education that includes on-the-job learning through mentorship and will have developed work-ready knowledge and skills. As a result, industry will have access to a greater number of skilled workers to fill labour market needs and support economic recovery and growth.

The new *Skilled Trades and Apprenticeship Education Act* that is anticipated to come into force in 2022 will lead to additional opportunities to expand the apprenticeship model beyond current, traditional trades.

High School Apprenticeship Programs and Scholarships

Developed in 2019, 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. The program was created as part of the government's Skills for Jobs plan and is focused on increasing access to and interest in apprenticeship education among high school students.

The High School Apprenticeship Scholarship (valued to \$1,000) and the High School Apprenticeship Scholarship – Bright Future (valued at \$2,000) help meet Advanced Education's commitment to make it easier for young people to access the skills and training they need to get good jobs as skilled trades professionals.

To date, the program has awarded 2,622 scholarships to students as they graduate from high school. For 2021-22, Advanced Education disbursed 532 scholarships of \$1,000 value and nine scholarships of \$2,000 value.

CAREERS: The Next Generation

CAREERS: The Next Generation (CAREERS) is a charitable foundation raising youth career awareness and helping students discover careers through internships. The organization collaborates with government, educators, communities, industry, parents, and students to introduce youth to meaningful internship placements in high-demand occupations.

Advanced Education partners with CAREERS with the goal of informing young people about exciting careers that exist among in-demand occupations (e.g., skilled trades) that drive Alberta's economic engine, and allow them an opportunity to experience these occupations through valuable paid internships.

In 2021-22, Advanced Education provided \$6.745 million in funding to CAREERS through grant agreements. The ministry continued to monitor the number of internships delivered by CAREERS, and measured long-term benefits of these internships. CAREERS created 1,571 internships primarily in the fields of skilled trades, agriculture, information and communications technology, and health, exceeding the goal of 1,500. The number of employers providing internship opportunities during the same period was 861 (versus a target of 825), representing \$13.5 million in wages.

Alberta schools are critical partners in work-integrated learning opportunities for youth. To accomplish these goals, CAREERS interacts with 424 education partners that help bring career awareness to students and help facilitate internships. Connections to Indigenous communities continue to be a priority for CAREERS. Contacts were made with 29 of 48 First Nations, seven of eight Métis Settlements, and nine Métis Locals. COVID-19 interrupted face-to-face opportunities, however, four Summer Career Coaches provided one-to-one career support to Indigenous youth in the Regional Municipality of Wood Buffalo, Edmonton, Lethbridge, and the northwest region.

Women Building Futures

Women Building Futures is a non-profit organization based in Edmonton. Its mission is to empower women's economic prosperity by removing barriers and providing industry-recognized training in the construction trades, maintenance, transportation industries, and other in-demand occupations.

2021-22 was the second year of a three-year grant agreement with Women Building Futures. Advanced Education provided \$7.6 million in total funding (\$3.5 million in 2021-22) to support women who wish to pursue opportunities in skilled trades.

The ministry also provided a second grant to Women Building Futures during 2021-22 for \$3 million over three years to support economic recovery through employer incentives.

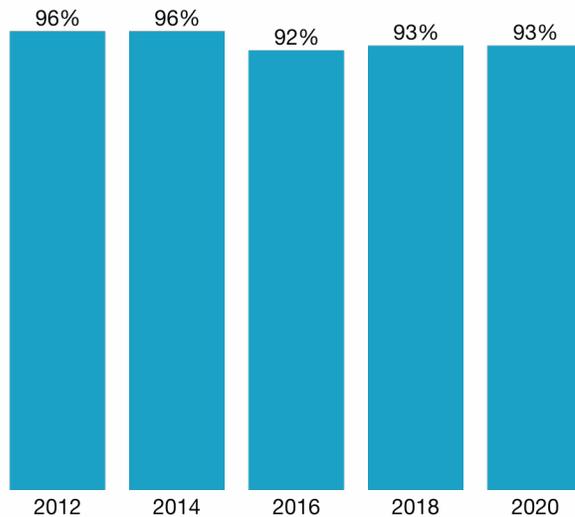
Women Building Futures reported that, despite program delivery challenges due to the pandemic, they exceeded many program targets in 2021-22. These include:

- Over 2,700 women accessing pre-program supports, an increase of 39 per cent over the previous year;
- Over 739 women accessing post-program supports, an increase of 143 per cent over the previous year;
- 115 connections with Indigenous communities, an increase of 400 per cent over the previous year;
- 32 new partnerships established, an increase of 33 per cent over the previous year;
- Over 200 women enrolled into a program, an increase of 18 per cent over the previous year; and
- 194 program graduates, an increase of 24 per cent over the previous year.

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 post-secondary graduates who are in the labour force and are not enrolled as full-time students. It includes graduates from publicly funded post-secondary institutions in Alberta. Employment status is one of the most important indicators of labour market outcomes. 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 2020 (most recent data available), 93 per cent of recent post-secondary graduates in the workforce reported that they were currently employed at the time of the survey. This result was consistent with the result in 2018. Changes in the results since 2012 were generally within the margin of error.

In 2020, graduates from the majority of fields of study had employment rates higher than 90 per cent. Specifically, graduates who studied education had the highest employment rate (96 per cent), whereas those who studied physical and life sciences, and technologies had the lowest employment rate (87 per cent). Graduates with a master's degree reported the highest employment rate (95 per cent), followed by those with an applied or bachelor degree (94 per cent), a doctoral degree (93 per cent), a diploma (92 per cent), and those with a certificate (90 per cent).

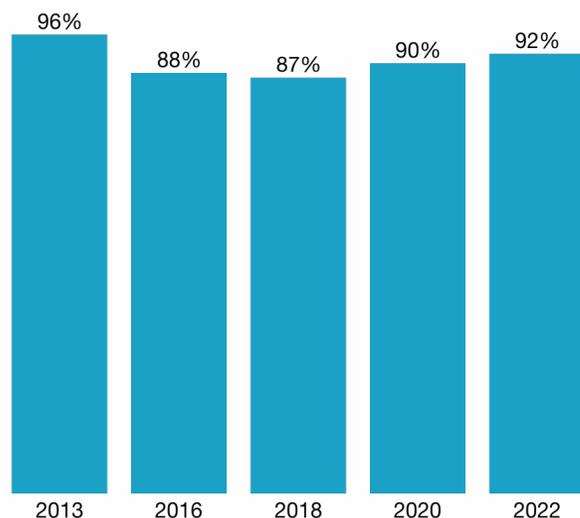
A number of factors can influence the results of this metric, such as the economy and labour market conditions during the time when graduates are looking for jobs. For example, the low result in 2016 could potentially be attributed to the economic downturn in that year.

Notes

- The 2022 result will be reported in the 2022-23 annual report.
- 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 2017/18. <https://open.alberta.ca/publications/results-graduate-outcomes-survey-publicly-funded-post-secondary-institutions-class-2017-2018>

Performance Indicator 1.b

Percentage of apprentices surveyed between 5 and 18 months after graduation who report being employed (biennial survey)



This metric describes the proportion of recent apprenticeship graduates in the labour force who are employed. 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 2022, 92 per cent of recent apprenticeship graduates in the workforce reported that they were currently employed at the time of the survey. This result was two percentage points higher than the 2020 result, and was also above what was observed in 2016 and 2018.

In 2022, among the graduates who were employed, 92 per cent were working in the trade profession from which they had just graduated. This result remained the same from the previous survey year. Employment rates of apprentices are highly influenced by the economy.

The 2022 survey results were collected during the COVID-19 pandemic and reflected the impact it had on apprenticeship education. Measures to help mitigate that impact were put in place to help apprentices continue to progress and complete their programs.

Beyond the COVID-19 mitigation measures, in 2021-22, the Government of Alberta focused on implementing the recommendations from the Skills for Jobs Task Force report released in January 2021. Based on those recommendations, a new *Skilled Trades and Apprenticeship Education Act* will come into force in 2022. It will replace the 30-year-old *Apprenticeship and Industry Training Act* to modernize apprenticeship education and the regulation of skilled trades in Alberta, creating a more flexible and efficient system. The new legislation will support Alberta's economic recovery, strengthen education pathways, increase options for industry, improve the quality of the learning experience, promote the skilled trades, and reduce red tape.

Notes

- The survey in 2015 was delayed by a year to conduct a full review of the survey.
- For a detailed breakdown of results, see the Comprehensive Final Report – Apprenticeship Education Survey 2022: Graduates and First Period Apprentices. <https://open.alberta.ca/publications/apprenticeship-education-survey-of-graduates-and-first-period-apprentices-2020-2021>

Outcome Two

Alberta's adult learning system is efficient, financially sustainable and globally competitive.

Actions that Support the Priorities of the Government of Alberta Strategic Plan

Priority Three:

Fiscal Accountability

Objective One:

Value for each tax dollar spent

Action

- Collaborate with post-secondary institutions, industry, students, and other stakeholders to finalize and implement recommendations from the Alberta 2030: Building Skills for Jobs strategy. This will deliver the high-quality education, skills, and training needed to get Albertans back to work, meet current and future labour market demands, and drive innovation to make Alberta competitive in the global economy.

Results

- The Alberta 2030 strategy, released in April 2021, outlines a reimagined vision, direction, and new way of working for Alberta's higher education system. Implementation of the Alberta 2030 strategy began immediately upon its release and is occurring in phases over the strategy's 10-year timeframe. The post-secondary system, guided by this strategy, will play a vital role in advancing Alberta's Recovery Plan and Alberta at Work by creating jobs; diversifying and building the economy; developing, attracting, and retaining talent; and building partnerships between institutions and industry.
- The following actions were taken in 2021-22 in support of the Alberta 2030 strategy:
 - ◆ streamlined the program approval process to cut red tape and give post-secondary institutions more flexibility to respond to student and labour market needs and to develop new and innovative programs (see Streamlined Program Approvals under Key Objective 1.1 for more detail);
 - ◆ introduced legislative changes to support the strategic direction of Alberta 2030, and to implement the Skills for Jobs Task Force recommendations through the *Advanced Education Statutes Amendment Act, 2021* (see Bill 74 under Key Objective 2.2 for more detail); and
 - ◆ expanded Inclusive Post-Secondary Education and Transitional Vocational Programs with a \$1.9 million investment from Community and Social Services to help more Albertans with developmental disabilities reach their educational goals and prepare for the workforce. This will create at least 36 new spots for students with developmental disabilities to attend post-secondary education.

Key Objectives

- 2.1 Reduce red tape on post-secondary providers, learners, and industry by evaluating and realigning their relationship with government to improve system outcomes, streamlining the program approval process to enhance timely programming that meets learner needs, and increasing digital services to enhance efficiency and stakeholder experience.

Red Tape Reduction

In 2021-22, Advanced Education continued to build on its red tape reduction efforts from the previous years. Following the baseline count of regulatory requirements, the Government of Alberta identified cumulative targeted reductions in regulatory requirements of five per cent (2019-20), 12 per cent (2020-21), 20 per cent (2021-22) and 33 per cent (2022-23). Advanced Education exceeded the 2019-20 and 2020-21 targets and continued this progress with a 26.5 per cent reduction in 2021-22. This reduction reflects adjustments to Advanced Education's baseline count and ongoing efforts to lessen regulatory requirements and reduce administrative burden for post-secondary providers, employers, and students.

The ministry's reductions in red tape to date have been primarily a result of removing unnecessary and duplicative reporting requirements, making enhancements to service delivery, and establishing more efficient business processes. Changes such as those identified below benefit institutions, students, and employers by saving them time and effort currently spent on administrative requirements, and by helping to foster a learning system that provides high-quality post-secondary opportunities and experiences.

A significant achievement in 2021-22 was repealing the *Apprenticeship and Industry Training Act* and replacing it with the *Skilled Trades and Apprenticeship Education Act* to make the system more flexible, reduce red tape for educators and industry, and give workplaces new tools to meet emerging challenges. The new act addresses the recommendations of the Skills for Jobs Task Force on how government can renew and expand trades education and opportunities to meet labour demands. The changes will enable Alberta to expand apprenticeship education to other professions and high-demand occupations and modernize how skilled trades professions are governed. The *Skilled Trades and Apprenticeship Education Act* is expected to come into force in 2022.

Advanced Education achieved the following additional red tape reductions in 2021-22:

- Delegated the Minister's statutory authority to the appropriate level to reduce the time post-secondary institutions have to wait for program proposals to be reviewed by the department.
- Improved the program approval process to eliminate unnecessary application requirements, enable universities to undertake independent reviews, and improve turnaround time for program approvals (see more information on Streamlined Program Approvals under Key Objective 1.1).
- Transferred authority to set apprenticeship tuition from the Minister of Advanced Education to the boards of governors of public post-secondary institutions. This change follows the recommendations from the Skills for Jobs Task Force, better aligns apprenticeship fees with those of other post-secondary programs, and enables more flexibility for post-secondary institutions to set appropriate tuition rates.
- Reduced the frequency of reporting and eliminated unnecessary and duplicative requirements as part of the tuition and annual reporting.

- Transferred authority for the delivery of financial assistance for students in foundational learning from the *Income and Employment Supports Act* to the *Student Financial Assistance Act* through the new Foundational Learning Assistance Regulation to help simplify eligibility criteria, streamline applications, and remove barriers for Indigenous students and sponsored immigrants.
- Replaced annual mental health funding for students at post-secondary institutions with multi-year agreements to reduce time spent by post-secondary institutions on application and reporting processes.
- Streamlined the Apprenticeship Record Books to eliminate duplicate and unnecessary requirements within the record books that were no longer used in administering the program or were already reflected in relevant regulations and policy. The Apprentice Record Book is utilized to document the progression of an apprentice during the on-the-job learning portion of their apprenticeship education. This is completed primarily through the documentation of hours worked. These changes result in time savings for apprentices in completing and updating information in the record books.
- Consolidated reporting requirements related to prior learning assessment in the MyTradesecrets – a secure online service that provides Apprenticeship and Industry Training clients and stakeholders with access to view and update program information at anytime and from anywhere internet access is available. This eliminates the need for separate processes for applicants to the Pre-employment, Alberta Technician/Technology, and Alberta Career and Technology Studies programs.
- Implemented a new Foundational Learning Assistance digital service to improve the client experience and create efficiencies for learners and education providers. The application processing time has been reduced from six to eight weeks to only one week.

In 2022-23, the ministry anticipates that the implementation of the *Skilled Trades and Apprenticeship Education Act* and additional Alberta 2030 initiatives will provide further opportunities to reduce red tape for post-secondary providers, learners, and industry. Advanced Education will continue to expand digital services to enhance efficiency and stakeholder experience, and streamline processes to reduce administrative requirements for apprentices and employers.

Digital Services

Advanced Education is investing in a digital transformation strategy to improve the end-to-end service experience for clients, reduce reliance on costly legacy systems, and support both business process and client efficiencies. As one of the first initiatives under this strategy, a new Foundational Learning Assistance digital service has been developed, improving the experience and creating efficiencies for both learners and educational institutions. Additionally, the new service significantly improves the time it takes to disperse funds to learners. The application processing time has gone from six to eight weeks down to one week.

The Digital Strategy team has also begun to work with system stakeholders to validate and align digital service expectations to achieve a more coordinated and integrated student experience.

2.2 Work with post-secondary institutions, industry, students and other stakeholders to finalize and implement recommendations from the Alberta 2030: Building Skills for Jobs strategy.

Alberta 2030: Building Skills for Jobs

The Alberta 2030 strategy was released in April 2021 to transform the adult learning system to focus on providing the high-quality education, skills, and training needed for Alberta's future. The Alberta 2030 strategy outlines a reimagined vision, direction, and new way of working for Alberta's higher education system. Post-secondary stakeholders were instrumental in developing the strategy and will continue to play a key role over the strategy's 10-year timeframe.

The Alberta 2030 strategy will achieve 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 strategy began immediately upon its release and is occurring in phases. Key investments and system improvements have already been made to help achieve the vision and goals. The following initiatives in support of the Alberta 2030 strategy were implemented or initiated in 2021-22:

- Invited post-secondary institutions to submit proposals for new programs that support the expansion of the apprenticeship model, with 14 grants issued to nine institutions valued at approximately \$6.4 million.
- Invested \$3.6 million to create new work-integrated learning opportunities by partnering with several industry associations in key economic sectors to provide meaningful paid work placements for hundreds of students.
- Invested \$5.6 million for post-secondary institutions and industry to develop micro-credential programs aligned with Alberta's Recovery Plan, which will help Albertans quickly build the skills they need to re-enter the workforce or pivot in their career.
- Streamlined the program approval process to cut red tape and give post-secondary institutions more flexibility to respond to student and labour market needs, and to develop new, innovative programs.
- Introduced legislative changes to support the strategic direction of Alberta 2030 and to implement the Skills for Jobs Task Force recommendations through the *Advanced Education Statutes Amendment Act* (Bill 74), 2021.

- Expanded Inclusive Post-Secondary Education and Transitional Vocational Programs with a \$1.9 million investment from Community and Social Services to help more Albertans with developmental disabilities reach their educational goals and prepare for the workforce. This will create at least 36 new spots for students with developmental disabilities to attend post-secondary education.
- Established the Research Commercialization Working Group (RCWG), which brings together representatives from industry, post-secondary, and government to implement Goal 3 of the Alberta 2030 strategy and increase economic growth and diversification.

The Alberta 2030 strategy aims to ensure that post-secondary graduates and other adult learners are equipped with skills to help them be successful, resilient, and future-ready as the province builds and diversifies its economy. It will transform the system to be highly responsive to labour market needs and will equip Albertans with the skills, knowledge, and competencies they need to succeed. The strategy also identifies initiatives to draw and nurture talent to increase Alberta's prosperity through commercialization of innovative research.

The ministry is embarking on an ambitious strategy that endeavours to prepare Alberta businesses, industries, and people to bridge to a more diverse economy. Challenges are expected as system-wide shifts progress. However, there are opportunities to collaborate during the implementation phase to leverage strengths of institutions and other stakeholders to build a stronger and more responsive system.

The post-secondary system, guided by the Alberta 2030 strategy, will play a vital role in advancing Alberta's Recovery Plan and Alberta at Work (see more detail on Alberta at Work under Key Objective 1.1) by creating jobs; diversifying and building the economy; developing, attracting, and retaining talent; and building partnerships between institutions and industry.

The ministry will continue to implement initiatives under the Alberta 2030 strategy in the coming years. Significant initiatives anticipated in 2022-23 include:

- **Increasing institutional autonomy:** Advanced Education and other ministries are exploring potential removal of some administrative red tape and certain government controls over some public post-secondary institutions to increase financial flexibility for institutions to grow own-source revenue.
- **Minister's Advisory Council on Higher Education and Skills (MACHES):** MACHES is a system-level, independent council that will advise the Minister on strategic direction for post-secondary education and how to best position Alberta as a leader in the national and international higher education landscape. MACHES will be established and members will be appointed in 2022 (see more information on MACHES below).
- **RCWG:** In 2022, the RCWG will finalize a draft action agenda to advance post-secondary research commercialization in key sectors. Advanced Education and Jobs, Economy and Innovation will present its recommendations to both ministers for decision.
- ***Skilled Trades and Apprenticeship Education Act (STAEA) Implementation:*** STAEA received royal assent in June 2021 and is expected to come into force in 2022. It will repeal the *Apprenticeship and Industry Training Act* and associated regulations upon its proclamation, as well as establish the Alberta Board of Skilled Trades. It will support a number of Alberta 2030 initiatives by enabling the expansion of the apprenticeship model to professions beyond designated trades, and opening pathways to further education and careers. Regulations, operational policy, and IT system modernization to support the renewed legislative framework are under development.

Bill 74: Advanced Education Statutes Amendment Act

Guided by the transformational vision of the Alberta 2030: Building Skills for Jobs strategy, the ministry is committed to ensuring Alberta's world-class post-secondary system will equip Albertans with the skills, knowledge, and competencies they need to succeed in their lifelong pursuits.

Bill 74, the *Advanced Education Statutes Amendment Act* amended the *Post-secondary Learning Act* and the *Skilled Trades and Apprenticeship Education Act* to align with the Alberta 2030 strategy, reflect feedback from stakeholders, and simplify processes by removing red tape.

The *Advanced Education Statutes Amendments Act* received royal assent on December 2, 2021. This act introduced a number of legislative changes to support the strategic direction of the Alberta 2030 strategy and the recommendations of the Skills for Jobs Task Force. Key changes introduced by the *Advanced Education Statutes Amendments Act* that are already in force include the following:

- Updated the preamble to reflect changes to the post-secondary system principles arising from the Alberta 2030 vision and strategic direction.
- Provided authority to establish the Minister's Advisory Council on Higher Education and Skills (MACHES).
- Changed the way term limits for board members are set out under the act, from a limit of two consecutive terms of up to three years each, to a limit of six consecutive years of service, regardless of the number of terms.
- Transferred authority to set apprenticeship tuition from the Minister of Advanced Education to the boards of governors of public post-secondary institutions. This change follows recommendations from the Skills for Jobs Task Force, better aligns apprenticeship fees with those of other post-secondary programs, and enables more flexibility for post-secondary institutions to set appropriate tuition rates.

The following change will come into force later in 2022:

- Changing the number of categories of post-secondary institutions. There will be one category for universities and another for polytechnics and colleges. This change will come into force when the *Skilled Trades and Apprenticeship Education Act* comes into force in 2022.

Global trends are reshaping post-secondary education and the skills needed for success. Rapid technological changes and the impacts of the COVID-19 pandemic have disrupted the labour market. A growing shortage of skilled trades professionals may lead to workforce shortages in key sectors of Alberta's economy, and the skill demands of employers are rapidly changing. This has contributed to the desire to work together to support Albertans' aspirations to be resilient and future ready for success in the 21st century and beyond. As a result, the system shifts implemented in Bill 74 were informed by the broadest engagement conducted by Advanced Education in over 15 years, and introduced proven practices in leading change and bringing in diverse perspectives to solve complex challenges.

The amendments brought by Bill 74 set the foundation for a renewed and collaborative model of system governance. To support ongoing implementation of this model, policy frameworks will be updated to align with this more collaborative approach to governance. It is expected that additional legislative and regulatory amendments will be brought forward in the future to continue enabling the policy direction of Alberta 2030.

Minister's Advisory Council on Higher Education and Skills

The Minister's Advisory Council on Higher Education and Skills (MACHES) was inspired by stakeholder input on creating an agile governance framework that would feature shared accountability and effective collaboration to achieve the goals and outcomes identified in Alberta 2030, and position the post-secondary system to support economic recovery. As such, this strategic council will draw input and recommendations from students, higher education, and industry to help set the long-term strategic goals and direction for Alberta's advanced education system.

Specifically, MACHES will be responsible for advising the Minister of Advanced Education on:

- strategic goals and direction for post-secondary education in Alberta;
- metrics for measuring the performance of public post-secondary and independent academic institutions in Alberta; and
- other matters as requested by the Minister of Advanced Education.

MACHES will also:

- provide an agile, forward-thinking and inclusive lens and long-term perspective on the higher education system;
- utilize local, national and international expertise in research impact and performance assessment, commercialization, and innovation through extensive stakeholder engagement;
- view the higher education sector within a broader ecosystem and consider its role in supporting and enabling growth, leadership, and innovation across other sectors in Alberta;
- systematically scan the national and international higher education horizon for innovations, best practices, and strategies likely to be of benefit in Alberta; and
- anticipate and identify emerging global trends, opportunities, and risks with potential impact on higher education in Alberta.

The Council will consist of nine members, including the chair, and will be appointed by Ministerial Order. In December 2021, a public recruitment for council members was launched, resulting in 93 applications. Twenty-three applicants were invited to interviews, and a final list of recommended candidates was submitted to the Minister's and Premier's Offices for approval.

MACHES will offer value to the entire higher education ecosystem in Alberta through the advice they provide to the Minister of Advanced Education. Strategic decisions will be more evidence informed, with greater forethought, and within a global context.

Addressing Gender-based Violence

In February 2022, prompted by student advocacy efforts and the Government of Alberta's commitment to deliver a coordinated response to sexual violence, Minister Nicolaides and Associate Minister of Status of Women Whitney Issik announced a \$2.5 million one-time investment in the post-secondary system to address gender-based violence (GBV).

This commitment aligns with Goal 1 (Improve Access and Student Experience) of the Alberta 2030 strategy by modernizing the approach to addressing sexual violence in Alberta's campus communities and working to ensure that students have a safe experience.

Alberta's post-secondary institutions will use this funding to:

- revisit and update their GBV policies to align with national best and promising practices (i.e., trauma-informed and survivor-driven), by November 2022; and

- participate in developing and delivering a new province-wide campus climate survey to assess campus community needs and gauge the impact of efforts (policy and otherwise) over time. A working group with representatives from each of the 26 institutions, ministry representatives, and other experts convened in May 2022. The campus climate survey is expected to be administered across all 26 institutions in early 2023. Results will be published by the end of 2023.

In addition to the two key deliverables above, Alberta campuses will benefit from other eligible grant uses, such as prevention campaigns, training, and promotion and application of best and promising practices.

2.3 Develop and implement an equitable and sustainable investment framework, including an outcomes-based funding model.

Post-secondary Institution Funding

In 2019, the government appointed a commission to review Alberta's finances. As part of the review, the MacKinnon Panel found that Alberta spent more per student compared to similar provinces, but did not necessarily get better post-secondary results. Previous spending was not sustainable and a more equitable approach was required. In response, Advanced Education set a path for the next three years.

The 2021-22 fiscal year was the second year of the planned three-year process to better align Alberta's post-secondary institutions with other jurisdictions in a steady and sustainable fashion. In 2021-22, Advanced Education reduced government funding and allocated funding differentially to Alberta's publicly funded post-secondary institutions, saving over \$106 million. This helped promote the sustainability of the post-secondary system and ensured that funding was distributed in a more equitable fashion, as opposed to the across-the-board approach used in previous years. The province continues to show a downward trend in terms of provincial funding on a per-student-basis to better align with other jurisdictions.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Alberta	\$13,710	\$14,048	\$14,127	\$14,197	\$13,967	\$12,666
British Columbia	\$10,183	\$9,856	\$9,690	\$9,922	\$9,890	\$10,396
Manitoba	\$13,169	\$13,291	\$12,991	\$13,611	\$13,312	\$13,132
New Brunswick	\$13,441	\$13,662	\$13,820	\$14,496	\$14,329	\$13,748
Newfoundland and Labrador	\$22,097	\$20,890	\$21,103	\$22,664	\$22,221	\$22,212
Nova Scotia	\$10,944	\$10,969	\$11,120	\$11,536	\$12,079	\$11,431
Ontario	\$7,561	\$7,660	\$7,561	\$7,360	\$7,164	\$6,700
Prince Edward Island	\$11,853	\$12,102	\$12,741	\$10,470	\$11,624	\$10,659
Quebec	\$10,832	\$10,828	\$10,910	\$11,396	\$12,057	\$12,676
Saskatchewan	\$18,303	\$16,409	\$15,598	\$15,123	\$15,076	\$14,869

This approach to financial sustainability, along with the implementation of the Alberta 2030 strategy, will strengthen forward-looking governance, strategic planning, and implementation of priority collaborative initiatives. Once a new baseline is achieved, options to best align funding to labour market needs will continue to be considered and evaluated.

Investment Management Agreements

Investment Management Agreements (IMAs) are contracts between publicly funded post-secondary institutions and the Minister of Advanced Education. IMAs are the primary accountability instrument of a performance-based funding model, in that they incentivize institutions to work collectively to achieve the goals of Alberta 2030. They are also a requirement under the *Post-secondary Learning Act*.

After pausing the implementation of the IMAs in 2020-21 due to the ongoing challenges caused by the COVID-19 pandemic, the Minister reintroduced IMAs for the 2021-22 fiscal year to align Alberta's post-secondary system with Alberta's economic recovery. Advanced Education completed IMAs with all 26 publicly-funded institutions for 2021-22. The IMAs developed in 2021-22 were intended to bridge the lingering challenges of the pandemic, while serving as a socialization instrument for future iterations of the agreements.

The 2021-22 IMAs were only one year in length and were smaller in scope, containing only one performance metric that focused on programs offered by post-secondary institutions with a work-integrated learning component. This metric recognizes the important role Alberta's post-secondary system will play in economic recovery. All institutions committed to increasing the proportion of their approved programs that have a work-integrated learning opportunity for students, and the Minister fully expects all institutions to meet their targets. The assessment of the performance of institutions against their targets will occur in the summer of 2022 and any adjustments to funding will occur in the 2023-24 fiscal year. Access to work-integrated learning opportunities is important for students, and post-secondary institutions are dedicated to achieving their targets to meet the needs of their students.

The ministry negotiated two new funding metrics for inclusion in the upcoming 2022-23 IMAs. The two new metrics include the total domestic enrolment in approved programs by academic year and the proportion of recent graduates in employment two years after graduation in a field somewhat related to their study. The intent of these measures and the IMAs is to identify and incentivize measurable progress towards the vision and goals contained in Alberta 2030.

Funding for Students with Disabilities

Post-secondary institutions must adhere to the provisions laid out by the Alberta Human Rights and Citizenship Commission in the Duty to Accommodate Students with Disabilities in Post-secondary Educational Institutions. This document includes specific obligations with the goal of ensuring students with disabilities can fully participate in all aspects of their educational experience.

Funding for Students with Disabilities is provided under the main funding agreement for publicly funded post-secondary institutions in Alberta. Under this grant, Advanced Education provides \$11.2 million annually to 26 publicly funded post-secondary institutions to enhance their capacity to provide timely services, supports, and accommodations for students with disabilities seeking assistance, so they can seamlessly and successfully participate in their programs of study.

This grant continues the ministry's long-term commitment to help students receive the accommodations and supports they need. It also complements the grant funding available for students with disabilities through Alberta Student Aid, and is crucial to providing program offerings and supports for learners who would otherwise not be able to access post-secondary education. The structure of the funding gives post-secondary institutions the flexibility to use it in a manner that best addresses student needs, such as hiring additional staff or purchasing software or assistive technologies that can be loaned out for use.

Due to campus closures and gathering restrictions caused by the COVID-19 pandemic, post-secondary institutions shifted many services online. This fundamentally changed the way students access services and participate in learning. Some institutions described changes in their student service delivery. For example, when all exams are moved online or replaced with assignments, students with disabilities do not need the same accommodations they did in previous years.

These shifts had major effects, positive and negative, on students with disabilities in the 2020-21 academic year. In 2020-21 (the most recent data available), approximately 15,890 students registered with disability services at publicly funded post-secondary institutions. This number is lower than 2019-20 (19,513) and 2018-19 (21,895). However, the 2020-21 results are approximate because reporting capabilities at post-secondary institutions were impacted by the pandemic, and not all institutions reported results in that year.

Student Aid

Advanced Education provides student loans, grants, scholarships, and awards that allow Albertans to access post-secondary learning opportunities regardless of financial circumstances. In 2021-22, the government distributed over \$103 million in scholarships and awards to approximately 52,000 recipients; \$49.2 million in grants to approximately 18,000 low- and middle-income student loan borrowers; and \$743 million in Alberta student loans to approximately 105,000 borrowers. The following student aid programs are highlighted for 2021-22.

- Alberta Student Grant (ASG) for Full-Time Students

The ASG consolidated the previously offered Maintenance Grant (which was not income tested) and the Alberta Low Income Grant, and now reaches more students. The result is a better-targeted grant available to students who may not have had eligibility in the past due to their program of study or program length. This includes students in one-year programs such as Open Studies and University Transfer, apprenticeship programs, and graduate level programs. ASG expenditures for the 2021-22 fiscal year totaled \$49 million. The number of students who received the grant in 2021-22 totalled 17,965.

For 2021-22, the ASG was made available to both low- and middle-income families who were ineligible for the federal Canada Student Grant for full-time students. However, due to high program demand, ASG funding was put on hold in September 2021 for the remainder of the funding year to ensure spending did not exceed appropriation. The ASG will be made available again in 2022-23 with revised eligibility criteria.

- The Alex Decoteau Award of Honour

Fulfilling a government commitment, this award honours the legacy of Alex Decoteau and all those who have risked their life in defense of our country. The program provides a one-time award of \$5,000 to up to 200 Alberta members of the Canadian Armed Forces who served in designated military operations, or were permanently disabled as a result of participating in Canadian Armed Forces training in Canada. The award is also available to the children or the spouse of members killed or disabled during their service. The purpose of the award is to provide our military heroes with support to help them take the next step in their careers through post-secondary studies. The award was officially announced in July 2020, and 2021-22 was the first full academic year for the award. Thirty-two applicants received it in 2021-22, totalling \$155,000 in funding. Currently, eligibility requirements are under review to improve the uptake of the award.

Alberta's student aid programming is continuously reviewed to ensure that government's investments in student supports are effective, reduce financial barriers, help students cover basic learning and living costs, support economic recovery, and align with other initiatives from the Alberta 2030 strategy.

Exceptional Tuition Increases

In accordance with the Tuition and Fees Regulation, the Board of Governors of a public post-secondary institution (except The Banff Centre) may submit an application, in writing, to the Minister of Advanced Education to request an exceptional tuition increase (ETI) in respect of an approved program. An ETI does not count toward the institution's seven per cent maximum limit for overall tuition increases (and following the 2022-23 academic year, the Consumer Price Index cap), and allows for an increase in an individual program, which can be greater than 10 per cent. An approved ETI will only apply to new cohorts beginning in the year when it is implemented, while current students are to be grandfathered for the standard program length identified in the Provider and Program Registry System.

The sole purpose of an approved ETI is for the institution to use the additional revenue to invest in quality improvement of the affected program to enhance the learning outcomes. Some examples of how the additional revenue could be used to achieve the intended outcomes are as follows:

- increasing the number and availability of program instructors and faculty;
- enhancing and broadening program resources (excluding capital infrastructure), such as specialized equipment and learning technologies;
- adopting more innovative program delivery methods and enhancing the quality of work-integrated learning opportunities to strengthen the employability of graduates; and
- increasing the availability, quality, and quantity of learning services and supports.

The guidelines for the Alberta Tuition Framework, which were developed by Advanced Education and shared with institutions, outline the ETI application process, including the criteria for, and evaluation of, an ETI application. Criteria includes clearly demonstrating how the increased revenue will be invested to improve the program's quality, as well as showing how impacted students were consulted.

2021-22 was the first year when institutions could submit an ETI application, to be implemented in the 2022-23 academic year. The department received 14 ETI applications: 10 from the University of Alberta, three from the University of Calgary, and one from Lethbridge College. After a comprehensive review of these applications, the Minister approved all of them.

Comparing the proposed tuition rates in these proposals with those charged at other universities within the Group of Canadian Research Universities (U15), most proposed new rates will still be slightly under the U15 average. In regards to the Academic Upgrading courses offered at Lethbridge College, its proposed new tuition rate will be lower than most other Alberta public institutions offering Academic Upgrading, such as NAIT, Red Deer Polytechnic, and NorQuest College.

2.4 Strengthen post-secondary research commercialization and investment attraction, and attract qualified international students who remain in Alberta and contribute to the economy.

International Education Strategy

Since the release of Alberta's International Education Strategy in June 2020, the province has been suffering the impact of COVID-19. International travel was difficult, and international learning opportunities were transitioned quickly from in-person to virtual study or work opportunities, where possible. Other programs had to be postponed. Despite these challenges, the ministry was still able to advance initiatives under its three priority areas identified in the International Education Strategy.

Key Priority Area 1: Global Talent Attraction

- Virtual Recruitment Fairs

The ministry participated in approximately 10 virtual recruitment campaigns with EduCanada and FPP Edu Media, showcasing Alberta's post-secondary education system in priority and potential markets, while engaging with students and collecting leads for interested institutions.

- Prairie Virtual Campaign

In March 2021, Alberta, Saskatchewan, and Manitoba, in partnership with Global Affairs Canada, began an EduCanada Virtual Campaign to promote STEM programs across the Prairies to audiences in Pakistan, Bangladesh, Brazil, Kenya, and Ghana. One of the campaign's priorities is to better track and measure success from prospect to actual attendance at institutions. Thoroughly tracking and reporting on the number of international students who choose to study in the Prairies as a result of the campaign will allow jurisdictions to demonstrate results and continue to promote institutions and the region in the future.

- International Education Marketing Campaign

In 2021-22, the ministry undertook the drafting of an International Education Strategic Marketing Framework. The Framework provided the key priority areas, strategic initiatives, and high-level action plans required to execute a marketing initiative.

On February 23, 2022, Advanced Education issued a request for proposal seeking vendors to develop and implement an international education marketing campaign. The posting closed on March 22, 2022. The ministry budgeted approximately \$450,000 per year for this project, including media services.

The implementation of this campaign is a key action in the International Education Strategy, which is meant to help institutions attract and develop global talent. To reach this goal, Alberta needs to enhance international recognition of the quality of its post-secondary system by:

- ◆ collaborating with post-secondary institutions to maximize system input and contributions regarding ideas, priorities, and strengths;
- ◆ diversifying talent attraction efforts to target new source countries and in support of smaller and rural institutions; and
- ◆ better aligning talent attraction with Alberta's labour market needs and its research and innovation priorities.

The ministry will strive to collaborate and align with ongoing marketing efforts at the federal and institutional levels.

Key Priority Area 2: Smart and Sustainable Growth

- Pandemic Response

Advanced Education ensured that post-secondary institutions completed a pandemic response plan to protect the health and safety of international students and the surrounding community. This plan was required by the federal government and enabled international students to continue to travel to Alberta during the pandemic to study at post-secondary institutions.

These plans established a mandatory 14-day quarantine period, including transportation to quarantine locations. They also provided information and support about:

- ◆ where to get the items needed for quarantine, such as food and medications;
- ◆ health insurance; and
- ◆ how to remain healthy while in Canada.

Alberta also facilitated the adoption of temporary changes to the Post-Graduation Work Permit Program (PGWPP). All students who were enrolled in a PGWP-eligible program in progress in March 2020, or who started a program of study from spring 2020 up to and including the summer 2022 semester, are not required to complete 50 per cent of their program (or programs) of study in Canada. Up to 100 per cent of their program can be completed online from outside Canada.

These programs and changes helped Alberta's post-secondary system retain current international students, while attracting and enrolling new ones as well.

Key Priority Area 3: International Skills Needed to Succeed

- Virtual Learning Experiences

By offering virtual, international learning experiences, more Alberta learners – including underrepresented and rural learners – were able to participate in programming. Virtual learning experiences with international partners have become an ongoing part of government and institutional programming in international education due to their increased accessibility, cost-effectiveness, the growing comfort of learners with virtual learning, and the prevalence of digital tools.

Unfortunately, virtual learning cannot replace the many unplanned experiences, insights, and skills gained by studying, researching, and working in-person in another country. Programming requiring travel will return when it is safe to do so.

- Mitacs

Mitacs Globalink receives annual grant funding of \$350,000 to support internship opportunities each year. The Globalink Research Internship program attracts top international students to Alberta, particularly in areas of study that align with the province's research and innovation priorities. The Globalink Research Awards program is a two-way mobility program that provides Alberta students with the opportunity to research abroad, and students from partner countries with the opportunity to pursue academic research in Alberta.

- The Washington Center (TWC)

Under the proposed new agreement, TWC will receive annual grant funding of \$200,000. The funding will be used to support up to 35 Alberta students with the opportunity to participate in an in-person and/or virtual international learning experience at TWC in one of the four programs:

- ◆ Academic Internship Program: This program is designed to help students build the skills, professional experience, and network they need to launch a career. Students will attend in Washington, D.C. for a full spring, fall or summer semester, and earn academic credit.
- ◆ Global Competencies Internship Program: Designed for students in their last semesters and recent graduates, this program provides real-world experience, skills development, and expertise to succeed in a competitive international labor market, and helps them launch a career after college, to which they need more than a degree.
- ◆ Virtual Internship Program: Students will gain real-world professional experience; access to TWC's professional network of internship sites; and career development training, mentoring, and one-on-one career advising, without leaving home.
- ◆ Short-Term Programs: Virtual, in-person, or hybrid short-term seminars for Alberta students, which include five-to-eight weeks of virtual workshops and sessions, and/or in-person exploration agenda and educational briefings in Washington, D.C. for one-to-two weeks.

The ministry allocated \$1.5 million per year for implementing the International Education Strategy. Of this annual total, \$450,000 per year was allocated for developing and implementing an international education marketing campaign, but no funds were dispersed in 2021-22. Of the \$1 million per year allocated to create international learning opportunities for learners, \$350,000 was used for Mitacs Globalink and \$200,000 for TWC. Many international activities and opportunities were cancelled in 2021-22; therefore, not all funds were spent.

Alberta's International Education Strategy is a key pillar of Alberta 2030. Ministry staff will continue to implement key actions from the strategy in the following years, including many of those delayed by the pandemic. These key actions will include signature talent and attraction activities, system capacity building in international education, and development of new global learning opportunities. The Government of Alberta expects the growing distribution of vaccines in Alberta, Canada, and around the world will continue to lead to more international education opportunities opening up again.

Research Commercialization Working Group

Post-secondary research is critical to driving economic diversification and growth through world-class talent and the discovery of new knowledge, ideas, and solutions.

The Research Commercialization Working Group (RCWG) was established in August 2021 to implement Goal 3 (Support Innovation and Commercialization) of the Alberta 2030: Building Skills for Jobs strategy. The RCWG's mandate was also to implement the recommendations of its predecessor, the Research Working Group, which was established in 2020 to develop recommendations to attract more federal research funding to Alberta's post-secondary institutions. The RCWG was comprised of representatives from industry, post-secondary institutions, and government. The intended outcomes of RCWG included:

- increasing post-secondary research translation and commercialization through specific sectors (i.e., energy, agriculture, health and disease, and emerging technologies);
- enhancing connectivity between government, industry, and post-secondary institutions;
- strengthening national and international recognition of research expertise in Alberta; and
- attracting more federal and industry research investments to Alberta.

The RCWG completed its work in May 2022, and the group's final action agenda will be submitted to the ministers of Advanced Education and Jobs, Economy and Innovation for their consideration. Implementation of specific actions will begin in the 2022-23 fiscal year.

The RCWG will have short-, medium-, and long-term impacts. For short-term impacts, some of the actions can be implemented by fall 2022, which will result in greater collaboration between post-secondary institutions, industry, and government in research initiatives and priority setting. Medium-term impacts include the establishment of mechanisms for further partnerships that address research translation and increased commercialization of post-secondary research. Long-term impacts will include increased economic competitiveness for Alberta through commercialized innovation.

Intellectual Property Commercialization Framework

The Alberta 2030: Building Skills for Jobs strategy highlighted the need to implement an intellectual property policy in Alberta, including initiatives that foster industry-post-secondary collaboration and increase post-secondary research commercialization.

The technology and innovation sector is critical for economic growth and creating jobs for Albertans. It is the fastest growing area of the global economy, and a key driver in Alberta's economic diversification efforts. Research at post-secondary institutions plays a key role in Alberta's innovation and technological competitiveness. Effectively mobilizing intellectual property from post-secondary institutions to generate commercial solutions is one of the essential facets of a jurisdiction's innovation capacity.

A request for proposal (RFP) for the development of an Alberta Intellectual Property Commercialization Framework (the IP framework) was issued on March 10, 2022. The RFP was cost-shared between the ministries of Jobs, Economy and Innovation and Advanced Education at a total of \$1.5 million. The Research Commercialization Working Group (RCWG) played a significant role in providing initial input into the needs and scope of an intellectual property process.

The IP framework will inform, guide, and accelerate commercialization of innovative research developed by Alberta's post-secondary institutions and local industry and innovators. The IP framework will position Alberta to become a technology and innovation hub, set national standards for policies and practices, and enhance collaboration between industry and post-secondary institutions, so that innovative ideas can make it to the market faster and be adopted more broadly in society and economy.

Work on the IP framework will occur from June 2022 to March 2023. Engagement with stakeholders over summer 2022 and the proceeding results will help inform:

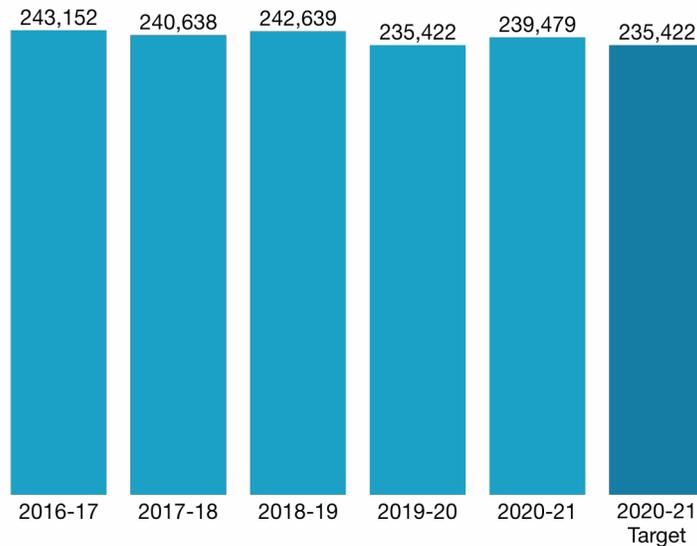
- post-secondary institutions' requirements for intellectual property awareness and potential education needs for faculty and graduate researchers;
- better intellectual property connectedness between industry and post-secondary institutions (i.e., more pathways for partnership); and
- protection of Alberta's priority intellectual property capital (where appropriate), which will strengthen the province's competitive advantage economically.

The final report and recommendations will be provided to the Government of Alberta by spring 2023.

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. This also includes 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.

Results Analysis

In the 2020-21 academic year (most recent data available), over 239,000 unique domestic learners enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions. This result met the target of 235,422, and represented an increase of about 4,000 learners (or 1.7 per cent) from the result in 2019-20.

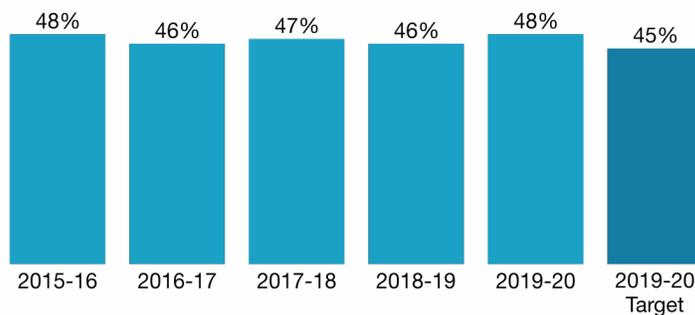
In 2020-21, the fields of study that represented the largest shares of domestic enrolment were languages, social sciences, arts, and humanities (34 per cent), followed by health sciences (17 per cent), physical, natural, and applied sciences (15 per cent), and business (13 per cent). The majority (77 per cent) of domestic learners enrolled in credential programs, including degree programs (49 per cent), diploma programs (15 per cent), and certificate programs (13 per cent).

The total domestic enrolment headcount generally showed a flat trend between 2016-17 and 2020-21, with minor fluctuations from year to year. In 2020-21, enrolment among apprenticeship learners rose by 30 per cent from 2019-20, which contributed to the increase in the total domestic enrolment between 2019-20 and 2020-21. There was a sharp decline in enrolment among apprenticeship learners in 2019-20 due to the COVID-19 pandemic. Two rounds of intake for apprentice in-class learning were suspended for all relevant post-secondary institutions. Although intake resumed the following year and apprenticeship enrolment increased in 2020-21, there has still been a total drop of 35 per cent in apprenticeship enrolment over the past five years.

The ministry committed in Alberta's International Education Strategy to maintaining access for Alberta learners in the context of attracting international students: "Institutions need to find ways of ensuring Alberta learners have access to popular programs while remaining welcoming to international students". This commitment, along with Alberta's student aid programming and tools, will help ensure Alberta's post-secondary system remains accessible to domestic learners.

Performance Measure 2.b

Provincial grants as a proportion of the total revenue of Alberta's publicly funded universities and degree-granting colleges



This metric reflects the extent to which Alberta's publicly funded universities and degree-granting colleges rely on provincial grants as a source of revenue. Results include comprehensive academic and research universities and some undergraduate universities. Monitoring this metric aligns with the recommendation from the 2019 MacKinnon Report, which advises that the government should work with post-secondary stakeholders to achieve a revenue mix comparable to that in British Columbia and Ontario. This includes enabling post-secondary institutions to obtain more funding from tuition and alternative revenue sources, and adopt more entrepreneurial approaches to how programs are financed and delivered.

Results Analysis

In 2019-20 (most recent data available), provincial grants represented 48 per cent of the total revenue among Alberta's publicly funded universities and degree-granting colleges, which was higher than British Columbia (35 per cent) and Ontario (26 per cent). This result did not meet the target of 45 per cent. Between 2015-16 and 2019-20, the results remained relatively stable between 46 per cent and 48 per cent.

The percentage of provincial grants among the total revenue of Alberta's publicly funded post-secondary institutions depends on the institutions' revenue mix. This includes funding from provincial, federal, and municipal governments; student tuition revenue; as well as other self-generated revenues such as donations, investments, non-government grants, and the sale of products and services.

Advanced Education continues to work closely with Treasury Board and Finance and other ministries across the government on opportunities to increase institutional autonomy and remove red tape in ways that will enable institutions to better diversify their revenue streams.

Note

- Results for this performance metric are collected from Statistics Canada. Not all publicly funded post-secondary institutions are included in Statistics Canada's data. See the Methodology section for the complete list of institutions included.

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 The Banff Centre). The 2020 survey was conducted with the class of 2017-18 graduates. An independent consultant (CCI Research Inc.) was hired to conduct and report on the 2020 survey.

The target participants for this metric are graduates (both domestic and international) from 25 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 institutions with less than 1,500 graduates, and a stratified sampling approach was used for larger institutions with more than 1,500 graduates. Data was collected through a telephone or an internet survey based on students' preference. From a total valid sample of 43,378 (after removing duplicate cases), a total of 16,020 surveys were completed, including 2,238 by phone and 13,782 via web. The gross response rate was 37 per cent. At the system level, the survey's margin of error was ± 0.6 per cent, at the 95 per cent confidence level.

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

For more detail on the methodology, see the Alberta Graduate Outcomes Survey Report for the Publicly Funded Post-secondary Institutions, Class of 2017/18. <https://open.alberta.ca/publications/results-graduate-outcomes-survey-publicly-funded-post-secondary-institutions-class-2017-2018>

Performance Indicator 1.b

Percentage of apprentices surveyed between 5 and 18 months after graduation who report being employed (biennial survey)

Source

- Apprenticeship Education Survey, Advanced Education

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

The target respondents are Albertans who were registered apprentices during the 2020-21 academic year (August 1, 2020 to July 31, 2021) and, during that time, completed all the requirements to become a certified journeyperson. Two targeted groups (cohorts) of graduates were surveyed:

Cohort 1: Graduates who completed both their classroom and on-the-job learning requirements of the apprenticeship program in 2020-21.

Cohort 2: Graduates who completed their on-the-job learning in 2020-21 but did not take the classroom instruction portion of the program in that academic year.

The survey population provided to the contractor was extracted from the Apprenticeship, Trade and Occupation Management System. A census approach is used for the survey, meaning that all graduates of 2020-21 were invited to participate.

The 2022 survey was conducted both online and by telephone between November 17, 2020 and February 16, 2021 (with a break for the telephone survey during Christmas and New Year). In total, 1,761 graduates were surveyed (767 by telephone and 994 online). The overall survey response rate was 37 per cent. The margin of error was ± 1.9 per cent at the 95 per cent confidence level. There were significant challenges in achieving the required response rates this year. This was attributed to challenges posed by the COVID-19 pandemic, mask mandates, vaccination requirements, and others.

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”, 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”, “Not employed, but looking for work” and “Refused/Prefer not to answer” responses.

For more detail on the methodology, see the Comprehensive Final Report – Apprenticeship Education Survey 2022: Graduates and First Period Apprentices. <https://open.alberta.ca/publications/apprenticeship-education-survey-of-graduates-and-first-period-apprentices-2020-2021>

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, and tuition and fees.

The 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. The 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 out 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.

The 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. The 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.

As the enrolment data describes only provincially approved programming at publicly funded post-secondary institutions in Alberta, the enrolment headcount at The Banff Centre is excluded in this indicator. The Banff Centre does not offer any ministry approved programming.

Performance Measure 2.b

Provincial grants as a proportion of the total revenue of Alberta's publicly funded universities and degree-granting colleges

Source

- Financial Information of Universities and Colleges Survey, table 37-10-0026-01, Statistics Canada

Results of this metric are obtained from Statistics Canada through the Financial Information of Universities and Colleges Survey (FIUC), an annual survey that collects financial information (income and expenditures) concerning all universities and degree-granting colleges across the country.

Target Population: All degree-granting institutions (universities and colleges) that are members of the Canadian Association of University Business Officers (CAUBO) are included. In Alberta, the following institutions are included in the results:

- Athabasca University
- Concordia University of Edmonton
- MacEwan University
- Mount Royal University
- St. Joseph's College
- The King's University
- University of Alberta
- University of Calgary
- University of Lethbridge

FIUC is a census survey with a cross-sectional design. Responding to the survey is voluntary, and data is collected directly from survey respondents and extracted from administrative files. Data collection for FIUC occurs between September and May of the following year.

Results for this metric are calculated by dividing the total provincial grants by the total revenues among the selected post-secondary institutions in Alberta.

For more detail on the methodology, see the data source: Statistics Canada. (2021). Financial Information of Universities and Colleges Survey (FIUC).

<https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3121>

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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 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, 2022

(in thousands)

	2022		2021	Change From	
	Budget	Actual	Actual (Restated)	Budget	2021 Actual (Restated)
Revenues					
Government Transfers					
Internal Government Transfers	\$ 322,907	\$ 328,750	\$ 290,791	\$ 5,843	\$ 37,959
Federal Government Grants	656,227	621,374	609,432	(34,853)	11,942
Investment Income	270,539	400,888	283,940	130,349	116,948
Gain (Loss) from Government Business Enterprises	—	3,254	(5,346)	3,254	8,600
Premiums, Fees and Licences	3,918	2,934	2,204	(984)	730
Tuition and Non-Credit Courses	1,474,874	1,465,355	1,323,446	(9,519)	141,909
Sales, Rentals and Services	593,134	530,682	420,838	(62,452)	109,844
Donations, Grants and Contributions	327,550	424,695	378,583	97,145	46,112
Other Revenue	82,504	103,163	53,525	20,659	49,638
Ministry Total	3,731,653	3,881,096	3,357,413	149,443	523,683
Inter-ministry Consolidation Adjustments	(383,948)	(406,119)	(373,186)	(22,171)	(32,933)
Adjusted Ministry Total	3,347,705	3,474,977	2,984,227	127,272	490,750
Expenses Directly Incurred					
Public Post-Secondary Institutions	5,423,851	5,503,681	5,423,894	79,830	79,787
Department					
Ministry Support Services	8,067	7,515	8,614	(552)	(1,099)
Program Delivery Support	74,115	69,953	71,631	(4,162)	(1,678)
Support for Adult Learning	79,647	92,466	87,404	12,819	5,062
Student Aid	191,988	228,357	298,903	36,369	(70,546)
Foundational Learning Supports	92,295	74,993	77,388	(17,302)	(2,395)
Ministry Total	5,869,963	5,976,965	5,967,834	107,002	9,131
Inter-ministry Consolidation Adjustments	(93,586)	(98,627)	(100,717)	(5,041)	2,090
Adjusted Ministry Total	5,776,377	5,878,338	5,867,117	101,961	11,221
Annual Deficit	(2,138,310)	(2,095,869)	(2,610,421)	42,441	514,552
Inter-ministry Consolidation Adjustments	(290,362)	(307,492)	(272,469)	(17,130)	(35,023)
Adjusted Annual Deficit	(2,428,672)	(2,403,361)	(2,882,890)	25,311	479,529

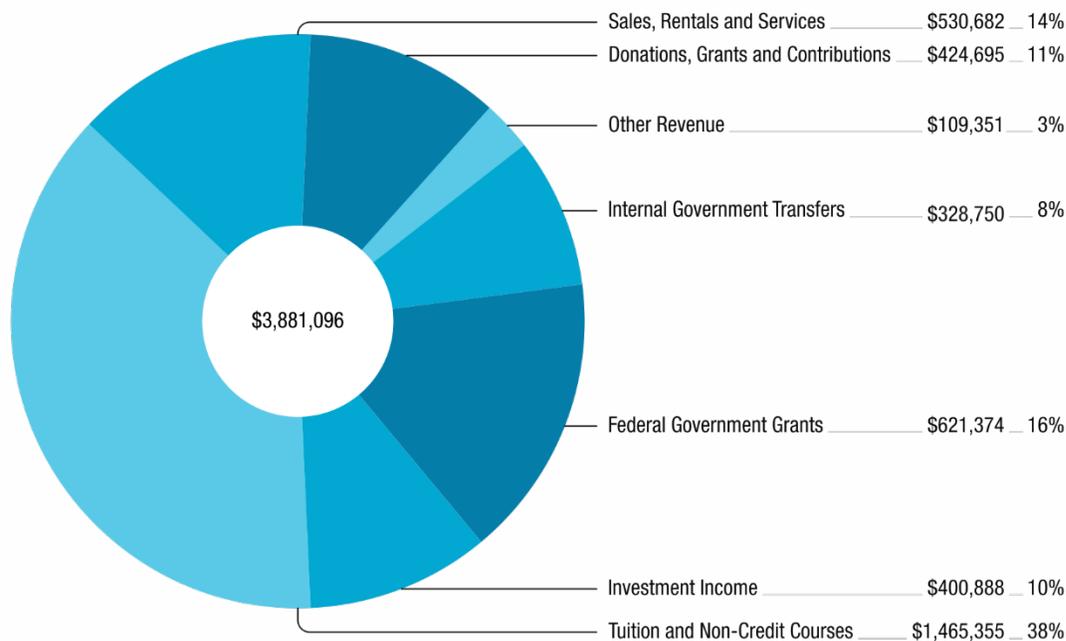
Revenue and Expense Highlights

Revenues (unaudited)

- Total revenue for the year was \$3,881 million, an increase of \$524 million or 16 per cent from the prior year and \$149 million or 4 per cent more than budget.

2022 Actual

(in thousands)



* Other Revenue includes Premiums, Fees and Licences and Net Income from Government Business Enterprises.

- **Tuition and Non-Credit Courses** revenue are the single largest source of revenue representing 38 per cent of the total revenue. The \$142 million increase was due to tuition rate increases and higher enrollment from lifting of COVID-19 restrictions. Tuition and non-credit courses revenue was \$10 million or 1 per cent less than the budget.
- **Federal Government Grants** revenue are 16 per cent of total revenue, which represents the second largest source of revenue. The \$12 million increase from the prior year was due to increase for Labour Market Agreement funding to the department. Federal Government Grants revenue was \$35 million or 5 per cent less than the budget.
- **Sales, Rentals and Services** revenue accounts for 14 per cent of total revenue. The \$110 million increase was due to increased post-secondary institutions' ancillary services revenue resulting from return to in-person classes and activities. Sales, rental and services revenue was \$62 million or 11 per cent less than the budget.
- **Donations, Grants and Contributions** revenue are 11 per cent of total revenue. The \$46 million increase was due to increased donations for research. Donations, grants and contributions was \$97 million or 30 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 \$38 million increase in Internal Government Transfer grants was primarily due to increased

research funding from Jobs, Economy and Innovation, and Health. Internal Government Transfer grants revenue was \$6 million or 2 per cent more than the budget.

- **Investment Income** accounts for 10 per cent of total revenue. The \$117 million increase from the prior year was primarily due to post-secondary institutions’ realized gains on sale of investments. Investment income was \$130 million or 48 per cent more than budget, primarily due to higher than expected post-secondary institutions’ realized gains on sale of investments.
- **Other Revenue** accounts for 3 per cent of total revenue and includes premiums, fees and licenses, income from Government Business Enterprises, refunds of prior year expenditures, endowment contributions and reinvested income, and other miscellaneous revenues. The \$59 million increase from the prior year was due to increased investment income from endowments and increase in income from Government Business Enterprises. Other Revenue was \$23 million or 27 per cent higher than budget, which was primarily due to higher than expected endowment contributions.

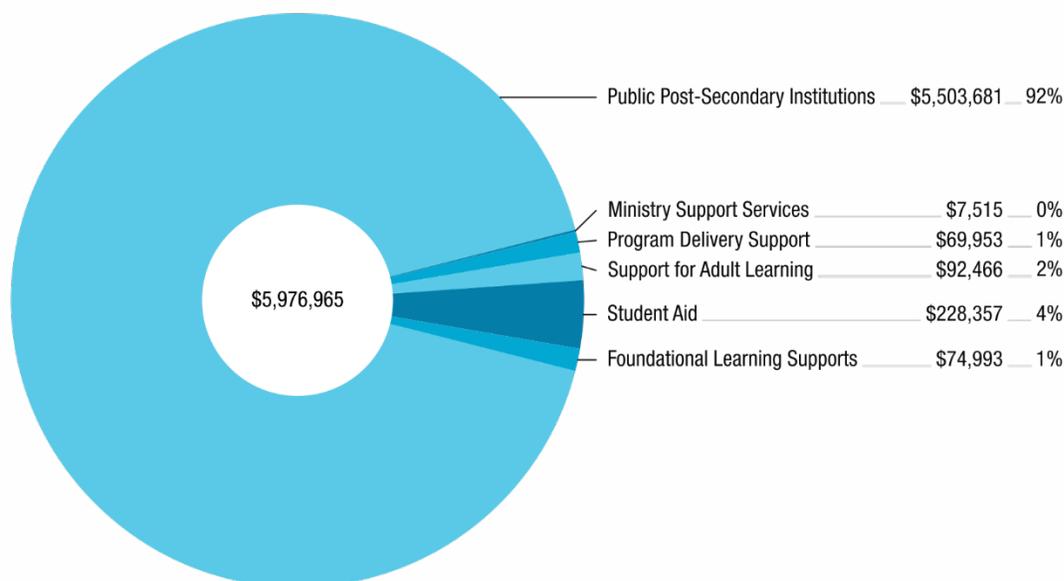
Expenses (unaudited)

- The total expenses for the year was \$5,977 million, an increase of \$9 million or 0.2 per cent from the prior year and \$107 million more than the budgeted amount.

Expenses by Program (unaudited)

2022 Actual

(in thousands)



- **Public Post-Secondary Institutions** expenses account for 92 per cent of total expense and increased by \$80 million or 2 per cent from the prior year. This increase was mainly due to recovery in overall expenses from prior year COVID-19 pandemic effects. Public Post-Secondary Institution expenses was \$80 million or 2 per cent more than budget.
- **Student Aid** expenses are the second largest category of spending and accounts for 4 per cent of total expense. The \$71 million decrease from the prior year was primarily attributed to a pause on Student Grant payments and loan default provision costs were lower as prior year had changes in methodology calculation. Student Aid expenses were

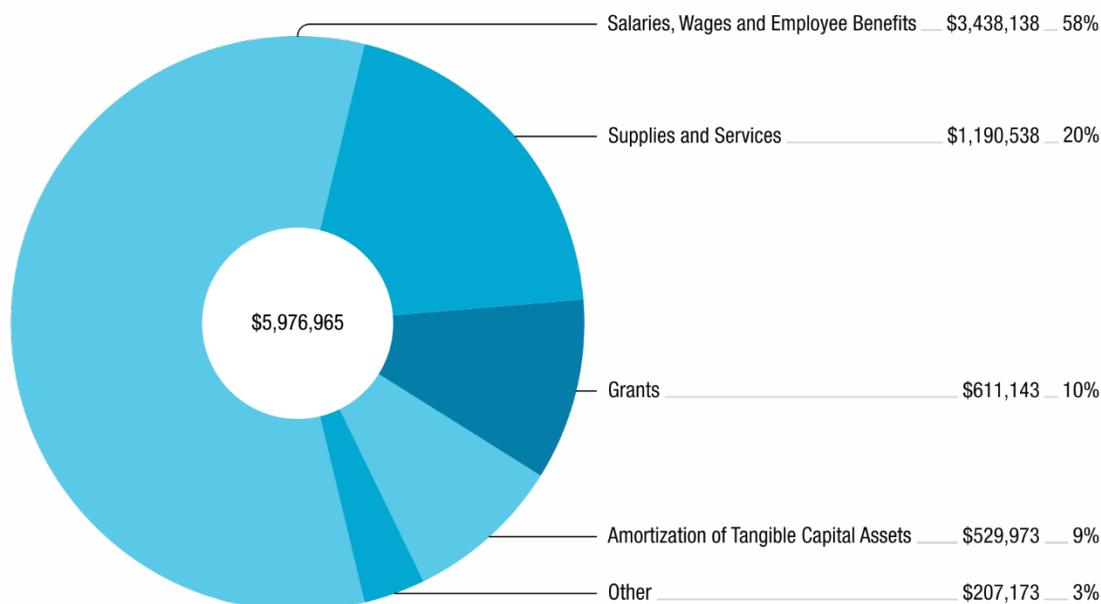
\$36 million or 19 per cent more than budget primarily due to higher provision costs than expected due to a change in default rate methodology.

- **Support for Adult Learning** expenses are the third largest category of spending and accounts for 2 per cent of total expenses. The \$5 million increase from prior year was primarily due to funding for the 2022 Programme for the International Assessment of Adult Competencies survey grant. Support for Adult Learning expenses was \$13 million or 16 per cent more than budget primarily due to increase in Community Adult Learning Programs (CALP) funding due to higher demand for the learning programs. Additional funding was also allocated for Alberta Bureau for International Education and Women Building Futures.
- **Foundational Learning Supports** expenses are the fourth largest category of spending and accounts for 1 per cent of total expense. The \$2 million decrease from the prior year was attributed to continued low enrollment from pandemic effects. Foundational Learning Support expenses was \$17 million or 19 per cent less than budget. Decrease was primarily due to lower enrollment than expected from COVID-19.
- **Other Expenses** include Program Delivery Support and Ministry Support Services, which are relatively small and the changes from the prior year and budget were not significant.

Expenses – Directly Incurred Detailed by Object (unaudited)

2022 Actual

(in thousands)



* Other expenses include Interest on Long-term Debt, Provision for Student Aid and Other.

- **Salaries, wages and employee benefits** represent the single largest expense, which accounts for 58 per cent of total expenses. Salaries, wages and employee benefits was \$10 million higher than prior year due to rehiring of staff after COVID-19 layoffs at post-secondary institutions. Salaries, wages and employee benefits was \$127 million or 4 per cent more than budget.
- **Supplies and services** account for 20 per cent of total expense. Increase from prior year of \$193 million was due to return to in-person activities at post-secondary institutions

(increased general supplies, janitorial, computer hardware, research related travel and support services). Supplies and services was \$47 million or 4 per cent more than budget.

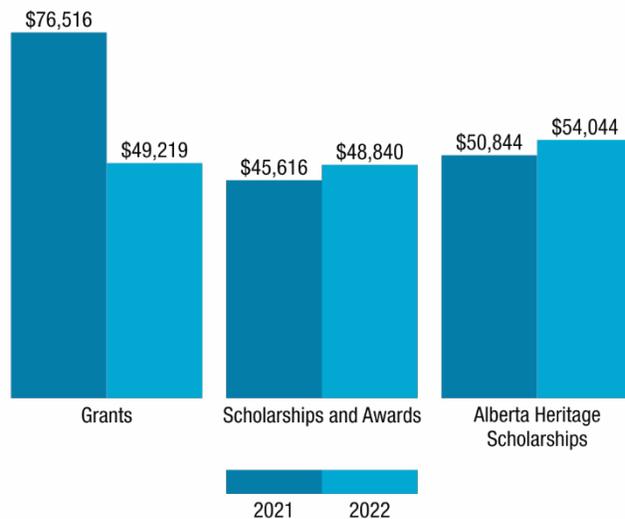
- **Grant expense** accounts for 10 per cent of total expenses. Decrease from prior year of \$10 million was primarily due to pause of Alberta Student Grant payments.
- **Amortization expense** accounts for 9 per cent of total expenses. Decrease from prior year of \$30 million or 5 per cent was primarily due to several post secondary institutions increasing the expected useful life of their capital assets.
- **Other expenses** account for 3 per cent of total expenses and include interest on long-term debt, provision for student aid and other miscellaneous expenses. Other expenses decreased by \$155 million primarily from lower cost of goods sold than prior year, decrease of pension costs and decrease in Provision for Future Cost of Student Loans as a result of the change in calculation methodology in the prior year.

Supplemental Financial Information

Student Aid (unaudited)

(in thousands)

Student Aid Grants and Scholarships Awarded



There was a decrease of 35.7 per cent in the Grants due to Alberta Study Grant turnoff in September to avoid going over budget. Increase of 7.1 per cent and 6.3 per cent respectively in Scholarship and Awards and Alberta Heritage Scholarship respectively due to increase in scholarship recipients and increase in demand and value of award to Alexander Rutherford Scholarship recipients.

Loans Disbursement, Loans Receivable and Provision Expense

- Total loans disbursed were \$742,726 (2021 - \$572,918)
- Loans repayment was \$380,136 (2021 - \$269,341)
- Total provision expense was \$101,718 (2021 - \$149,337)

	2022	2021
Loans Receivable	\$ 4,224,277	\$ 3,888,526
Less:		
Allowance for Impaired Loans	(524,226)	(455,233)
Allowance for Loan Subsidy	(42,885)	(49,798)
Allowance for Repayment Assistance	(9,963)	(7,710)
	<u>\$ 3,647,203</u>	<u>\$ 3,375,785</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 affected the total student loan provision as follows:

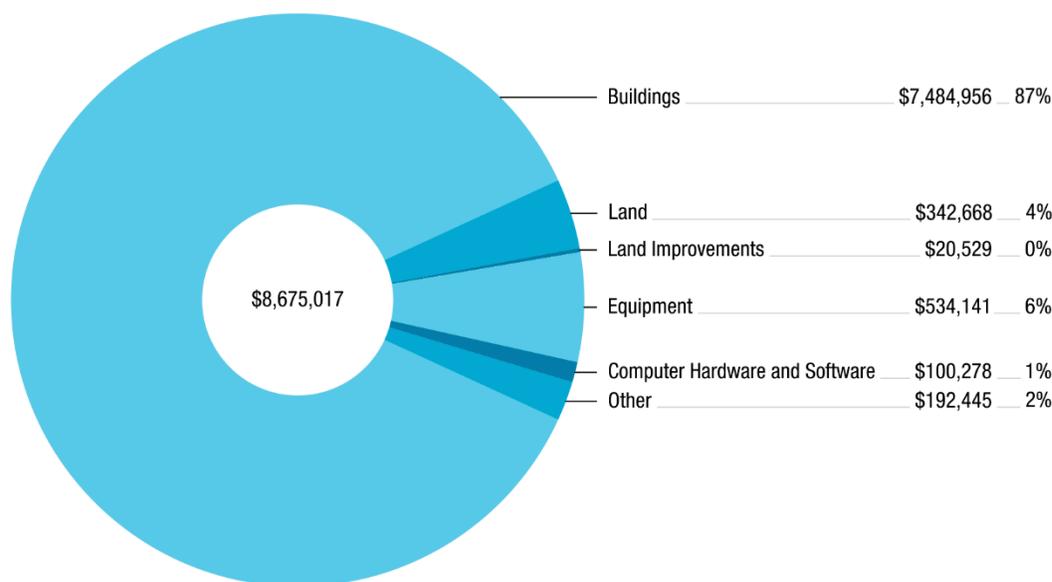
- An increase or decrease of 0.25% to the default rate would respectively increase or decrease the provision by \$9,759 (9.6%).

- An increase or decrease of 0.25% in the provincial borrowing rate or the student lending rate would have no impact on the loan subsidy provision.
- An increase or decrease of 1% 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, 2022

(in thousands)



- Total net book value for the year was \$8,675 million, which increased slightly from the prior year by 0.4 per cent.
- Buildings represent the single largest balance and accounts for 87 per cent of total tangible capital assets. In 2022, additions to buildings were \$399 million and disposals including write-downs were \$31 million.
- 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 asset was \$17,130 million and total accumulated amortization was \$8,455 million for the year.

Portfolio Investments (unaudited)

Portfolio Investment Five Year Trend

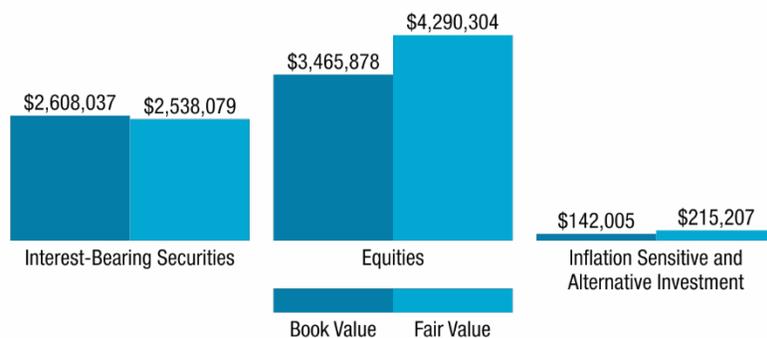
(in thousands)



- The cost and fair market value of portfolio investments have been steadily increasing over the past five years except in 2020, when a slight decrease in fair market value occurred due to the market correction caused by the pandemic.

Comparison of Book Value to Fair Value as of March 31, 2022

(in thousands)



- The total portfolio investment for 2022 was \$6,216 million at cost and \$7,044 million at fair market value. Interest-bearing securities and equities are the two largest types of portfolio investments.
- Interest-bearing securities include deposits, short-term securities, bonds and mortgages. Equities include Canadian and foreign equities, pooled hedged funds, and pooled investment funds. Inflation sensitive and alternative investments include real estate funds and other miscellaneous investments.
- In 2022, the fair market value of interest bearing securities was less than cost by \$70 million or 3 per cent while the fair market value of equities was significantly greater than cost by \$824 million or 19 per cent. The fair market value of inflation sensitive and alternative investment was greater than cost by \$73 million or 34 per cent.

Financial Statements of Other Reporting Entities

Summary of Subsidiaries Financial Statements (unaudited)

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Comprehensive Academic and Research Universities

Summary Financial Statements (Unaudited)¹

for March 31, 2022 _____ (in thousands)

	University of Alberta	University of Calgary	University of Lethbridge	Athabasca University	2022 Totals	2021 Totals (Restated)
Statement of Financial Position						
Financial Assets excluding Portfolio Investments Restricted for Endowments						
Cash and Cash Equivalents	\$ 19,183	\$ 247,779	\$ 11,173	\$ 10,065	\$ 288,200	\$ 398,212
Portfolio Investments – Non-Endowments	1,466,323	933,080	193,384	67,754	2,660,541	2,375,447
Investment in Government Business Enterprises	(768)	(3,715)	—	—	(4,483)	(4,902)
Accounts Receivable	139,640	118,261	4,710	3,781	266,392	251,702
Inventories for Resale	2,931	6,053	472	953	10,409	11,163
	<u>1,627,309</u>	<u>1,301,458</u>	<u>209,739</u>	<u>82,553</u>	<u>3,221,059</u>	<u>3,031,622</u>
Liabilities						
Accounts Payable and Accrued Liabilities	207,081	183,439	21,807	15,350	427,677	422,713
Employee Future Benefit Liabilities	233,193	107,820	37,749	13,209	391,971	394,712
Debt	380,433	159,539	6,414	—	546,386	540,968
Deferred Revenue	637,358	692,860	40,332	27,180	1,397,730	1,243,555
Unspent Deferred Capital Contributions	132,717	51,502	23,650	—	207,869	225,645
	<u>1,590,782</u>	<u>1,195,160</u>	<u>129,952</u>	<u>55,739</u>	<u>2,971,633</u>	<u>2,827,593</u>
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	<u>36,527</u>	<u>106,298</u>	<u>79,787</u>	<u>26,814</u>	<u>249,426</u>	<u>204,029</u>
Portfolio Investments – Restricted for Endowments	1,639,760	1,162,862	94,499	4,139	2,901,260	2,779,095
Net Financial Assets	<u>\$ 1,676,287</u>	<u>\$ 1,269,160</u>	<u>\$ 174,286</u>	<u>\$ 30,953</u>	<u>\$ 3,150,686</u>	<u>\$ 2,983,124</u>
Non-Financial Assets						
Tangible Capital Assets	\$ 2,703,428	\$ 2,142,819	\$ 497,778	\$ 48,330	\$ 5,392,355	\$ 5,331,121
Inventories of Supplies	—	—	69	—	69	91
Prepaid Expenses	12,141	16,025	1,670	2,494	32,330	28,481
	<u>2,715,569</u>	<u>2,158,844</u>	<u>499,517</u>	<u>50,824</u>	<u>5,424,754</u>	<u>5,359,693</u>
Net Assets before Spent Deferred Capital Contributions	<u>4,391,856</u>	<u>3,428,004</u>	<u>673,803</u>	<u>81,777</u>	<u>8,575,440</u>	<u>8,342,817</u>
Spent Deferred Capital Contributions	<u>1,825,517</u>	<u>1,446,573</u>	<u>395,231</u>	<u>34,153</u>	<u>3,701,474</u>	<u>3,683,276</u>
Net Assets	<u>2,566,339</u>	<u>1,981,431</u>	<u>278,572</u>	<u>47,624</u>	<u>4,873,966</u>	<u>4,659,541</u>
Net Assets is comprised of:						
Accumulated Surplus	\$ 2,121,162	\$ 1,764,351	\$ 258,852	\$ 46,885	\$ 4,191,250	\$ 3,928,007
Accumulated Remeasurement Gains	445,177	217,080	19,720	739	682,716	731,534
	<u>\$ 2,566,339</u>	<u>\$ 1,981,431</u>	<u>\$ 278,572</u>	<u>\$ 47,624</u>	<u>\$ 4,873,966</u>	<u>\$ 4,659,541</u>

¹ 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)¹

for March 31, 2022 _____ (in thousands)

	University of Alberta	University of Calgary	University of Lethbridge	Athabasca University	2022 Totals	2021 Totals (Restated)
Statement of Operations						
Revenue	\$ 1,901,937	\$ 1,469,099	\$ 224,452	\$ 160,888	\$ 3,756,376	\$ 3,517,249
Expenses	1,771,669	1,442,815	202,358	150,576	3,567,418	3,491,258
Endowment Contributions and Capitalized Investment Income	23,300	36,554	14,304	127	74,285	35,908
Annual Surplus	\$ 153,568	\$ 62,838	\$ 36,398	\$ 10,439	\$ 263,243	\$ 61,899
Statement of Cash Flows						
Cash and Cash Equivalents, Beginning of Year	\$ 96,308	\$ 252,955	\$ 41,355	\$ 7,594	\$ 398,212	\$ 242,237
Cash Provided by Operating Transactions	111,967	125,377	7,549	12,268	257,161	406,089
Cash Applied to Organizational Activities	(189,092)	(130,553)	(37,731)	(9,797)	(367,173)	(250,114)
Cash and Cash Equivalents, End of Year	\$ 19,183	\$ 247,779	\$ 11,173	\$ 10,065	\$ 288,200	\$ 398,212
Statement of Changes in Net Financial Assets						
Annual Surplus	\$ 153,568	\$ 62,838	\$ 36,398	\$ 10,439	\$ 263,243	\$ 61,899
Changes to Accounts Relating to Non-Financial Assets	(2,502)	(58,969)	(29,973)	(4,238)	(95,682)	598,799
Increase in Net Financial Assets in the Year	151,066	3,869	6,425	6,201	167,561	660,698
Net Financial Assets, Beginning of Year	1,525,221	1,265,291	167,861	24,752	2,983,125	2,322,426
Net Financial Assets, End of Year	\$ 1,676,287	\$ 1,269,160	\$ 174,286	\$ 30,953	\$ 3,150,686	\$ 2,983,124
Salary and Benefits of President Positions						
Base Salary	\$ 447	\$ 447	\$ 357	\$ 281		
Other Cash Benefits ²	6	6	—	21		
Non-Cash Benefits ³	168	269	112	38		
	\$ 621	\$ 722	\$ 469	\$ 340		

¹ 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.

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

³ 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)¹

(in thousands)

	MacEwan University	Mount Royal University	March 31, 2022 Totals ²	Alberta University of the Arts	MacEwan University	Mount Royal University	June 30, 2021 Totals	June 30, 2020 Totals (Restated)
Statement of Financial Position								
Financial Assets excluding Portfolio Investments Restricted for Endowments								
Cash and Cash Equivalents	\$ 61,216	\$ 16,066	\$ 77,282	\$ 17,806	\$ 46,421	\$ 3,984	\$ 68,211	\$ 39,706
Portfolio Investments – Non-Endowments	57,528	105,463	162,991	7,692	55,665	100,758	164,115	137,409
Accounts Receivable	26,241	11,427	37,668	210	27,191	12,470	39,871	39,941
Inventories for Resale	1,533	830	2,363	324	1,375	649	2,348	2,507
	146,518	133,786	280,304	26,032	130,652	117,861	274,545	219,563
Liabilities								
Accounts Payable and Accrued Liabilities	35,839	21,839	57,678	3,299	27,962	16,518	47,779	54,427
Employee Future Benefit Liabilities	6,222	2,178	8,400	77	7,082	2,315	9,474	10,577
Debt	59,309	44,430	103,739	22	61,733	47,755	109,510	127,021
Deferred Revenue	57,219	41,094	98,313	6,900	55,431	44,214	106,545	69,379
Unspent Deferred Capital Contributions	150	19,256	19,406	8,469	295	16,093	24,857	9,707
Environmental Liability	6,665	—	6,665	—	6,665	—	6,665	6,014
	165,404	128,797	294,201	18,767	159,168	126,895	304,830	277,125
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	(18,886)	4,989	(13,897)	7,265	(28,516)	(9,034)	(30,285)	(57,562)
Portfolio Investments – Restricted for Endowments	84,255	76,966	161,221	9,104	81,859	75,196	166,159	141,072
Net Financial Assets	\$ 65,369	\$ 81,955	\$ 147,324	\$ 16,369	\$ 53,343	\$ 66,162	\$ 135,874	\$ 83,510
Non-Financial Assets								
Tangible Capital Assets	\$ 394,131	\$ 323,821	\$ 717,952	\$ 6,389	\$ 398,957	\$ 326,493	\$ 731,839	\$ 749,340
Inventories of Supplies	—	389	389	299	—	78	377	387
Prepaid Expenses	6,464	1,486	7,950	229	7,350	243	7,822	8,307
	400,595	325,696	726,291	6,917	406,307	326,814	740,038	758,034
Net Assets before Spent Deferred Capital Contributions	465,964	407,651	873,615	23,286	459,650	392,976	875,912	841,544
Spent Deferred Capital Contributions	128,671	242,734	371,405	5,866	132,338	245,293	383,497	393,441
Net Assets	\$ 337,293	\$ 164,917	\$ 502,210	\$ 17,420	\$ 327,312	\$ 147,683	\$ 492,415	\$ 448,103
Net Assets is comprised of:								
Accumulated Surplus	\$ 318,559	\$ 147,855	\$ 466,414	\$ 15,721	\$ 309,658	\$ 127,727	\$ 453,106	\$ 429,305
Accumulated Remeasurement Gains	18,734	17,062	35,796	1,699	17,654	19,956	39,309	18,798
	\$ 337,293	\$ 164,917	\$ 502,210	\$ 17,420	\$ 327,312	\$ 147,683	\$ 492,415	\$ 448,103

Undergraduate Universities (continued)

Summary Financial Statements (Unaudited)¹

(in thousands)

	MacEwan University (9 Months)	Mount Royal University (9 Months)	March 31, 2022 Totals (9 Months)	Alberta University of the Arts (12 Months)	MacEwan University (12 Months)	Mount Royal University (12 Months)	June 30, 2021 Totals (12 Months)	June 30, 2020 Totals (Restated)
Statement of Operations								
Revenue	\$ 182,803	\$ 183,489	\$ 366,292	\$ 23,790	\$ 222,725	\$ 212,790	\$ 459,305	\$ 481,752
Expenses	174,178	167,134	341,312	21,933	212,050	204,512	438,495	489,283
Endowment Contributions and Capitalized Investment Income	276	3,773	4,049	153	2,137	701	2,991	1,572
Annual Surplus (Deficit)	\$ 8,901	\$ 20,128	\$ 29,029	\$ 2,010	\$ 12,812	\$ 8,979	\$ 23,801	\$ (5,959)
Statement of Cash Flows								
Cash and Cash Equivalents, Beginning of Year	\$ 46,421	\$ 3,984	\$ 50,405	\$ 10,139	\$ 29,530	\$ 37	\$ 39,706	\$ 49,572
Cash Provided by Operating Transactions	28,707	30,505	59,212	8,421	29,634	25,251	63,306	6,924
Cash Applied to Organizational Activities	(13,912)	(18,423)	(32,335)	(754)	(12,743)	(21,304)	(34,801)	(16,790)
Cash and Cash Equivalents, End of Year	\$ 61,216	\$ 16,066	\$ 77,282	\$ 17,806	\$ 46,421	\$ 3,984	\$ 68,211	\$ 39,706
Statement of Changes in Net Financial Assets (Net Debt)								
Annual Surplus (Deficit)	\$ 8,901	\$ 20,128	\$ 29,029	\$ 2,010	\$ 12,812	\$ 8,979	\$ 23,801	\$ (5,959)
Changes to Accounts Relating to Non-Financial Assets	3,125	(4,335)	(1,210)	185	14,253	14,125	28,563	7,925
Increase in Net Financial Assets in the Year	12,026	15,793	27,819	2,195	27,065	23,104	52,364	1,966
Net Financial Assets, Beginning of Year	53,343	66,162	119,505	14,174	26,278	43,058	83,510	81,544
Net Financial Assets, End of Year	\$ 65,369	\$ 81,955	\$ 147,324	\$ 16,369	\$ 53,343	\$ 66,162	\$ 135,874	\$ 83,510
Salary and Benefits of President Positions								
Base Salary	\$ 230	\$ 229		\$ 235	\$ 279	\$ 294		
Other Cash Benefits ²	5	4		6	6	6		
Non-Cash Benefits ³	115	44		33	88	54		
	\$ 350	\$ 277		\$ 274	\$ 373	\$ 354		

¹ 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.

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

³ 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)¹

(in thousands)

	Northwestern Polytechnic June 30, 2021	Red Deer Polytechnic June 30, 2021	June 30, 2021 Totals	June 30, 2020 Totals	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	March 31, 2022 Totals	March 31, 2021 Totals
Statement of Financial Position								
Financial Assets excluding Portfolio Investments Restricted for Endowments								
Cash and Cash Equivalents	\$ 14,423	\$ 5,366	\$ 19,789	\$ 15,350	\$ 16,942	\$ 139,575	\$ 156,517	\$ 242,945
Portfolio Investments – Non-Endowments	29,934	46,141	76,075	64,075	247,795	132,600	380,395	288,779
Investment in Government Business Enterprises	—	—	—	—	—	861	861	1,121
Accounts Receivable	1,523	1,619	3,142	2,684	7,148	10,169	17,317	12,067
Inventories for Resale	245	—	245	257	2,035	—	2,035	2,124
	46,125	53,126	99,251	82,366	273,920	283,205	557,125	547,036
Liabilities								
Accounts Payable and Accrued Liabilities	8,572	12,095	20,667	19,881	32,200	50,940	83,140	75,092
Employee Future Benefit Liabilities	1,507	2,641	4,148	4,229	23,457	10,599	34,056	36,973
Debt	11,979	62,671	74,651	79,090	123,825	109,519	233,344	241,463
Deferred Revenue	9,683	30,195	39,878	26,062	68,849	100,469	169,318	153,453
Unspent Deferred Capital Contributions	4,553	5,409	9,962	10,167	28,651	6,567	35,218	50,932
	36,295	113,011	149,306	139,429	276,982	278,094	555,076	557,913
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	9,830	(59,885)	(50,055)	(57,063)	(3,062)	5,111	2,049	(10,877)
Portfolio Investments – Restricted for Endowments	6,710	31,328	38,038	34,273	63,182	59,212	122,394	116,218
Net Financial Assets	\$ 16,540	\$ (28,558)	\$ (12,018)	\$ (22,790)	\$ 60,120	\$ 64,323	\$ 124,443	\$ 105,341
Non-Financial Assets								
Tangible Capital Assets	\$ 66,904	\$ 182,369	\$ 249,273	\$ 259,041	\$ 492,692	\$ 641,408	\$ 1,134,100	\$ 1,161,632
Inventories of Supplies	56	81	137	103	—	—	—	—
Prepaid Expenses	676	2,503	3,179	1,841	12,804	6,496	19,300	9,486
	67,635	184,954	252,589	260,985	505,496	647,904	1,153,400	1,171,118
Net Assets before Spent Deferred Capital Contributions	84,175	156,396	240,571	238,195	565,616	712,227	1,277,843	1,276,459
Spent Deferred Capital Contributions	36,088	99,647	135,735	139,135	306,168	374,656	680,824	694,008
Net Assets	48,087	56,749	104,836	99,060	259,448	337,571	597,019	582,451
Net Assets is comprised of:								
Accumulated Surplus	\$ 47,699	\$ 54,660	\$ 102,359	\$ 95,232	\$ 251,228	\$ 333,824	\$ 585,052	\$ 577,183
Accumulated Remeasurement Gains and Losses	388	2,089	2,477	3,828	8,220	3,747	11,967	5,268
	\$ 48,087	\$ 56,749	\$ 104,836	\$ 99,060	\$ 259,448	\$ 337,571	\$ 597,019	\$ 582,451

Polytechnic Institutions (continued)

Summary Financial Statements (Unaudited)¹

(in thousands)

	Northwestern Polytechnic June 30, 2021 (12 Months)	Red Deer Polytechnic June 30, 2021 (12 Months)	June 30, 2021 Totals (12 Months)	June 30, 2020 Totals (12 Months)	Northern Alberta Institute of Technology (12 Months)	Southern Alberta Institute of Technology (12 Months)	March 31, 2022 Totals (12 Months)	March 31, 2021 Totals (9 Months)
Statement of Operations								
Revenue	\$ 65,008	\$ 91,500	\$ 156,508	\$ 168,252	\$ 320,429	\$ 348,768	\$ 669,197	\$ 502,405
Expenses	59,826	90,459	150,285	168,555	322,846	344,015	666,861	476,461
Endowment Contributions and Capitalized Investment Income	—	904	904	2,046	1,824	3,709	5,533	2,839
Annual Surplus (Deficit)	\$ 5,182	\$ 1,945	\$ 7,127	\$ 1,743	\$ (593)	\$ 8,462	\$ 7,869	\$ 28,783
Statement of Cash Flows								
Cash and Cash Equivalents, Beginning of Year	\$ 8,321	\$ 7,029	\$ 15,350	\$ 8,110	\$ 28,172	\$ 214,773	\$ 242,945	\$ 221,289
Cash Provided by (Applied to) Operating Transactions	9,587	11,102	20,689	5,369	(7,083)	39,739	32,656	110,515
Cash (Applied to) Provided by Organizational Activities	(3,485)	(12,766)	(16,251)	1,871	(4,147)	(114,937)	(119,084)	(88,859)
Cash and Cash Equivalents, End of Year	\$ 14,423	\$ 5,366	\$ 19,789	\$ 15,350	\$ 16,942	\$ 139,575	\$ 156,517	\$ 242,945
Statement of Changes in Net Financial Assets								
Annual Surplus (Deficit)	\$ 5,182	\$ 1,945	\$ 7,127	\$ 1,743	\$ (593)	\$ 8,462	\$ 7,869	\$ 28,783
Changes to Accounts Relating to Non-Financial Assets	1,449	2,196	3,645	7,402	14,495	(3,262)	11,233	16,075
Increase in Net Financial Assets in the Year	6,631	4,141	10,772	9,145	13,902	5,200	19,102	44,858
Net Financial Assets, Beginning of Year	9,909	(32,699)	(22,790)	(31,935)	46,218	59,123	105,341	60,483
Net Financial Assets, End of Year	\$ 16,540	\$ (28,558)	\$ (12,018)	\$ (22,790)	\$ 60,120	\$ 64,323	\$ 124,443	\$ 105,341
Salary and Benefits of President Positions								
Base Salary	\$ 297	\$ 247			\$ 353	\$ 352		
Other Cash Benefits ²	148	6			6	—		
Non-Cash Benefits ³	50	91			91	156		
	\$ 495	\$ 344			\$ 450	\$ 508		

¹ 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.

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

³ 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)¹

for June 30, 2021 _____ (in thousands)

	Bow Valley College	Keyano College	Lakeland College	Lethbridge College	Medicine Hat College	NorQuest College
Statement of Financial Position						
Financial Assets excluding Portfolio Investments Restricted for Endowments						
Cash and Cash Equivalents	\$ 14,207	\$ 8,495	\$ 19,922	\$ 22,342	\$ 16,541	\$ 37,507
Portfolio Investments – Non-Endowments	134,519	5,318	41,022	45,219	15,903	38,525
Investment in Government Business Enterprises	—	21,064	—	—	—	—
Accounts Receivable	3,309	2,393	1,375	1,442	529	2,945
Inventories for Resale	—	462	758	575	389	188
	152,035	37,732	63,077	69,578	33,362	79,165
Liabilities						
Accounts Payable and Accrued Liabilities	9,796	5,953	7,141	8,917	4,264	15,352
Employee Future Benefit Liabilities	132	—	—	26	2	1,686
Debt	307	14,380	720	5,878	1,563	4,502
Deferred Revenue	26,293	8,875	13,216	24,354	5,869	31,760
Unspent Deferred Capital Contributions	2,642	7,492	18,402	6,725	6,021	6,610
Environmental Liability	—	1,058	29	—	—	—
	39,170	37,759	39,508	45,900	17,719	59,910
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	112,865	(27)	23,569	23,678	15,643	19,255
Portfolio Investments – Restricted for Endowments	16,708	8,026	12,570	16,717	10,318	6,605
Net Financial Assets	\$ 129,573	\$ 7,999	\$ 36,139	\$ 40,395	\$ 25,961	\$ 25,860
Non-Financial Assets						
Tangible Capital Assets	\$ 258,701	\$ 91,588	\$ 104,267	\$ 120,335	\$ 63,304	\$ 168,862
Inventories of Supplies	—	—	2,105	9	—	—
Prepaid Expenses	2,276	1,042	1,787	1,867	1,008	1,172
	260,977	92,630	108,159	122,211	64,312	170,034
Net Assets before Spent Deferred Capital Contributions	390,550	100,629	144,298	162,606	90,273	195,894
Spent Deferred Capital Contributions	202,766	46,528	63,227	95,590	42,656	151,183
Net Assets	\$ 187,784	\$ 54,101	\$ 81,071	\$ 67,016	\$ 47,617	\$ 44,711
Net Assets is comprised of:						
Accumulated Surplus	\$ 175,986	\$ 53,428	\$ 78,006	\$ 60,403	\$ 45,617	\$ 42,330
Accumulated Remeasurement Gains and Losses	11,798	673	3,065	6,613	2,000	2,381
	\$ 187,784	\$ 54,101	\$ 81,071	\$ 67,016	\$ 47,617	\$ 44,711

¹ 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)¹

for June 30, 2021 _____ (in thousands)

	Northern Lakes College	Olds College	Portage College	2021 Totals	2020 Totals (Restated) ²
Statement of Financial Position					
Financial Assets excluding Portfolio Investments Restricted for Endowments					
Cash and Cash Equivalents	\$ 6,395	\$ 28,339	\$ 6,476	\$ 160,224	\$ 96,481
Portfolio Investments – Non-Endowments	30,180	31,238	11,104	353,028	304,460
Investment in Government Business Enterprises	—	—	—	21,064	18,343
Accounts Receivable	856	2,250	504	15,603	18,259
Inventories for Resale	11	3,344	202	5,929	5,778
	<u>37,442</u>	<u>65,171</u>	<u>18,286</u>	<u>555,848</u>	<u>443,321</u>
Liabilities					
Accounts Payable and Accrued Liabilities	4,180	6,450	2,657	64,710	70,620
Employee Future Benefit Liabilities	381	—	61	2,288	2,253
Debt	—	—	138	27,488	30,010
Deferred Revenue	7,347	21,123	4,585	143,422	109,840
Unspent Deferred Capital Contributions	1,900	25,440	1,064	76,296	34,464
Environmental Liability	—	—	—	1,087	52
	<u>13,808</u>	<u>53,013</u>	<u>8,505</u>	<u>315,292</u>	<u>247,239</u>
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	<u>23,634</u>	<u>12,158</u>	<u>9,781</u>	<u>240,556</u>	<u>196,082</u>
Portfolio Investments – Restricted for Endowments	3,130	11,968	3,461	89,503	79,244
Net Financial Assets	<u>\$ 26,764</u>	<u>\$ 24,126</u>	<u>\$ 13,242</u>	<u>\$ 330,059</u>	<u>\$ 275,326</u>
Non-Financial Assets					
Tangible Capital Assets	\$ 59,650	\$ 82,021	\$ 44,450	\$ 993,178	\$ 1,001,565
Inventories of Supplies	280	—	42	2,436	1,837
Prepaid Expenses	311	552	896	10,911	9,707
	<u>60,241</u>	<u>82,573</u>	<u>45,388</u>	<u>1,006,525</u>	<u>1,013,109</u>
Net Assets before Spent Deferred Capital Contributions	<u>87,005</u>	<u>106,699</u>	<u>58,630</u>	<u>1,336,584</u>	<u>1,288,435</u>
Spent Deferred Capital Contributions	<u>49,375</u>	<u>65,877</u>	<u>37,288</u>	<u>754,490</u>	<u>759,986</u>
Net Assets	<u>\$ 37,630</u>	<u>\$ 40,822</u>	<u>\$ 21,342</u>	<u>\$ 582,094</u>	<u>\$ 528,449</u>
Net Assets is comprised of:					
Accumulated Surplus	\$ 35,512	\$ 35,303	\$ 21,094	\$ 547,679	\$ 510,785
Accumulated Remeasurement Gains	2,118	5,519	249	34,416	17,664
	<u>\$ 37,630</u>	<u>\$ 40,822</u>	<u>\$ 21,343</u>	<u>\$ 582,095</u>	<u>\$ 528,449</u>

¹ 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.

² Effective July 1, 2021, Red Deer College became Red Deer Polytechnic, a polytechnic institution. (Order in Council 198/2021) Effective December 8, 2021, Grande Prairie Regional College became Northwestern Polytechnic, a polytechnic institution. (Order in Council 366/2021) The restated 2020 totals reflect their removal from the Comprehensive Community Colleges sector.

Comprehensive Community Colleges (continued)

Summary Financial Statements (Unaudited)¹

for June 30, 2021 (in thousands)

	Bow Valley College	Keyano College	Lakeland College	Lethbridge College	Medicine Hat College	NorQuest College
Statement of Operations						
Revenue	\$ 116,860	\$ 54,683	\$ 63,429	\$ 87,376	\$ 51,827	\$ 118,170
Expenses	103,302	54,338	58,594	85,744	49,976	111,789
Endowment Contributions and Capitalized Investment Income	385	160	1,111	418	185	462
Annual Surplus (Deficit)	\$ 13,943	\$ 506	\$ 5,946	\$ 2,050	\$ 2,036	\$ 6,843
Statement of Cash Flows						
Cash and Cash Equivalents, Beginning of Year	\$ 9,960	\$ 6,874	\$ 4,093	\$ 19,754	\$ 3,913	\$ 14,622
Cash Provided by (Applied to) Operating Transactions	22,212	4,869	25,116	6,284	5,891	26,160
Cash Provided by (Applied to) Organizational Activities	(17,965)	(3,248)	(9,287)	(3,696)	6,736	(3,275)
Cash and Cash Equivalents, End of Year	\$ 14,207	\$ 8,495	\$ 19,922	\$ 22,342	\$ 16,541	\$ 37,507
Statement of Changes in Net Financial Assets						
Annual Surplus (Deficit)	\$ 13,943	\$ 506	\$ 5,946	\$ 2,050	\$ 2,036	\$ 6,843
Changes to Accounts Relating to Non-Financial Assets	2,813	664	3,079	3,191	3,315	535
Increase in Net Financial Assets in the Year	16,756	1,169	9,025	5,241	5,351	7,378
Net Financial Assets, Beginning of Year	112,817	6,830	27,114	35,154	20,610	18,482
Net Financial Assets, End of Year	\$ 129,573	\$ 7,999	\$ 36,139	\$ 40,395	\$ 25,961	\$ 25,860
Salary and Benefits of President Positions						
Base Salary	\$ 216	\$ 239	\$ 235	\$ 268	\$ 219	\$ 267
Other Cash Benefits ²	49	6	—	6	6	9
Non-Cash Benefits ³	39	32	13	63	36	56
	\$ 304	\$ 277	\$ 248	\$ 337	\$ 261	\$ 332

¹ 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.

² Other Cash Benefits include vacation payouts and bonuses (where applicable).

³ 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)¹

for June 30, 2021 _____ (in thousands)

	Northern Lakes College	Olds College	Portage College	2021 Totals	2020 Totals (Restated) ²
Statement of Operations					
Revenue	\$ 40,771	\$ 55,604	\$ 33,121	\$ 621,841	\$ 660,147
Expenses	37,003	56,269	31,940	588,955	659,379
Endowment Contributions and Capitalized Investment Income	72	311	220	3,324	2,162
Annual Surplus (Deficit)	\$ 3,840	\$ (354)	\$ 1,401	\$ 36,210	\$ 2,930
Statement of Cash Flows					
Cash and Cash Equivalents, Beginning of Year	\$ 11,727	\$ 12,761	\$ 12,777	\$ 96,481	\$ 113,180
Cash Provided by (Applied to) Operating Transactions	(3,203)	21,122	3,707	112,158	15,163
Cash Provided by (Applied to) Organizational Activities	(2,129)	(5,544)	(10,008)	(48,415)	(31,863)
Cash and Cash Equivalents, End of Year	\$ 6,395	\$ 28,339	\$ 6,476	\$ 160,223	\$ 96,480
Statement of Changes in Net Financial Assets					
Annual Surplus (Deficit)	\$ 3,840	\$ (354)	\$ 1,401	\$ 36,210	\$ 2,930
Changes to Accounts Relating to Non-Financial Assets	70	4,337	518	18,522	3,358
Increase in Net Financial Assets in the Year	3,910	3,983	1,919	54,733	6,288
Net Financial Assets, Beginning of Year	22,854	20,143	11,323	275,326	269,038
Net Financial Assets, End of Year	\$ 26,764	\$ 24,126	\$ 13,242	\$ 330,059	\$ 275,326
Salary and Benefits of President Positions					
Base Salary	\$ 281	\$ 236	\$ 204		
Other Cash Benefits ³	3	42	—		
Non-Cash Benefits ⁴	36	31	30		
	\$ 320	\$ 309	\$ 234		

¹ 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.

² Effective July 1, 2021, Red Deer College became Red Deer Polytechnic, a polytechnic institution. (Order in Council 198/2021) Effective December 8, 2021, Grande Prairie Regional College became Northwestern Polytechnic, a polytechnic institution. (Order in Council 366/2021) The restated 2020 totals reflect their removal from the Comprehensive Community Colleges sector.

³ Other Cash Benefits include vacation payouts and bonuses (where applicable).

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

Specialized Arts and Culture Institutions

Summary Financial Statements (Unaudited)¹

for March 31, 2022 _____ (in thousands)

	Banff Centre for Arts and Creativity	
	2022	2021 (Restated)
Statement of Financial Position		
Financial Assets excluding Portfolio Investments Restricted for Endowments		
Cash and Cash Equivalents	\$ 15,548	\$ 21,965
Portfolio Investments – Non-Endowments	18,406	16,864
Accounts Receivable	754	503
Inventories for Resale	178	183
	<u>34,886</u>	<u>39,515</u>
Liabilities		
Accounts Payable and Accrued Liabilities	3,515	3,362
Employee Future Benefit Liabilities	3,149	3,157
Debt	16,567	18,945
Deferred Revenue	27,348	27,815
Unspent Deferred Capital Contributions	6,397	8,548
	<u>56,976</u>	<u>61,827</u>
Net Debt excluding Portfolio Investments Restricted for Endowments	<u>(22,090)</u>	<u>(22,312)</u>
Portfolio Investments – Restricted for Endowments	<u>45,879</u>	<u>45,095</u>
Net Financial Assets	<u>\$ 23,789</u>	<u>\$ 22,783</u>
Non-Financial Assets		
Tangible Capital Assets	\$ 142,835	\$ 143,099
Inventories of Supplies	115	128
Prepaid Expenses	1,502	352
	<u>144,452</u>	<u>143,579</u>
Net Assets before Spent Deferred Capital Contributions	<u>168,241</u>	<u>166,362</u>
Spent Deferred Capital Contributions	<u>108,126</u>	<u>106,364</u>
Net Assets	<u>\$ 60,115</u>	<u>\$ 59,998</u>
Net Assets is comprised of:		
Accumulated Surplus	\$ 60,115	\$ 59,998
	<u>\$ 60,115</u>	<u>\$ 59,998</u>

¹ 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.

Specialized Arts and Culture Institutions (continued)

Summary Financial Statements (Unaudited)¹

for March 31, 2022 _____ (in thousands)

	Banff Centre for Arts and Creativity	
	2022	2021 (Restated)
Statement of Operations		
Revenue	\$ 36,484	\$ 34,043
Expenses	37,151	34,907
Endowment Contributions and Capitalized Investment income	784	1,639
Annual Surplus	<u>\$ 117</u>	<u>\$ 775</u>
Statement of Cash Flows		
Cash and Cash Equivalents, Beginning of Year	\$ 21,965	\$ 18,457
Cash Provided by Operating Transactions	667	2,134
Cash Provided by (Applied to) Organizational Activities	(7,084)	1,374
Cash and Cash Equivalents, End of Year	<u>\$ 15,548</u>	<u>\$ 21,965</u>
Statement of Changes in Net Financial Assets		
Annual Surplus	\$ 117	\$ 775
Changes to Accounts Relating to Non-Financial Assets	889	1,853
Increase in Net Financial Assets in the Year	1,006	2,628
Net Financial Assets, Beginning of Year	22,783	20,155
Net Financial Assets, End of Year	<u>\$ 23,789</u>	<u>\$ 22,783</u>
Salary and Benefits Expenses of Banff Centre for Arts and Creativity		
Salaries, Wages and Non-Pension Benefits	\$ 17,785	\$ 16,825
Pension Benefits	1,557	2,428
	<u>\$ 19,342</u>	<u>\$ 19,253</u>

¹ 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.

Other Financial Information

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Statement of Credit or Recovery (unaudited)

Department of Advanced Education

Year Ended March 31, 2022

(in thousands)

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

	2022				
	Authorized	Actual Revenue Recognized	Unearned Revenue	Actual Revenue Received/Receivable	(Shortfall)/Excess ⁽⁴⁾
Canada Student Loan Administration ⁽¹⁾	\$ 4,475	\$ 11,834	\$ —	\$ 11,834	\$ 7,359
Red Seal Secretariat ⁽²⁾	454	292	—	292	(162)
French Language Program ⁽³⁾	4,300	5,319	—	5,319	1,019
	<u>\$ 9,229</u>	<u>\$ 17,445</u>	<u>\$ —</u>	<u>\$ 17,445</u>	<u>\$ 8,216</u>

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

(2) 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 3.3.

(3) Funding is received from the federal government to support French minority language and second language education programs. Programs 3.1, 4.2.

(4) The shortfall is deducted from current year's corresponding funding authority.

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

Department of Advanced Education

Year Ended March 31, 2022

(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>	\$ 47
Write-offs:	
Implemented Guarantees, Indemnities, Loans and Advances – Section 20 of the <i>Student Financial Assistance Act</i>	22,755
Income Support	1,785
	<u>24,540</u>
Total remissions, compromises and write-offs	<u>\$ 24,587</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, 2022

(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, 2022, 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	\$ —	\$ —	\$ 6

Lapse / Encumbrance (unaudited)

Department of Advanced Education

Year Ended March 31, 2022

(in thousands)

	Voted Estimate ⁽¹⁾	Supplementary Supply ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Over Expended (Unexpended)
Operating Expense Vote by Program						
1 Ministry Support Services						
1.1 Minister's Office	\$ 653	\$ —	\$ —	\$ 653	\$ 651	\$ (2)
1.2 Deputy Minister's Office	547	—	—	547	619	72
1.3 Financial Services	6,267	—	—	6,267	6,544	277
	7,467	—	—	7,467	7,814	347
2 Program Delivery Support	74,110	—	1,213	75,323	70,591	(4,732)
3 Support for Adult Learning						
3.1 Operating Support for Post-Secondary Institutions	2,027,895	—	1,687	2,029,582	2,026,076	(3,506)
3.2 Community and Indigenous Education	22,449	—	—	22,449	25,645	3,196
3.3 Adult Learning System Initiatives	39,746	—	—	39,746	45,443	5,697
	2,090,090	—	1,687	2,091,777	2,097,164	5,387
4 Student Aid						
4.1 Student Aid Grants	54,784	—	—	54,784	49,219	(5,565)
4.2 Scholarships and Awards	51,854	—	—	51,854	48,840	(3,014)
	106,638	—	—	106,638	98,059	(8,579)
5 Foundational Learning Supports	92,295	—	—	92,295	77,671	(14,624)
Capital Payments to Related Parties						
6 Post-Secondary Infrastructure						
6.1 Capital Expansion and Upgrading	\$ 85,178	\$ —	\$ —	\$ 85,178	\$ 85,478	\$ 300
6.2 Capital Maintenance and Renewal	151,441	—	—	151,441	151,441	—
	236,619	—	—	236,619	236,919	300
Total	2,607,219	—	2,900	2,610,119	2,588,218	(21,901)
Credit or Recovery Shortfall	—	—	—	—	—	—
Total	\$ 2,607,219	\$ —	\$ 2,900	\$ 2,610,119	\$ 2,588,218	\$ (21,901)
Lapse						\$ (21,901)

Lapse / Encumbrance (unaudited) (continued)

Department of Advanced Education

Year Ended March 31, 2022

(in thousands)

	Voted Estimate ⁽¹⁾	Supplementary Supply ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Over Expended (Unexpended)
Capital Investment Vote by Program						
1 Ministry Support Services						
1.3 Financial Services	\$ 25	\$ —	\$ —	\$ 25	\$ —	\$ (25)
Total	\$ 25	\$ —	\$ —	\$ 25	\$ —	\$ (25)
Lapse						\$ (25)
Financial Transactions Vote by Program						
4 Student Aid						
4.4 Student Loan Disbursements	\$ 731,100	\$ —	\$ —	\$ 731,100	\$ 742,726	\$ 11,626
Total	\$ 731,100	\$ —	\$ —	\$ 731,100	\$ 742,726	\$ 11,626
Encumbrance						\$ 11,626

(1) As per "Expense Vote by Program", "Capital Investment Vote by Program" and "Financial Transaction Vote by Program" page 23 of the 2021-22 Government Estimates.

(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, 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)

		Operating Grants ⁽¹⁾		Grants for Infrastructure	
		2022	2021	2022	2021
Post-Secondary Institutions					
Comprehensive Academic and Research Universities	Athabasca University	\$ 42,774	\$ 44,070	\$ 2,029	\$ 1,793
	University of Alberta	520,264	581,899	94,301	104,813
	University of Calgary	423,283	457,126	63,054	82,454
	University of Lethbridge	95,547	101,699	7,229	24,240
Undergraduate Universities	Alberta University of the Arts	15,334	16,498	935	6,348
	MacEwan University	106,485	107,349	5,872	5,399
	Mount Royal University	95,180	97,479	10,555	3,645
Polytechnical Institutions	Northern Alberta Institute of Technology	161,868	169,581	9,675	44,517
	Northwestern Polytechnic	42,622	44,512	3,741	3,435
	Red Deer Polytechnic	49,416	50,820	3,518	7,137
	Southern Alberta Institute of Technology	153,531	156,524	9,741	7,226
Comprehensive Community Colleges	Bow Valley College	47,116	47,164	—	987
	Keyano College	31,511	35,738	3,566	5,342
	Lakeland College	33,411	33,412	5,115	19,424
	Lethbridge College	44,369	46,474	2,527	5,033
	Medicine Hat College	34,127	33,737	3,231	2,198
	NorQuest College	50,529	54,907	1,648	1,142
	Northern Lakes College	30,333	30,128	2,205	6,811
	Olds College	28,341	29,490	3,032	23,667
	Portage College	22,999	24,161	1,528	1,208
Specialized Arts and Culture Institutions	Banff Centre for Arts and Creativity	15,845	16,586	3,417	7,588
Total Public Post-Secondary Institutions		2,044,885	2,179,354	236,919	364,407
Independent Academic Institutions	Ambrose University College	3,106	3,068	—	—
	Burman University	3,411	3,351	—	—
	Concordia University of Edmonton	13,876	13,404	—	—
	St. Mary's University College	3,921	4,067	—	—
	The King's University College	5,072	5,052	—	—
Other Colleges	Nechi Institute	100	98	—	—
	Maskwacis Cultural College	1,036	896	—	—
	Mikai'sto Foundation	878	1,139	—	—
	Old Sun Community College	866	1,034	—	—
	University nuhelot'ine thaiyots'i nistameymâkanak / Blue Quills	1,343	989	—	—
	Yellowhead Tribal College	1,112	1,422	—	—
Total Funding Provided to Post-Secondary Institutions		\$ 2,079,606	\$ 2,213,874	\$ 236,919	\$ 364,407

(1) Includes all grant funding from department programs excluding grants for infrastructure.

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.

Summary of inquiries, disclosures, investigations, and reports made under the *Public Interest Disclosure (Whistleblower Protection) Act* for the Department of Advanced Education during 2021-22.

There were no disclosures of wrongdoing for the Department of Advanced Education between April 1, 2021 and March 31, 2022.

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

Appendix

Table 1 – Post-Secondary Institutions by Sector

<i>Institutional Sector</i>	<i>Post-Secondary Institutions</i>
<p>Comprehensive Academic and Research Universities</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>Undergraduate Universities</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>Polytechnic Institutions</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>Comprehensive Community Colleges</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>Independent Academic Institutions</p> <p>These universities primarily provide liberal arts, science, and education baccalaureate programs.</p>	<p>Ambrose University Burman University Concordia University of Edmonton St. Mary's University The King's University</p>
<p>Specialized Arts and Culture Institutions</p> <p>These institutions concentrate on the fine arts, cultural programming and professional development.</p>	<p>Banff Centre for Arts and Creativity</p>

Table 2 – Map of Post-Secondary Institutions

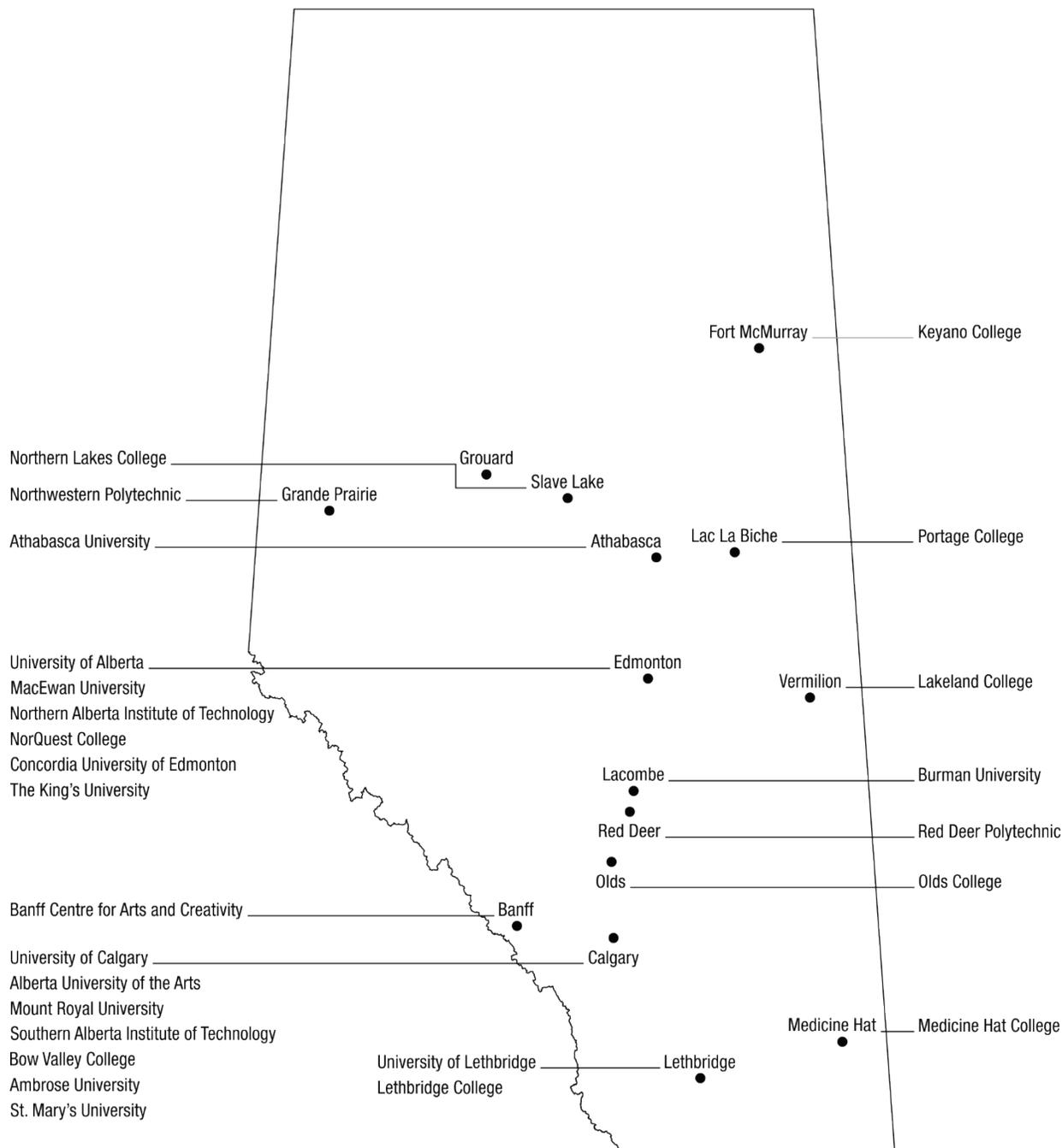


Table 3 – Map of First Nations Colleges

