Annual Report
Skilled Trades and Professions
2022-2023
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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 ministry.

On October 24, 2022, the government announced new ministry structures. As such, some of the responsibilities of the Ministry of Advanced Education and of the former Ministry of Labour and Immigration were transferred to the Ministry of Skilled Trades and Professions. The 2022-23 Annual Report reflects the 2022-25 ministry business plans, the Government of Alberta Strategic Plan, as well as the ministry’s activities and accomplishments during the 2022-23 fiscal year, which ended on March 31, 2023.

The Annual Report of the Government of Alberta contains Budget 2022 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 Skilled Trades and Professions 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.

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

The ministry’s annual report for the year ended March 31, 2023, 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 at June 22, 2023 with material economic or fiscal implications of which I am aware have been considered in the preparation of this report.

Original signed by

Rajan Sawhney
Minister of Advanced Education
Message from the Minister

Skilled Trades and Professions was established in October 2022 to function as Alberta’s lead advocate and champion of the skilled trades and regulated professions.

Since its inception, the ministry has made considerable gains toward strengthening Alberta’s apprenticeship education system and making it easier for highly skilled certified workers from across Canada and the world to bring their expertise to Alberta – creating more jobs and diversifying our economy.

A key priority of the ministry was to implement initiatives under the Alberta 2030: Building Skills for Jobs strategy. As Alberta’s economy continues to gain momentum, government is focused on multiple strategies to respond to the demand for skilled trades workers. Another key priority was empowering Albertans to develop the job-ready skills they need to be successful and build rewarding careers through our apprenticeship education programs, Foundational Learning Assistance programs, and Community Adult Learning programs.

In 2022-23, Skilled Trades and Professions provided grant funding to establish and strengthen valued partnerships with organizations that offer proven educational programming. These partners empower Albertans from all walks of life to secure a stable career in the skilled trades through innovative apprenticeship initiatives and vital adult literacy, foundational learning and skills development programs. These grants focused on ensuring more women, Indigenous people and other underrepresented populations have access to training and supports to enter a career in a skilled occupation. It also supported high school students in exploring opportunities for apprenticeship education and careers in the skilled trades.

The ministry continued to implement recommendations from the Skills for Jobs Task Force to modernize the skilled trades and apprenticeship education system in Alberta – work that is more important than ever as demand for skilled labour rises in our province. This included the recommendation to ensure the quality and value of apprenticeship education are recognized through formal, transferrable post-secondary credentials. Implementation of the Skilled Trades and Apprenticeship Education Act continued and allowed government to explore opportunities to expand the apprenticeship learning model to new professions beyond the designated trades.

Removing barriers to employment has been an area of focus for Skilled Trades and Professions. Great strides have been made to attract talent to the province and work with Alberta’s regulatory bodies to simplify the credential recognition program process through the Fair Registration Practices Act and the Fairness to Newcomers Office. Supports were also provided to assist those seeking refuge from the conflict in Ukraine to quickly gain the skills needed to find employment and take care of themselves and their families. The second annual Premier’s Summit on Fairness for Newcomers was a tremendous success in gathering organizations and individuals to discuss tangible actions to support newcomers.

Reducing red tape and providing more effective service delivery remained a key priority for the ministry. Work on this front included repealing regulations and outdated policies, the development of Labour Mobility Regulations, and supporting regulatory bodies through the various procedural changes that will ultimately benefit workers and employers.
Alberta’s economy has momentum, and the work that has been accomplished through Skilled Trades and Professions in a short amount of time will have positive impacts well into the future. I look forward to the year ahead as we continue to build Alberta’s talent pipeline and create more jobs to support Alberta’s rising economic growth.

Original signed by

Rajan Sawhney
Minister of Advanced Education
Management’s Responsibility for Reporting

The Ministry of Skilled Trades and Professions includes:

- the Department of Skilled Trades and Professions;
- Alberta Board of Skilled Trades; and
- Premier’s Council on Skills.

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

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

Responsibility for the integrity and objectivity of the accompanying ministry financial information and performance results for the ministry rests with the Minister of Skilled Trades and Professions. 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 2022-25 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 2022.

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 Skilled Trades and Professions 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 for the ministry, I have relied, as necessary, on the executives of the individual entities within the ministry.

Original signed by

Sherri Wilson
Deputy Minister of Advanced Education

June 22, 2023
## Results Analysis

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Ministry Overview

Organizational Structure

Advisory Boards, Councils, and Authorities

- Alberta Board of Skilled Trades
- Premier’s Council on Skills

Operational Overview

Skilled Trades and Professions aligned its services in 2022-23 under four outcomes, previously identified in the 2022-25 Advanced Education, and the former Labour and Immigration Ministry Business Plans:

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

Outcome Three: Alberta has a skilled and resilient labour force to support economic recovery, growth and diversification

Outcome Four: Better services for workers and employers through streamlined rules and effective service delivery

The Ministry of Skilled Trades and Professions delivers programs and policies so Alberta remains a destination of choice for professionals, and a leader in apprenticeship education and trades certification. The ministry works to ensure adult learning opportunities are accessible to all eligible Albertans by providing financial assistance to those who qualify to attend approved foundational learning and skills development programs. Skilled Trades and Professions supports providers to deliver community programming that enables adult learners to access foundational learning opportunities. It identifies fair and transparent governance practices for regulated professions, and designated occupations or trades through the Fairness for Newcomers Office. The ministry also supports Professional Regulatory Organizations (PROs), and professional associations seeking to become PROs so that public interest is protected. Additionally, the ministry is committed to removing barriers to employment for highly skilled Canadian certified professional workers in regulated occupations, and Albertans with foreign credentials.
Three branches within the ministry carry out the work of the department:

**Program Implementation and Coordination**

The Program Implementation and Coordination branch provides strategic coordination, integration, and program development supports for the ministry. It works to ensure all Albertans can participate in adult learning opportunities by providing financial assistance, and supports to those who qualify to attend approved foundational learning and skills development programs, and by supporting providers to deliver community programming.

This branch also oversees strategic initiatives such as the expansion of the apprenticeship learning model, grant management of program partners, and modelling, monitoring, and reporting to inform apprenticeship education seats are in line with labour market demands.

**Apprenticeship Delivery Support Services**

The Apprenticeship Delivery Support Services branch provides programs and policies for apprenticeship education and trades certification in Alberta, and support to the Alberta Board of Skilled Trades. The branch also develops apprenticeship standards with industry and provides support services to apprentices and employers in regional offices, including a call centre, exam development and delivery, qualification review and certification, and IT system/website development and maintenance.

**Regulated Professions**

The Regulated Professions branch identifies fair and transparent governance practices for regulated professions and designated occupations or trades through the Fairness for Newcomers Office. The branch also supports Professional Regulatory Organizations (PROs), and professional associations seeking to become PROs. It works to streamline processes and reduce barriers to accreditation and credential recognition and registration for professionals coming to work in Alberta.

**Entities Included in Ministry Financial Statements**

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Discussion and Analysis of Results

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

Key Priority 2: Growing Alberta’s Economy

Objective two: Connecting Albertans with family-supporting jobs

Detailed reporting can be found under Key Objectives 1.1, 1.2, 3.1, and 4.1.

Red Tape Reduction

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

The Ministry of Skilled Trades and Professions is committed to protecting and supporting Albertans and job creators by reducing red tape, modernizing regulations, eliminating unnecessary regulatory requirements, and reducing administrative burden through more efficient processes. Following the baseline count of regulatory requirements, the Government of Alberta identified cumulative targeted reductions in regulatory requirements of five per cent in 2019-20, 12 per cent in 2020-21, 20 per cent in 2021-22, and 33 per cent in 2022-23. As Skilled Trades and Professions did not exist prior to 2022-23, the previous years’ targets did not apply. In 2022-23, the ministry achieved a 29.7 per cent reduction in regulatory requirements.

Skilled Trades and Professions’ red tape reduction efforts can be found on pages 27 and 36 in more detail.

COVID-19/Recovery Plan

In 2022-23, the Government of Alberta invested $2.3 million in COVID-19 Recovery Plan funding to provide upskilling opportunities through CAREERS: The Next Generation, Women Building Futures, and Skills Canada – Alberta. CAREERS: The Next Generation is a charitable foundation working to raise youth career awareness, and help students discover occupations through internship opportunities. Women Building Futures is a non-profit organization based in Edmonton that helps unemployed and underemployed women explore a future in the skilled trades, and Skills Canada – Alberta works in partnerships with employers, educators, labour groups, and government to position skilled trades and technology careers as first choice career options for Alberta’s youth. Due to the COVID-19 pandemic, these organizations adjusted training delivery to ensure the safety of learners, which included online learning, and changes to classroom structures. For more information on these three community partnerships, see page 18.
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

Key Objectives

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

Foundational Learning Assistance Program

The Foundational Learning Assistance (FLA) program enables student participation in adult learning opportunities that support upskilling and re-skilling for jobs where there is labour market demand. Eligible adult Albertans can receive funding to assist with living costs, tuition, books, supplies, transportation, and childcare, while attending approved programs. Foundational learning programs build full-time and part-time students’ foundational competencies such as academic upgrading, and adult basic education to pursue further education, or to find employment. Skills development programs provide full-time occupation-focused training opportunities such as integrated skills training, occupational training, and pre-apprenticeship training that enables students to substantially improve their employment situation, or adapt to changing labour market conditions.

On April 1, 2022, FLA was implemented, replacing the previous Learner Income Support Program. This was a result of the implementation of the new Foundational Learning Assistance Regulation in 2021-22, under the Student Financial Assistance Act. This regulation provided 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 also created to support the new regulation. They provided regulatory interpretation, and detailed program rules for stakeholders, alongside policy training.

To support implementation of the new Foundational Learning Assistance Regulation, Skilled Trades and Professions, in partnership with the ministries of Advanced Education, and Technology and Innovation, is developing a Student Management System (SMS) to support students in accessing foundational learning financial supports. Application processing time has been reduced from an average of six to 10 weeks in the previous Learner Income Support Program, to an average of one to two weeks under the new system. The new SMS required new releases to increase its functionality to meet the needs of students, training providers, and Client Service Delivery staff. In the meantime, manual processes were created, and continue to be utilized to process applications. Manual processes will be reduced over time as future system releases will automate these functions. The previous Learner Income Support Program also continued to be in operation as students that enrolled prior to April 1, 2022, completed their studies. This required the ministry to operate in two different systems which posed challenges for program operations. Skilled Trades and Professions will continue to monitor the implementation of FLA in the second year of the new program, and continue to plan future Student Management System releases to improve and automate functions.

In January 2023, a new provider in Lethbridge was approved to deliver Transitional Vocational Programs to complement existing programming, and provide regional variety, targeting persons with developmental disabilities. These targeted programs support Alberta’s Recovery Plan, while ensuring unemployed Albertans can participate in foundational training opportunities that give them the skills required to find and maintain employment in key industry sectors. In April 2022, Enoch Cree Nation was also approved to deliver FLA academic upgrading (Grade 10-12) as “Kayah Pomeh Adult Education” to further support Indigenous communities in Alberta.
In 2022-23, FLA supported approximately 10,500 Albertans who required financial assistance to attend foundational learning or skills development programs. This is a 28 per cent increase from 2021-22 when approximately 8,230 Albertans received FLA. To better support FLA students with the increased cost of living, the living allowance rate was increased by 20 per cent in August 2022. This was the first living allowance rate increase to the program in many years. Transitioning from the Learner Income Support program to FLA allowed for benefits to be streamlined, amounts increased, and overall easier student access to funding that addresses their immediate living expenses while completing their program of study. Skilled Trades and Professions will continue to provide eligible Albertans with financial assistance to attend approved training programs, helping to develop the foundational competencies needed to move on to further training or employment. In 2022-23, FLA spent $91 million to support Albertans to attend foundational and skills development programs that align with the needs of the labour market, and deliver on meeting sector-specific employment outcomes.

Research and Innovation

Within the Labour Market Development Agreement between the Government of Alberta, and the Government of Canada, Skilled Trades and Professions explored innovative programming and research concepts that support skills development programming for unemployed Albertans. Leveraging this opportunity, Skilled Trades and Professions 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 is testing 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 is targeting approximately 40 women to help them gain the skills needed for entry-level cloud computing roles.

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 the 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, learners have the knowledge and skills necessary to be successful front-line caregivers. In 2022-23, Skilled Trades and Professions 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 was in the final year of the pilot, and continued to attract students. In 2022-23, the pilot program funded 29 students at four participating educational institutions. The pilot program saw lower-than-expected enrolments in 2022-23 due to the COVID-19 pandemic. While some learning was able to continue by transitioning online, it made FLA training challenging. FLA students often struggle with language barriers, making them less likely to choose online learning as a viable, alternative learning format to a traditional classroom environment. FLA saw stronger demand as enrollments continued to recover from the COVID-19 pandemic with students returning to in-person learning.

Skilled Trades and Professions will continue to work with training providers, and other stakeholders to identify new and emerging adult learning needs as well as future learning needs. This will help to determine what programs are needed to support further education as well as upskilling and re-skilling for jobs where there is labour market demand.
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. The primary CALP initiative involves the delivery of adult literacy and foundational learning opportunities in communities across the province. By maintaining and enhancing access to relevant, quality CALP programming, these learners can gain the confidence and skills needed to persevere in learning, and transition to employment or more formal education.

Skilled Trades and Professions provided nearly $16 million in annual funding to over 80 community-based organizations to deliver CALP programming. As a secondary initiative, the ministry provided approximately $2 million in annual funding to five professional development providers. This funding provided training and professional development opportunities to staff and volunteers who deliver CALP programs across the province. It also ensured providers deliver quality foundational learning programs to Albertans. The latest data from the 2021-22 grant year indicated CALP supported approximately 13,170 adult learners, who participated in 97,827 hours of CALP literacy and foundational learning programs in Alberta. Of these learners, 1,106 were Indigenous, and 4,141 were permanent residents or newcomers. Information collected through the 2021-22 CALP annual progress report indicated that 92 per cent of learners demonstrated increased self-confidence because of CALP foundational programs, and 93 per cent of learners practiced and used skills learned in CALP foundational programs, which greatly increased the likelihood of acquiring the skills more permanently. The CALP grant year runs from July 1 to June 30. The 2022-23 grant year results will be reported in the ministry’s 2023-24 annual report.

Ongoing migration to Alberta by immigrants and refugees, as well as Ukrainian newcomers, has resulted in a significant demand for English Language Learning (ELL). CALP providers have responded to this demand by increasing the number of ELL learning opportunities in recent years, with ELL becoming one of the most significant streams of programming that is typically delivered by CALP providers. As CALP programming ranges from literacy, numeracy, ELL, basic digital skills, and life skills, each provider needed to pivot the learning opportunities they provided to meet the influx of demand to gain new skills. Many CALP providers had to increase the number of ELL classes to better support Ukrainians, as improving English language skills was a significant area of need for newcomers settling in Alberta. The language education that CALP providers delivered has been an important step for many Ukrainian newcomers to seek employment while also addressing Alberta’s need for skilled labour. This required CALP providers to hire more English tutors, and shift priorities from other CALP programming, to meet growing demand for ELL.

In 2022-23, the total investment for Ukrainian support was approximately $143,000. Skilled Trades and Professions will continue to assess the learning needs of Albertans to improve literacy, numeracy, English language skills, basic digital skills, and life skills. The ministry will also continue to monitor the learning needs of Ukrainians to ensure that they successfully resettle in Alberta.
1.2 Implement the recommendations of the Skills for Jobs Task Force, including the *Skilled Trades and Apprenticeship Education Act*, to create a modern, flexible and efficient skilled trades and apprenticeship system in Alberta.

**Skilled Trades and Apprenticeship Education Act**

In September 2019, Alberta launched the Skills for Jobs Task Force with a mandate to reimagine Alberta’s skilled trades and apprenticeship education system, and propose changes to strengthen apprenticeship education. Recommendations from the task force included renewing the 30-year-old *Apprenticeship and Industry Training Act* (AITA), expanding the apprenticeship learning model to new careers, and strategies to increase awareness of the value of apprenticeship education and the designated trades. Task force recommendations prompted the development of the *Skilled Trades and Apprenticeship Education Act* (STAEA), which was given Royal Assent on July 17, 2021. STAEA simplifies the regulatory framework, supports red tape reduction, and ensures greater flexibility for Alberta’s apprenticeship education and skilled trades system. This simplified framework recognizes apprenticeship education as a valid form of post-secondary education, and allows the apprenticeship learning model to expand into new professions beyond the designated trades.

On July 20, 2022, STAEA was proclaimed, and came into force along with three accompanying regulations, repealing and replacing the former AITA, and all associated regulations and board orders made under that Act. The three regulations established under STAEA include the Skilled Trades and Apprenticeship Education General Regulation, Apprenticeship Education and Industry Training Programs Regulation, and the Designated Trades and Restricted Activities Regulation.

The launch of STAEA involved the legislative transition of contracts for over 40,000 registered apprentices and 10,000 employers, with no negative impacts to clients’ services. STAEA’s proclamation immediately reduced barriers to apprenticeship programming by allowing individuals to register as apprentices, and attend a period of classroom instruction prior to having employment. Access was further increased through STAEA’s introduction of sponsors, which expands the types of organizations able to participate in apprenticeship programming. Through sponsors, the employer role now includes organizations such as unions, community organizations, post-secondary institutions, and more. Since its launch, over 4,500 apprentices have registered through the unsponsored registration pathway. Additionally, most of Alberta’s trade unions, and two post-secondary institutions are supporting apprentices by becoming sponsors through STAEA.

In November 2022, Skilled Trades and Professions began issuing new STAEA education credentials to apprentices who successfully completed their education program. Since STAEA’s implementation, over 3,000 education credentials have been issued. Apprenticeship credentials are differentiated for each program based on the scope of the apprenticeship program’s profession, resulting in either a certificate, diploma, or advanced diploma. The new credentials formalize increased recognition for apprenticeship education, and create opportunities for journeypersons to leverage their apprenticeship education to gain advanced standing in other forms of post-secondary education. Response to the education credentials has been overwhelmingly positive, with apprentices appreciating the recognition of their education, and the opportunity to continue their personal development. Post-secondary institutions have also expressed positive feedback regarding the credentials, and are requesting additional government support to better understand how they can recognize STAEA’s credentials for advanced standing into their programming. Skilled Trades and Professions is also actively collaborating with Advanced Education to update the Alberta Credential Framework. Once the framework is updated, the ministry will provide information sessions to post-secondary institutions to share details on how the certificates can be recognized for advanced standing.
In December 2022, Skilled Trades and Professions brought representatives from post-secondary institutions, and industry stakeholders together to explore options for strengthening the on-the-job component of apprenticeship education. This effort resulted in the Trailblazers initiative, which pilots the use of on-the-job competency assessments in a sample group of employers. Skilled Trades and Professions is also conducting additional research to support strengthening on-the-job education through mentorship.

New digital tools are required to support STAEA implementation. The Ministry of Advanced Education led the development of two products to support STAEA, one for issuing certificates and new credentials, and another to allow clients to apply for AIT programming and services. Both products had initial implementation targets of summer 2022. As of April 2023, the digital product for issuing certificates and credentials is nearly fully implemented, with additional features planned for a spring 2023 release. The digital product for client applications has not yet been implemented. In the meantime, Skilled Trades and Professions modified the existing legacy application to be STAEA compliant. This solution does not provide an ideal user-experience but does allow clients to access the ministry’s services while the new digital product is being developed.

Skilled Trades and Professions will continue to oversee implementation of STAEA’s enabling features to modernize apprenticeship and skilled trades in Alberta. New digital tools will be developed, and operational policies and processes will undergo review to align with system modernization.

**Alberta Board of Skilled Trades**

The Alberta Board of Skilled Trades (ABST) was established on July 20, 2022, with the proclamation of STAEA, replacing the now decommissioned Apprenticeship and Industry Training Board (AITB), which fell under the AITA. The ABST is a 15-member public agency reporting to the Minister of Skilled Trades and Professions. The board is mandated to advise the Minister on the direction of Alberta’s designated trades certification system, and to promote the value of designated trades careers and certification. The ABST holds a leadership role in ensuring Alberta attracts, develops, and maintains a highly skilled labour force.

On July 20, 2022, the ABST signed the Board’s bylaws, and the Designated Trades’ Activities and Certification Requirements Order 1/2022, to ensure continuity of legislative responsibilities from the former AITB to the new ABST. The ABST is currently working on establishing a strategic plan to guide their work over the next several years, and is setting up its industry advisory structure to assist and advise the Board in exercising its powers, and carrying out its mandate.

The ABST is committed to advancing its priorities to ensure the skilled trades remains an important economic driver in our province. The ministry continues to support the work of the ABST to enhance the skills of Albertans, establish stronger relationships with industry, and ensure the trades continue to be valued as a desirable career pathway to meet Alberta’s evolving economic needs.

**Alberta at Work**

Alberta at Work (AAW) is a cross-government initiative, announced as part of Budget 2022, to address structural unemployment. It includes a range of investments in programs that support education and career pathways that respond to labour shortages in key sectors, and address barriers to labour force participation for underrepresented groups. Under the AAW initiative, Skilled Trades and Professions is focused on expanding access to apprenticeship learning opportunities that respond to learners and workforce demands.
The AAW initiatives undertaken by Skilled Trades and Professions ensure that Albertans have access to apprenticeship learning opportunities that provide the skills required to secure rewarding careers in the current and future labour market. These initiatives directly support several recommendations of the Skills for Jobs Task Force focused on increasing access to apprenticeship programming, including expanding the use of the apprenticeship learning model to new occupations. Recommendations also focused on increasing public awareness of apprenticeship learning opportunities, and improving the recognition of the value of apprenticeship training as compared to other post-secondary programming.

Skilled Trades and Professions has addressed these recommendations, through AAW. The Expanding the Use of the Apprenticeship Learning Model initiative funded an increase of 300 seats in existing high-demand apprenticeship programs. Industry research on the application of the apprenticeship learning model to new occupations was also completed in the 2022-23 fiscal year. This research will inform the ministry's plans to identify expansion opportunities in 2023-24. For more information, see Expand the Use of the Apprenticeship Learning Model section below. To further address the recommendations, the Apprenticeship Partnership Investment initiative also funded nine new, and three existing community partnerships that raise the profile and build awareness for skilled trades professions while also supporting Albertans wanting to register for apprenticeship education programs. For more information, see the Apprenticeship Partnership Investment section below.

Skilled Trades and Professions will continue to oversee the implementation of its AAW initiatives, while also conducting ongoing research to inform plans to expand the use of the apprenticeship learning model to new occupations. The first progress report for new apprenticeship partnerships through the Apprenticeship Investment Initiative is expected in July 2023, while the first progress report for expanded existing apprenticeship partnerships is expected at the end of 2023. These progress reports will be reviewed to ensure that these partnerships are effectively implementing activities that promote and build awareness for apprenticeship education, while also assisting Albertans who want to register in apprenticeship programming. Similarly, for the seat expansion component of the Expand the Use of the Apprenticeship Learning Model initiative, enrolment data will be monitored to confirm that the 300 seats funded were delivered.

**Expand the Use of the Apprenticeship Learning Model**

The apprenticeship learning model is a form of post-secondary education where a learner receives at least 51 per cent of their education through on-the-job mentorship. The learning model is an educational approach that can be applied under both STAEA, where the government issues the credential, or through the Post-secondary Learning Act (PSLA), where a post-secondary institution issues the credential.

Identified as a priority by the Skills for Jobs Task Force, the AAW initiative, and the Alberta 2030: Building Skills for Jobs Strategy, the Expanding the Use of the Apprenticeship Learning Model supports Albertans in gaining skills, knowledge, and competencies to secure productive and fulfilling jobs at every stage in life. Apprenticeship education, which has historically been linked to the skilled trades, can support new job creation and economic diversification by providing employers with the educated workforce they need, when they need it.
Skilled Trades and Professions is expanding the use of the apprenticeship learning model through initiatives focused on increasing awareness of opportunities for occupations outside the skilled trades, supporting adoption of the apprenticeship learning model, and strengthening on-the-job education through learning mentorship. Implementation of STAEA has enabled the expansion of the use of the apprenticeship model of education to professions beyond the skilled trades. The development and implementation of STAEA were significant endeavours that laid the foundation for future innovation and opportunities. Funding has also been provided, through the AAW initiative, to increase access to existing high-demand apprenticeship programs.

In April 2022, a call for proposals was issued to publicly funded post-secondary institutions to increase seats in high-demand apprenticeship education programs. Proposals were reviewed over the course of the summer, and a funding announcement was made in September 2022. A total of 300 seats, valued at $1.1 million, were funded at three post-secondary institutions. This resulted in an increase in available apprenticeship training seats in high-demand programs, and a corresponding decline in waitlists for these programs.

In June 2022, the department contracted Leger 360 Inc. to conduct research to identify barriers and potential solutions to expanding the use of the apprenticeship learning model beyond the skilled trades, and highlight industries that might be suitable to adopt the model as part of their workforce development strategy. The research also confirmed the need for clear processes and information resources, and for clarity of roles and responsibilities as new industries move to adopt the model. Leger 360 Inc. also engaged with representatives from the commercial driving industry to provide recommendations on opportunities for the development and implementation of a standardized commercial-driving training program. These recommendations were presented to government and industry representatives who are discussing next steps. Research and engagement with the commercial driving industry provided a basis for industry to formally engage government about education and certification opportunities, and resulted in the establishment of a government-industry working group.

In February 2023, Skilled Trades and Professions launched the Industry Pathways Initiative, which outlines the process and options for any industry looking to adopt an apprenticeship education program, industry training program, or trade designation, to train and/or certify their workers through STAEA. The ministry continues to actively engage with industry members who see the options under STAEA as a good fit for their sector’s education and certification needs. Implementation of new apprenticeship legislation, and the launch of the Industry Pathways Initiative has provided increased flexibility and options for industry to access the apprenticeship learning model, or seek trade designation. In March 2023, Skilled Trades and Professions signed grant agreements with two non-profit organizations to perform research into the best practices and barriers to using mentorship in on-the-job learning. Understanding perspectives, best practices, and barriers to deploying mentorship in on-the-job learning will support creation of resources, policies, and processes to strengthen the education experience of Alberta’s apprentices. Skilled Trades and Professions has allocated $1.7 million for initiatives to expand the use of the apprenticeship learning model to new occupations.

Applying the apprenticeship learning model to other occupations represents a significant transformational shift in how the province delivers post-secondary education, as the occupations to which this model applies have been unchanged for a significant time. With the successful launch of Industry Pathways Initiative in early 2023, the ministry will continue to engage with industry representatives who are looking to create new apprenticeship education programs, industry training programs, or designated trades. Additional projects are also being designed to support industry with successfully adopting the apprenticeship learning model.
Apprenticeship Partnership Investment

The apprenticeship partnership investment funding initiative promotes and builds awareness for skilled trades professions, and expands support for Albertans registering in apprenticeship education programs. It also supports the goals of the Alberta 2030: Building Skills for Jobs strategy by providing more students with flexible and innovative learning opportunities that help them develop skills for jobs.

As part of the AAW initiative, Skilled Trades and Professions invested $15 million over three years (2022-25) to support nine new, and three existing community partnerships. In 2022-23, the ministry committed $4.1 million to the 12 grant agreements. The existing community partnerships include, Women Building Futures (WBF), Skills Canada – Alberta, and CAREERS: The Next Generation (CAREERS).

Skilled Trades and Professions partnered with CAREERS with the goal of informing youths about exciting careers that exist among in-demand occupations that help drive Alberta’s economic growth. The organization collaborates with government, schools, industry, parents, students, and communities to introduce youth to successful career paths through meaningful internship placements in high-demand occupations, such as the skilled trades. Schools in Alberta are critical partners in work-integrated learning opportunities for youth in the province. Skilled Trades and Professions, in collaboration with CAREERS, connected with more than 350 schools, and with over 1,300 employers to arrange more than 2,400 paid internships for high school students interested in a career in the skilled trades and other professions. CAREERS also continued to prioritize connections with Indigenous communities to reach youths in rural areas of the province. In collaboration with CAREERS, the ministry contacted 35 First Nations, four Metis Settlements, and nine Metis Locals. A final report for CAREERS will be available in 2024.

The mission of WBF 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. Through employment training, support services, readiness workshops, affordable housing, and more, the organization connects women to employers while they develop job-ready skills. In 2022-23, approximately 5,700 women apprentices were registered in Alberta, an increase of 20 per cent from 2021-22. This proportion has been increasing consistently over the past 10 years. Of the women registered as apprentices, 43 per cent are registered in the hairstylist apprenticeship program, and almost 10 per cent are electrician apprentices. Skilled Trades and Professions continues to be committed to alleviating the gender gap in skilled trades, with women now accounting for 13 per cent of the total apprentices registered. In 2022, the completion rate for women apprentices was 65 per cent, which is roughly equal to the 66 per cent completion rate for all apprentices. Women Building Futures reported a growth in women apprentices in 34 of the 49 programs from 2021-22, including a 60 per cent increase in steamfitter pipefitter, 47 per cent increase in automotive service technician, and 22 per cent increase in electrician. Additionally, in 2022, 408 women were served through coaching and readiness services, and 163 women graduated from programs, with 88 per cent being hired within six months. A final report for WBF will be available in fall 2023.
Skills Canada – Alberta is a non-profit organization that creates opportunities for young Albertans to explore careers in trades and technology. In 2022-23, Skills Canada – Alberta programs reached over 17,000 students in Alberta to position skilled trades and technology careers as first choice career options for youth in the province. The organization also leads participation in the Skills Canada National Competition to demonstrate Alberta’s trades talent on the national and world stage. In 2022, 581 high school students participated in the Provincial Skills Competition, and nine Alberta competitors represented Canada in the WorldSkills Competition, with three winning medals, one being gold. Additionally, in 2022, Skilled Trades and Professions made investments to support 11,708 students from 163 schools to participate in the Try-A-Trade Takeout, and 1,447 junior high students from 53 schools to participate in Skills Exploration Days.

A public process was designed to identify new partnerships that would contribute to the promotion and awareness of the skilled trades professions and encourage apprenticeship registrations. A call for proposals was requested from existing apprenticeship partners in May 2022, and an application process was launched in mid-June 2022 for new partners. The first grant funding installments were provided in January 2023 to both new and existing partners. In 2022-23, $2.6 million of the grant funding provided went to the following new partnerships:

- Alberta Ironworkers Apprenticeship and Training Trust Fund
- Calgary Catholic Immigration Society - CCIS (Pre-Employment Pipe-Trades Training Program)
- Christian Labour Association of Canada (CLAC)
- Electrical Industry Training Centres of Alberta (EITCA)
- Lethbridge College - Center for Trades (STEM Program)
- Momentum Community Economic Development Society
- The Educational Partnership Foundation (Indigenous Partnerships)
- Northern Alberta Institute of Technology (NAIT)
- Southern Alberta Institute of Technology (SAIT)

The AAW apprenticeship partnership investment is a one-time funding initiative that ends in March 2025. The ministry will review results throughout the process, and at the end of the initiative to assess achievements and lessons learned that will inform any future steps.

High School Apprenticeship Programs and Scholarships

High School Apprenticeship-related Programs include the Registered Apprenticeship Program (RAP) and the Career Technology Studies (CTS) Pathways to Apprenticeship Programs. Both programs enable students to participate in learning opportunities while in high school, that lead to advanced standing in an apprenticeship program after high school. These programs address a long-standing issue of students leaving high school prior to completion, to work in a skilled trades profession.
Scholarships are made available to high school students for successful completion of either the RAP, or a CTS Pathway to Apprenticeship program. Funding for these scholarships is provided by Advanced Education, while Skilled Trades and Professions is responsible for administration of the scholarship program. In 2022-23, the ministry allocated $702,000 to both high school scholarship programs, an increase of 28 per cent from the previous year. These scholarships provided funding to support future participation in a post-secondary apprenticeship program. Two scholarship awards exist for high school students, with the number of awards granted increasing from the previous year. In 2022-23, the $1,000 High School Scholarships award for completion of either a RAP, or a CTS Pathway to Apprenticeship program increased from 532 in 2021-22 to 666 in 2022-23. Recipients of the $2,000 High School Scholarship that is provided to students who complete both a RAP and CTS Pathway to Apprenticeship program also increased from nine to 18. While the numbers of scholarships have grown in 2022-23, it must be recognised that the number of scholarships awarded in 2021-22 was impacted by the COVID-19 pandemic.

An average of 375 high school students participated in the CTS Pathways to Apprenticeship program yearly between 2018 and 2022. The number of CTS students completing an Apprenticeship Pathways program has remained stable in recent years. The latest data from 2021, indicated 840 high school students were registered as a RAP apprentice in that calendar year, an increase from the 655 students in the 2020 calendar year. In 2019, there were 952 high school students registered as a RAP apprentice. The decrease in 2020 was due to the COVID-19 pandemic, and other economic factors.

Latest data from 2016-2018 indicated that 68 per cent of learners who completed the CTS Pathways to Apprenticeship program graduated high school, and transitioned into the skilled trades professions. Of the learners who completed the program, but did not transition into the skilled trades professions, 44 per cent enrolled in a certificate, diploma, or degree program.

Skilled Trades and Professions will continue to work with the Ministry of Education to improve the quality of data and reporting for these programs. This will help determine the extent to which the RAP and CTS Pathway to Apprenticeship program have achieved their goal of encouraging more high school students to complete high school, and enroll in post-secondary apprenticeship programs, or other post-secondary programs outside of the apprenticeship stream.

**Apprenticeship Learning Grant**

Skilled Trades and Professions funds apprentice classroom instruction through two grants provided annually to public post-secondary institutions. The first is the Base Operating Grant, which assists post-secondary institutions in delivering approved programming, including apprenticeship. In 2022-23, the ministry funded 19,267 apprenticeship seats across the province in specific apprenticeship programs at certain post-secondary institutions. The second is the Apprenticeship Learning Grant (previously the Apprenticeship Technical Training Grant), which provides supplemental funding to support the delivery of additional apprenticeship classroom instruction. If demand for classroom instruction changes within a grant year, post-secondary institutions may request additional Apprenticeship Learning Grant funding. In 2022-23, the ministry provided $36.7 million through the Apprenticeship Learning Grant, to 11 public post-secondary institutions, funding more than 21,000 apprenticeship classroom instruction seats across Alberta.

The funding of apprenticeship seats allowed apprentices to progress, and complete their apprenticeship education program. A strengthened economy means that more Albertans can register as apprentices, and work towards a valuable education credential and journeyperson certification. Economic growth has increased demand for apprenticeship classroom instruction resulting in some waitlists for in-demand programs. Skilled Trades and Professions, along with post-secondary institutions closely monitored waitlists and fill rates, and added more classes, where possible.
Skilled Trades and Professions will continue to manage the Apprenticeship Learning Grant, and provide funding to post-secondary institutions for apprenticeship classroom instruction. The ministry will also actively monitor apprenticeship registration numbers, and economic growth to assess the need for more seat funding.

Premier’s Council on Skills

The Premier’s Council on Skills (PCS) is an advisory body responsible for providing advice to the Premier of Alberta, through the Minister of Skilled Trades and Professions. This advice relates to the skills and training needed in Alberta’s evolving economy, especially select strategic industries, and the alignment of such with current or planned programming in Alberta’s adult learning system.

The Premier’s Council on Skills was formally established by the Premier in September 2022. The Council acts as a key liaison between industry and the Government of Alberta on skills development, and helps to facilitate input from these select industries to inform government policies. Eleven members, including a Chair, were appointed to the Council by the Premier. The PCS members represent strategic industries identified as driving Alberta’s recovery and prosperity, including the health industry, the post-secondary or K-12 education sector, and an Alberta-based labour organization. When determining the priority industries on which PCS will focus, the Government of Alberta considered the shifting labour market demands, and shortages of skilled workers.

The Premier’s Council on Skills will provide recommendations to the Government of Alberta in 2023-24 regarding the skills and training needed in Alberta’s evolving economy, and the alignment with current or planned programming in Alberta’s adult learning system, based on feedback and engagement with industry stakeholders.

Supporting Unemployed Albertans

The Expanding Trade Pathways pilot project supported unemployed Albertans in gaining sufficient training and experience to participate in the construction labour force safely and productively. The Alberta Construction Association (ACA) is leading this project, and plays an important coordinating role for program participants and employers. The ACA partnered with local agencies, such as EndPoverty Edmonton, and the Edmonton Mennonite Centre for Newcomers to identify program participants.

The Alberta Construction Association Grant Agreement was signed in March 2023, providing nearly $3.6 million over three years. Since then, the ACA has developed and launched the program undertaking activities such as recruiting participants and employers, designing training rotations with different employers, and developing program communications and training materials.

Through this program, unemployed Albertans will receive valuable training and experience to help them secure permanent employment in the construction industry. As of March 2023, 12 employers are actively supporting more than 60 participants, and 16 participants have been permanently hired by program employers. Skilled Trades and Professions will continue to review program outcomes, and implement improvements for future projects and programs.
Results Analysis

Performance Metrics

Performance Indicator 1.a

Percentage of apprentices who report being employed between five and 18 months after graduation (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 employed at the time of the survey. This result was two percentage points higher than the 2020 result; however, the increase was not statistically significant at a 95 per cent confidence interval. When compared with the results from previous survey years, the 2022 result was statistically higher than the results in 2018 and 2016. Employment rates of apprentices are highly influenced by the economy.

Notes

- The survey in 2015 was delayed by a year to conduct a full review of the survey.
Performance Indicator 1.b

Percentage of employed apprentices who report working in the trade profession in which they completed their apprenticeship program

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>94%</td>
</tr>
<tr>
<td>2016</td>
<td>94%</td>
</tr>
<tr>
<td>2018</td>
<td>92%</td>
</tr>
<tr>
<td>2020</td>
<td>92%</td>
</tr>
<tr>
<td>2022</td>
<td>92%</td>
</tr>
</tbody>
</table>

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

Results Analysis

In 2022, 92 per cent of employed apprenticeship graduates reported that they were working in the trade profession in which they completed their apprenticeship program. This result was the same as in 2020 and 2018, and it was two percentage points lower than the results in 2016 and 2013 (statistically significant at a 95 per cent confidence interval).

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

The STAEA came into force in July 2022 and may permit further improvement on this metric:

- The added flexibility and streamlining of apprenticeship education is intended to promote better alignment between apprenticeship education and industry needs, and increase responsiveness of apprenticeship education.
- Under STAEA, apprenticeship graduates are now issued an educational credential, helping employers understand a graduate’s level of education, and facilitating further post-secondary education. This offers the potential for greater career growth in a graduate’s trade profession.
Notes

- This metric was introduced as a performance measure in the 2023-26 Skilled Trades and Professions Business Plan. Targets were set at 92 per cent plus to maintain and increase the result based on the 2022 level. Analysis of results in comparison to targets will be provided in the 2023-24 annual report.

- The survey in 2015 was delayed by a year to conduct a full review of the survey.

Performance Indicator 1.c

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>10,806</td>
</tr>
<tr>
<td>2019-20</td>
<td>10,454</td>
</tr>
<tr>
<td>2020-21</td>
<td>8,550</td>
</tr>
<tr>
<td>2021-22</td>
<td>8,226</td>
</tr>
<tr>
<td>2022-23</td>
<td>10,500</td>
</tr>
</tbody>
</table>

This metric describes the total number of unique learners who received funding through the Foundational Learning Assistance Program (FLAP) to attend foundational learning and skills development programs. These programs include academic upgrading, English as an additional language, and integrated foundational pathways program. These programs are a critical component of the adult learning continuum, as they enable Albertans to meet literacy and foundational learning needs to pursue higher-level education or sustainable employment. They are delivered by a variety of learning providers, including publicly funded post-secondary institutions, private career colleges, non-profit organizations, high schools, outreach schools, First Nations colleges and other Indigenous learning providers. Learners funded through FLAP are usually low-income Albertans who are unemployed, or working less than 20 hours per week.

This metric helps the ministry track the volume of learners funded through FLAP and ensures the accessibility and affordability of foundational learning programming in Alberta.

Results Analysis

In 2022-23, approximately 10,500 unique learners participating in foundational learning and skills development programs were funded through FLAP in Alberta. This result was an increase of roughly 2,300 learners (or 28 per cent) from the result in 2021-22.

Results declined in 2020-21 and 2021-22 due to the COVID-19 pandemic, as the delivery method of the foundational learning and skills development programs had to be changed from in-person to online. This change created difficulties for learners to access the programs, as these learners often have special needs and are not technology proficient for online learning. The increase in 2022-23 shows a return to pre-pandemic demand levels.

In April 2022, as part of the ministry’s red tape reduction plan and digital strategy, Skilled Trades and Professions launched the Student Management System, reducing application processing times to further attract students. In 2022-23, the focus was placed on supporting programs that prioritize skills development and employment readiness. In August 2022, to address the increased cost of living, the program’s monthly living allowance rates were increased by 20 per cent to better support foundational learners to attend training and improve their employability.
Notes

- In 2022-23, the ministry switched information systems to align with the implementation of the new Foundational Learning Assistance Program (FLAP) on April 1, 2022. Due to the timing of the implementation, the 2022-23 result for this indicator includes both data from Mobius—for learners still completing enrolment in the Learner Income Support Program, as well as data from the new Student Management System—for all FLAP learners.
Outcome Two

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

Key Objectives

2.1 Reduce red tape for post-secondary providers, learners and industry by continuing to expand digital services to enhance efficiency and stakeholder experience, and streamlining processes to reduce administrative requirements for apprentices and employers.

Red Tape Reduction

Skilled Trades and Professions assumed responsibility for several programs that were previously under the Ministry of Advanced Education, and the former Ministry of Labour and Immigration. Red tape reduction achievements in these programs were a result of streamlining new regulatory requirements, establishing more efficient business processes, and making enhancements to service delivery. The ministry achieved red tape reductions in the following areas in 2022-23:

- Repealed 66 regulations under the AITA, and replaced them with three regulations under the STAEA, to make it easier to update apprenticeship curriculum, or designate new trades in response to the pace of industry change.
- Repealed outdated policies, forms, and processes related to the operations of the Alberta Industry Trade Board, which ceased to exist with the proclamation of STAEA, and was replaced by more streamlined approaches under the Alberta Board of Skilled Trades.
- Created an internal mechanism to establish or discontinue a local apprenticeship committee removing the requirement for external stakeholders’ administrative time on the process.
- Established an internal process to document site visits to apprenticeship training providers for program recognition, eliminating the requirement for training providers to complete the paperwork.
- Removed the obsolete foreign credential recognition program process related to the trades.
- Repealed outdated policies and forms related to the Learner Income Support program under the Income and Employment Supports Act, through the transfer of financial assistance delivery to the Student Financial Assistance Act. The new process helps simplify eligibility criteria, streamline applications, and remove barriers for Indigenous students and sponsored immigrants.

Skilled Trades and Professions will continue to advance the government’s commitment to red tape reduction by leveraging opportunities to reduce regulatory and administrative burden.
Performance Metrics

Skilled Trades and Professions is currently developing metrics for Outcome Two.
Outcome Three

Alberta has a skilled and resilient labour force to support economic recovery, growth and diversification

Key Objectives

3.1 Support economic growth, job creation and diversification by implementing efficient newcomer programming so international and domestic talent can put their skills to work in Alberta.

Labour Mobility Act

The Labour Mobility Act (LMA) and Regulations will allow out-of-province workers to get certified quickly and enter Alberta’s labour market, addressing workforce shortages, and contributing to Alberta’s economic growth.

Alberta is a signatory to two domestic trade agreements: the Canadian Free Trade Agreement (CFTA) between the federal government and all provinces and territories in Canada, and the New West Partnership Trade Agreement (NWPTA) between British Columbia, Alberta, Saskatchewan, and Manitoba. Work continues under these domestic trade agreements, such as updating legitimate objectives, surveying Alberta’s regulatory bodies, participating in the Pan-Canadian Labour Mobility Working Group, and addressing complaints from out-of-province workers seeking recognition in Alberta, or Alberta workers transferring out of the province. The LMA, proclaimed on April 6, 2023, codifies Alberta’s interpretation of labour mobility obligations in Chapter 7 of the CFTA, and Article 13 of the NWPTA. This new legislation binds regulatory bodies in meeting Alberta’s domestic labour mobility obligations.

Under the CFTA, the 2021 Alberta Labour Mobility Survey Report was compiled after surveying all Alberta regulatory bodies. The report is pending public release. The development of the 2022 Alberta Labour Mobility Survey has been delayed while efforts focused on the development of the Labour Mobility Regulations. Data from previous annual Alberta Labour Mobility Survey Reports show that interprovincial labour mobility contributes to a substantial portion of Alberta’s labour supply for many occupations. Allowing certified professionals to move for work without any barriers benefits industry, labour groups, and workers, and contributes to the overall productivity and economic success of Alberta.

The development of the Labour Mobility Regulations took place during a country-wide shortage of healthcare workers due to the COVID-19 pandemic. As part of the development of the Labour Mobility Regulations, the province is seeking to implement policies and legislation to support faster recognition and certification of out-of-province workers to meet demand, particularly for healthcare professionals. A challenge faced while developing the Labour Mobility Regulations was addressing concerns by Alberta regulatory bodies. In response, the ministry held several information sessions with these bodies to address concerns and provide support regarding the development and implementation of the Labour Mobility Regulations.

Skilled Trades and Professions will continue to collect labour mobility data to support the development of labour mobility policy and compliance with the Labour Mobility Act and Regulation. As part of the implementation of new legislation, the ministry will continue to work with Alberta regulatory bodies to ensure they are meeting their domestic labour mobility obligations.
Fair Registration Practices Act

The Fair Registration Practices Act (FRPA) and the Fair Registration Practices Regulation (FRPR) ensure that all qualified first-time applicants (with domestic or international credentials), seeking to work in a regulated profession or designated trade in Alberta, can get timely decisions on their application for licensure/certification. The Fairness for Newcomers Office (FNO) supports the Minister of Skilled Trades and Professions in administering the FRPA and the FRPR to ensure that Alberta’s regulatory bodies’ registration practices are transparent, objective, impartial, and procedurally fair. In October 2022, the FNO also became responsible for administering domestic labour mobility under internal trade agreements, the Canadian Free Trade Agreement, and the New West Partnership Trade Agreement.

In 2022-23, the FNO worked with the College of Registered Nurses of Alberta (CRNA) to address shortages in the nursing occupations. The ministry provided $200,000 in grant funding to the CRNA for a pilot project to create an Alberta triple track satellite site to conduct competency assessments in Alberta. Both CRNA and the College of Licensed Practical Nurses of Alberta (CLPNA) are participating in this pilot project. Under this pilot project, internationally educated nurses are assessed simultaneously against three possible nursing occupations, including registered nurses, licensed practical nurses, and health care aides. Separate process improvement discussions on existing registration pathways took place, with updates being provided by CRNA and CLPNA. Results of the CRNA pilot are expected in fall 2023.

The FNO worked with Deloitte to initiate a review of registration practices for four regulatory bodies: the CRNA, the CLPNA, the College of Physicians and Surgeons, and the Association of Professional Engineers and Geoscientists of Alberta. The review of registration practices is still ongoing. The FNO also collaborated with all regulatory bodies in Alberta to deliver several working sessions, including on the FRPA review of registration practices for select regulatory bodies, and an introduction and overview of the Labour Mobility Act to support regulatory bodies to begin implementation work. Hosting these sessions helped to raise awareness of the important role regulatory bodies provide, and how adjusting registration practices and re-examining recognition acceptance can result in improving and speeding up registration processes for qualified first-time applicants without compromising Alberta’s practice standards.

Under FRPA, Alberta regulatory bodies are required to report on their registration practices. A data collection questionnaire was sent to all regulatory bodies to self-report on their 2021 registration practices. Regulatory bodies were also asked to provide full mapping of their registration pathway steps, to capture detailed information at a point in time. Self-reporting and mapping information provides the FNO with better data and information to identify where there are opportunities for process reductions, and to evaluate timely registration decisions. The FNO will strengthen future data collection by formulating additional questions to support regulatory bodies to better report on their continuous registration practices, and to demonstrate how the resulting changes improve an applicant’s registration journey. The FNO will also continue to manage the process for the regulatory bodies’ self-reporting for their 2022 registration practices, to support future planning initiatives and reporting.

Going forward, the FNO will continue to host regular working sessions on topics to support regulatory bodies in meeting their legislative obligations, and to influence and encourage process improvements. The FNO will also enhance and improve their public website to include resources to support Alberta’s regulatory bodies, and increase information for the public. Alberta’s regulatory bodies’ registration practices will also continue to be reviewed.
Premier’s Fairness for Newcomers Summit

Attracting the best and brightest is crucial to Alberta’s success. Alberta needs newcomers to grow the workforce, create jobs, and lead the knowledge economy. Newcomers face several challenges when they move to a new country. There may be language barriers, difficulties in accessing public services, and delays in getting out-of-province credentials and training recognized.

On March 17, 2023, the second Premier’s Summit on Fairness for Newcomers brought together immigration stakeholders from across Alberta to discuss actions to support newcomer success and drive economic growth. The Premier’s Summit on Fairness for Newcomers is about creating pathways to success by exploring issues such as professional licensing, skills upgrading, support programs, and settlement. Barriers that stand in the way of meaningful employment and advancement need to be addressed to better support newcomers.

Over 250 participants from immigrant-serving organizations, professional regulatory organizations, newcomers, and community development organizations attended the summit. The summit featured addresses from Premier Danielle Smith, and several Government of Alberta Ministers, as well as keynote speeches from business leaders. Two panel discussions were held that highlighted important issues and challenges faced by Alberta’s newcomers, such as foreign qualification recognition, labour mobility, supports for integration and settlement, and the importance of immigration to Alberta’s workforce and economy.

The summit provided an opportunity to listen to newcomer experiences, and provide the Government of Alberta with useful insight on how pathways for success can be created for newcomers. Over 85 per cent of survey respondents who attended the summit rated the event as good to excellent. The summit also allowed participants to reflect on the day’s learnings and identify actions to better support newcomers. Lessons learned from the 2023 summit will be applied in the planning for possible future events.
Performance Metrics

Performance Indicator 3.a

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

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

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

Results exclude those in trades occupations as data on out-of-province trade workers is unavailable. Internationally trained/certified applicants, license renewals, students, and other applicant types (e.g., interns, provisional or in-training applicants) are also excluded.

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

Results Analysis

In 2020 (most recent data available), Alberta’s regulatory bodies reported they processed certified out-of-province applications at the same rate as the first-time applications, at an average of six business days. Compared to 2019, the average processing time decreased by four business days (40 per cent) for certified out-of-province applicants, and decreased by five business days (45 per cent) for first-time applicants.

Overall, the average processing time for both groups has declined since 2016, which could be due to several factors. Major factors identified for certified out-of-province applications include:

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

In December 2021, the Government of Alberta passed the *Labour Mobility Act* to streamline documentation requirements to obtain a timely registration decision, which enables out-of-province workers to enter Alberta’s workforce quickly. These changes help ensure that Alberta’s job creators can meet their labour market needs with skilled professionals, and further diversify our economy. The *Labour Mobility Act* and regulations were proclaimed, and came into force on April 6, 2023.

**Notes**

• The 2021 results will be reported in the 2023-24 annual report.

Performance Indicator 3.b

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

This metric (also referred to as labour mobility rate) shows the total number of certified out-of-province applicants in regulated occupations who applied to obtain Alberta certification/license based on their existing certification/license from another province/territory in Canada, as a percentage of the total number of domestic applicants. Domestic applicants include both certified out-of-province applicants, and first-time applicants who were trained in Canada, but have never been previously certified/licensed in this occupation anywhere in Canada. Results exclude those in trades occupations as data on out-of-province trade workers is unavailable. Internationally trained/certified applicants, license renewals, students, and other types of applicants (e.g., interns, provisional or in-training applicants) are also excluded.

This metric provides insight into the proportion of certified out-of-province workers in regulated occupations attracted to Alberta, and the composition of the labour market supply for skilled workers in the province. It speaks to the ministry’s effort in improving labour mobility, and recognition of out-of-province qualifications to attract talent and skilled workers to Alberta.

Results Analysis

In 2020 (most recent data available), Alberta’s regulatory bodies reported that 30 per cent of the total domestic applicants in regulated occupations were certified out-of-province applicants. This result was nine percentage points higher than the results in 2019 and 2018. It is the highest over the five-year period between 2016 and 2020.

The change between 2019 and 2020 represented an increase in the number of certified out-of-province applicants, and a decrease in the number of first-time applicants, at the aggregate level (see the graph below). In 2020, the number of certified out-of-province applicants increased by 20 per cent from 2019 while the number of first-time applicants decreased by approximately 27 per cent from the peak in 2019. The COVID-19 pandemic impacted some sectors more than others. For example, between 2019 and 2020, the pandemic resulted in a decrease of seven percentage points in the labour mobility rate in the health sector, whereas the engineering and technology sector saw an increase of 21 percentage points in the labour mobility rate over the same time.
In December 2021, the Government of Alberta passed the *Labour Mobility Act* to attract out-of-province workers to Alberta, by enabling faster registration and decision-making processes. The *Labour Mobility Act* and regulations were proclaimed, and came into force on April 6, 2023.

**Notes**

- The 2021 results will be reported in the 2023-24 annual report.
Outcome Four

Better services for workers and employers through streamlined rules and effective service delivery

Key Objectives

4.1 Implement streamlined professional legislation and regulatory requirements for professional regulatory organizations to further reduce any unnecessary barriers to practicing occupations in Alberta.

Professional Governance Act

A review of the ministry’s non-health professional legislation was undertaken in 2021-22 to determine the most effective ways to consolidate, streamline, and standardize the legislation. Part of the review involved evaluating all the former Ministry of Labour and Immigration’s professional legislation and supporting regulations to determine the most effective ways of reducing red tape, regulatory burdens, and eliminating unnecessary government oversight by streamlining legislation, and creating efficiencies in core areas. Nine professional acts were consolidated into one umbrella act to implement a uniform governance framework. The proposed Professional Governance Act would apply to 22 regulatory bodies. As part of Bill 23: Professional Governance Act, proposed legislative amendments were introduced in 2022-23; however, the bill did not receive approval before the legislative session ended.

The Government of Alberta remains committed to progressing the Professional Governance Act through the legislative process. This creates an opportunity to revisit the policy framework, complete additional engagement, and revise the act prior to a possible legislative approval process in the future.

Reducing Administrative Burden: Review of Land Agent Licensing Forms, Processes, and Practices

Building on the previous success of reducing 163 requirements in 2021-22, a review of the ministry’s practices, processes, and policies continued in 2022-23 to reduce administrative burdens for Albertans. In 2022-23, the ministry began updating the Reference Manual for Alberta Land Agents. The manual, last revised in 2012, forms the basis of both the exams and course for land agents. Successful completion of the course and exams are legislated requirements to become a licensed land agent. Revisions to the manual are expected to be complete in summer 2023, and once complete, changes will be made to the Registrar’s Education Course, and the land agent exams. The ministry also revised the Land Agent Licensing website to incorporate the new forms, and support an easier application process for land agents and Albertans. Stakeholder feedback, as well as the input of the Land Agents Advisory Committee, were critical to the success of making meaningful improvements to forms, processes, and practices within Land Agent Licensing.

Work on the Reference Manual for Alberta Land Agents, and on interim and permanent exam questions is planned to continue throughout the spring and summer of 2023. Once complete, Land Agent Licensing plans to partner with a post-secondary institution to update the Registrar’s Education Course to reflect the revisions to the manual. Land Agent Licensing will also seek post-secondary institution partnerships to offer the course electronically and in real time to interim land agents who require it, making the legislated requirements of land agents streamlined, and easier to obtain.
Performance Metrics

Skilled Trades and Professions is currently developing metrics for Outcome Four.
Performance Measure and Indicator Methodology

Performance Indicator 1.a

Percentage of apprentices who report being employed between five and 18 months after graduation (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 standards are met. An independent consultant (Leger 360) was hired to conduct the last survey iteration 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 journeyman in a trade. Two groups (cohorts) of graduates were surveyed:

- Cohort 1: Graduates who completed both their classroom instruction and on-the-job learning requirements of the apprenticeship program in the 2020-21 academic year.
- Cohort 2: Graduates who completed their classroom instruction prior to the 2020-21 academic year, or who were not required to take any classes during their program.

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, 2021 and February 16, 2022 (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 no greater than ±1.9 per cent at the 95 per cent confidence level. There were significant challenges in achieving the required response rates this year. This could be 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.

Performance Indicator 1.b

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

Source

• Apprenticeship Education Survey, Advanced Education

Results 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 360) 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 in a trade. Two groups (cohorts) of graduates were surveyed:

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

• Cohort 2: Graduates who completed their classroom instruction prior to the 2020-21 academic year, or who were not required to take any classes during their program.

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, 2021 and February 16, 2022 (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 no greater than ± 1.9 per cent at the 95 per cent confidence level. There were significant challenges in achieving the required response rates this year. This could be attributed to challenges posed by the COVID-19 pandemic, mask mandates, vaccination requirements, and others.

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

Performance Indicator 1.c

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

Sources

- Mobius, Seniors, Community and Social Services
- Student Management System, Skilled Trades and Professions

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

The results of this indicator are obtained from both the Mobius data system, and Student Management System. Due to regulatory changes, FLAP switched information technology systems during the 2022-23 fiscal year, and learners’ data is reported in both systems. Learner enrolment data is provided by foundational learning providers, including publicly funded post-secondary institutions, First Nations colleges, and other Indigenous learning providers, private career colleges, non-profit organizations, high schools, and outreach schools.

When learners’ applications are processed, the system calculates the results of funding eligibility. The unique learner counts are reported when they are determined eligible, and receive funding to participate in an approved program of study.
Performance Indicator 3.a

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

Source

- Alberta Labour Mobility Survey, Skilled Trades and Professions

This survey is conducted annually by the Ministry of Skilled Trades and Professions (formerly the Ministry of Labour and Immigration) with regulatory bodies in Alberta. The 2020 survey was emailed to all professional regulatory organizations in Alberta, representing over 100 regulated occupations of which 100 per cent responded. The survey collected information related to fully certified workers for the year 2020 from January 1 to December 31. Interns, provisional or in-training applicants, students, renewals, or internationally certified applicants are excluded.

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

- first-time applicants who have never been previously certified/licensed anywhere in Canada, and
- certified out-of-province applicants who were previously certified/licensed in another province or territory in Canada.

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

Performance Indicator 3.b

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

Source

- Alberta Labour Mobility Survey, Skilled Trades and Professions

This survey is conducted annually by the Ministry of Skilled Trades and Professions (formerly the Ministry of Labour and Immigration) with regulatory bodies in Alberta. The 2020 survey was emailed to all professional regulatory organizations in Alberta, representing over 100 regulated occupations of which 100 per cent responded. The survey collected information related to fully certified workers for the year 2020 from January 1 to December 31. Interns, provisional or in-training applicants, students, renewals, trades occupations, and internationally certified applicants are excluded.

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

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

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

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## Ministry Financial Highlights

### Statement of Revenues and Expenses (unaudited)

Year Ended March 31, 2023

(in thousands)

<table>
<thead>
<tr>
<th></th>
<th>2023 Budget</th>
<th>2023 Actual</th>
<th>Change from 2022 Actual</th>
<th>2022 Actual (Restated)</th>
<th>2023 Actual (Restated)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Government Grants</td>
<td>$454</td>
<td>$540</td>
<td>$415</td>
<td>$86</td>
<td>$125</td>
</tr>
<tr>
<td>Labour Market Agreements</td>
<td>158,281</td>
<td>158,281</td>
<td>168,281</td>
<td>—</td>
<td>(10,000)</td>
</tr>
<tr>
<td>Premiums, Fees and Licences</td>
<td>3,820</td>
<td>3,130</td>
<td>2,713</td>
<td>(690)</td>
<td>417</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>1,900</td>
<td>1,966</td>
<td>2,542</td>
<td>66</td>
<td>(576)</td>
</tr>
<tr>
<td>Ministry Total</td>
<td>164,455</td>
<td>163,917</td>
<td>173,951</td>
<td>(538)</td>
<td>(10,034)</td>
</tr>
<tr>
<td>Inter-ministry Consolidation Adjustments</td>
<td>—</td>
<td>(645)</td>
<td>(395)</td>
<td>(645)</td>
<td>(250)</td>
</tr>
<tr>
<td>Adjusted Ministry Total</td>
<td>164,455</td>
<td>163,272</td>
<td>173,556</td>
<td>(1,183)</td>
<td>(10,284)</td>
</tr>
<tr>
<td><strong>Expenses Directly Incurred</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ministry Support Services</td>
<td>4,473</td>
<td>4,940</td>
<td>4,060</td>
<td>467</td>
<td>880</td>
</tr>
<tr>
<td>Professional Governance and Labour Mobility</td>
<td>1,647</td>
<td>1,487</td>
<td>1,647</td>
<td>(160)</td>
<td>(160)</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>64,358</td>
<td>61,632</td>
<td>54,789</td>
<td>(2,726)</td>
<td>6,843</td>
</tr>
<tr>
<td>Adult Learning</td>
<td>35,161</td>
<td>34,349</td>
<td>44,555</td>
<td>(812)</td>
<td>(10,206)</td>
</tr>
<tr>
<td>Foundational Learning Supports</td>
<td>95,529</td>
<td>94,351</td>
<td>80,525</td>
<td>(1,178)</td>
<td>13,826</td>
</tr>
<tr>
<td>Ministry Total</td>
<td>201,168</td>
<td>196,759</td>
<td>185,576</td>
<td>(4,409)</td>
<td>11,183</td>
</tr>
<tr>
<td>Inter-ministry Consolidation Adjustments</td>
<td>(39,141)</td>
<td>(41,789)</td>
<td>(43,691)</td>
<td>(2,648)</td>
<td>1,902</td>
</tr>
<tr>
<td>Adjusted Ministry Total</td>
<td>162,027</td>
<td>154,970</td>
<td>141,885</td>
<td>(7,057)</td>
<td>13,085</td>
</tr>
<tr>
<td><strong>Annual Deficit</strong></td>
<td>$2,428</td>
<td>$8,302</td>
<td>$31,671</td>
<td>$5,874</td>
<td>$(23,369)</td>
</tr>
</tbody>
</table>
Revenue and Expense Highlights

Revenues (unaudited)

- Total revenue for the year was $164 million, a decrease of $10 million or 6 per cent from the prior year and $538,000 less than the budgeted amount.

2023 Actual
(in thousands)

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

- **Government Transfers** revenue are the single largest source of revenue representing 97 per cent of total revenue. This revenue includes Federal Government Grants of $540,000, a 19 per cent increase compared to prior year’s revenue. This revenue is dedicated to fund AIT Red Seal Secretariat. Government Transfers revenue also includes revenue from Labour Market Agreements of $158 million, a 6 per cent decrease in revenue from prior year due to a $10 million decrease in dedicated federal funding to the department.

- **Premiums, Fees and Licenses** revenue accounts for 2 per cent of total revenue. Revenues decreased by $417,000 or 15 per cent due to reductions in Apprenticeship Services, Land Agency Licenses.

- **Other Revenue** accounts for 1% of total revenue. Revenue decreased by $576,000 or 23 per cent or due to reductions in refunds of expense and recoveries from programs.
Expenses (unaudited)

- The total expenses for the year was $197 million, an increase of 11 million or 6 per cent from the prior year, and $4 million less than the budgeted amount.

Expenses by Program (unaudited)

2023 Actual
(in thousands)

- **Foundational Learning Supports** expenses is the largest category of spending, and accounts for 48 per cent of total expenses. The $13 million or 17 per cent increase from the prior year was attributed to higher enrolment after COVID-19 pandemic effects. There were also additional expenses provided for living allowance to adjust for inflation, and cost of living adjustments.

- **Apprenticeship** expenses is the second largest category of spending, and accounts for 31 per cent of total expenses. The $7 million or 12 per cent increase from the prior year related to additional grants provided to post-secondary institutions to fund apprenticeship seats for in demand programs.

- **Adult Learning** expenses is the third largest category of spending, and accounts for 17 per cent of total expenses. The $10 million or 23 per cent decrease from the prior year related to reduction in grants provided to Community Adult Learning Program, and a decrease in apprenticeship partnership grant funding that had additional one-time funding in the prior year.

- **Ministry Support Services** expenses account for 3 per cent of total expenses. The spending increased by $880,000 or 22 per cent from prior year due to additional supports provided to the Ministry, additional travel expenses and hires compared to prior year.

- **Professional Governance and Labour Mobility** expenses account for 1 per cent of total expenses. The decrease of $160,000 was mainly due to reduction in program support expenses.
Expenses – Directly Incurred Detailed by Object (unaudited)

2023 Actual
(in thousands)

- **Grants** represent the largest expense, and account for 85 per cent of total expenses. The increase of $11 million or 7 per cent from the prior year was due to increased funding provided to post-secondary institutions for apprenticeship seats and increased Foundational Learning grants for living allowance costs.

- **Salaries, Wages, and Benefits** represent the second largest expense, and account for 11 per cent of total expenses. The increase of $345,000 from the prior year was due to salary increases associated with collective bargaining increases and additional staff in the Minister’s office.

- **Supplies and Services** represent 4 per cent of total expenses. The increase from the prior year of $95,000 or 1 per cent was due to inflationary costs of general supplies, and increased program travel activities.
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Statement of Credit or Recovery (unaudited)
Department of Skilled Trades and Professions

Year Ended March 31, 2023
(in thousands)

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

<table>
<thead>
<tr>
<th></th>
<th>Authorized Spending</th>
<th>Actual Revenue Recognized</th>
<th>Unearned Revenue/Deferred Contributions</th>
<th>Total Amount Received/Receivable</th>
<th>(Shortfall)/Excess(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Seal Secretariat(1)</td>
<td>$ 454</td>
<td>$ 540</td>
<td>—</td>
<td>$ 540</td>
<td>$ 86</td>
</tr>
</tbody>
</table>

(1) 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.

Statement of Remissions, Compromises and Write-offs (unaudited)
Department of Skilled Trades and Professions

Year Ended March 31, 2023
(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 Financial Administration Act $ —

Write-offs:
Foundational Learning Assistance 1,216

Total remissions, compromises and write-offs $ 1,216

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

### Lapse / Encumbrance (unaudited)

#### Department of Skilled Trades and Professions

**Year Ended March 31, 2023**

*(in thousands)*

<table>
<thead>
<tr>
<th>Expense Vote by Program</th>
<th>Voted Estimate&lt;sup&gt;(1)&lt;/sup&gt;</th>
<th>Adjustments&lt;sup&gt;(2)&lt;/sup&gt;</th>
<th>Adjusted Voted Estimate</th>
<th>Voted Actuals&lt;sup&gt;(3)&lt;/sup&gt;</th>
<th>Over Expended (Unexpended)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Ministry Support Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Minister’s Office</td>
<td>$ —</td>
<td>$ 313</td>
<td>$ 313</td>
<td>$ 356</td>
<td>$ 43</td>
</tr>
<tr>
<td>1.2 Deputy Minister’s Office</td>
<td>—</td>
<td>217</td>
<td>217</td>
<td>250</td>
<td>33</td>
</tr>
<tr>
<td>1.3 Strategic and Corporate Services</td>
<td>4,473</td>
<td>—</td>
<td>4,473</td>
<td>4,334</td>
<td>(138)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,473</td>
<td>530</td>
<td>5,003</td>
<td>4,940</td>
<td>(63)</td>
</tr>
<tr>
<td><strong>2 Professional Governance and Labour Mobility</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Professional Governance</td>
<td>$ 302</td>
<td>—</td>
<td>$ 302</td>
<td>$ 264</td>
<td>$ (38)</td>
</tr>
<tr>
<td>2.2 Labour Attraction, Retention and Mobility</td>
<td>170</td>
<td>—</td>
<td>170</td>
<td>361</td>
<td>191</td>
</tr>
<tr>
<td>2.3 Fairness for Newcomers Office</td>
<td>1,175</td>
<td>250</td>
<td>1,425</td>
<td>862</td>
<td>(562)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,647</td>
<td>250</td>
<td>1,897</td>
<td>1,487</td>
<td>(410)</td>
</tr>
<tr>
<td><strong>3 Apprenticeship</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Program Delivery Support</td>
<td>17,100</td>
<td>—</td>
<td>17,100</td>
<td>16,982</td>
<td>(118)</td>
</tr>
<tr>
<td>3.2 Apprenticeship Grants</td>
<td>47,258</td>
<td>(854)</td>
<td>46,404</td>
<td>44,650</td>
<td>(1,754)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64,358</td>
<td>(854)</td>
<td>63,504</td>
<td>61,632</td>
<td>(1,872)</td>
</tr>
<tr>
<td><strong>4 Adult Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Adult Learning Delivery Support</td>
<td>$ 3,537</td>
<td>—</td>
<td>$ 3,537</td>
<td>$ 2,656</td>
<td>$ (881)</td>
</tr>
<tr>
<td>4.2 Community Adult Learning Program</td>
<td>17,809</td>
<td>—</td>
<td>17,809</td>
<td>17,983</td>
<td>174</td>
</tr>
<tr>
<td>4.3 Adult Learning Initiatives</td>
<td>13,815</td>
<td>—</td>
<td>13,815</td>
<td>13,710</td>
<td>(105)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35,161</td>
<td>—</td>
<td>35,161</td>
<td>34,349</td>
<td>(812)</td>
</tr>
<tr>
<td><strong>5 Student Aid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Program Delivery Support</td>
<td>3,234</td>
<td>—</td>
<td>3,234</td>
<td>3,349</td>
<td>115</td>
</tr>
<tr>
<td>5.2 Foundational Learning Assistance Grants</td>
<td>92,295</td>
<td>(3,900)</td>
<td>88,395</td>
<td>91,002</td>
<td>2,607</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>95,529</td>
<td>(3,900)</td>
<td>91,629</td>
<td>94,351</td>
<td>2,722</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>201,168</td>
<td>(3,974)</td>
<td>197,194</td>
<td>196,759</td>
<td>(435)</td>
</tr>
<tr>
<td><strong>Credit or Recovery Shortfall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lapse</strong></td>
<td>$ 201,168</td>
<td>$ (3,974)</td>
<td>$ 197,194</td>
<td>$ 196,759</td>
<td>$ (435)</td>
</tr>
</tbody>
</table>

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<sup>(1)</sup> As per “Expense Vote by Program”, “Capital Investment Vote by Program”, and “Financial Transaction Vote by Program”, page 201 of the 2022-23 Government Estimates.

<sup>(2)</sup> Adjustments include encumbrances, capital carry over amounts, transfers between votes, 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.

<sup>(3)</sup> 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)

<table>
<thead>
<tr>
<th>Post-Secondary Institutions</th>
<th>Operating Grants(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polytechnical Institutions</td>
<td></td>
</tr>
<tr>
<td>Northern Alberta Institute of Technology</td>
<td>16,192</td>
</tr>
<tr>
<td>Northwestern Polytechnic</td>
<td>3,209</td>
</tr>
<tr>
<td>Red Deer Polytechnic</td>
<td>3,108</td>
</tr>
<tr>
<td>Southern Alberta Institute of Technology</td>
<td>16,125</td>
</tr>
<tr>
<td>Comprehensive Community Colleges</td>
<td></td>
</tr>
<tr>
<td>Bow Valley College</td>
<td>—</td>
</tr>
<tr>
<td>Keyano College</td>
<td>1,155</td>
</tr>
<tr>
<td>Lakeland College</td>
<td>844</td>
</tr>
<tr>
<td>Lethbridge College</td>
<td>2,577</td>
</tr>
<tr>
<td>Medicine Hat College</td>
<td>1,299</td>
</tr>
<tr>
<td>NorQuest College</td>
<td>576</td>
</tr>
<tr>
<td>Northern Lakes College</td>
<td>1,026</td>
</tr>
<tr>
<td>Olds College</td>
<td>663</td>
</tr>
<tr>
<td>Portage College</td>
<td>1,167</td>
</tr>
<tr>
<td><strong>Total Funding Provided to Post-Secondary Institutions</strong></td>
<td><strong>$ 47,941</strong></td>
</tr>
</tbody>
</table>

(1) Includes all grant funding from department programs.
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 Skilled Trades and Professions during 2022-23.

There were no disclosures of wrongdoing for the Department of Skilled Trades and Professions between April 1, 2022 and March 31, 2023.

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

<table>
<thead>
<tr>
<th>Institutional Sector</th>
<th>Post-Secondary Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Polytechnic Institutions</strong></td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>Northern Alberta Institute of Technology</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Northwestern Polytechnic</td>
</tr>
<tr>
<td></td>
<td>Red Deer Polytechnic</td>
</tr>
<tr>
<td></td>
<td>Southern Alberta Institute of Technology</td>
</tr>
<tr>
<td><strong>Comprehensive Community Colleges</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Bow Valley College</td>
</tr>
<tr>
<td></td>
<td>Keyano College</td>
</tr>
<tr>
<td></td>
<td>Lakeland College</td>
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<tr>
<td></td>
<td>Lethbridge College</td>
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<tr>
<td></td>
<td>Medicine Hat College</td>
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<td></td>
<td>NorQuest College</td>
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<tr>
<td></td>
<td>Olds College</td>
</tr>
<tr>
<td></td>
<td>Portage College</td>
</tr>
</tbody>
</table>