

### Culturally Appropriate Curriculum (Programs)

					Sector Trend	COTR
Inclusion of Aboriginal context in professional programming/credentials (e.g. medical, legal, education, media relations).	<b>Current State</b>	4	4	2	↑	High
	<b>Future State</b>	5	4	1		High
Inclusion of Aboriginal context in general post-secondary programming/courses (e.g. Aboriginal context included in courses where the focus is not Aboriginal studies).	<b>Current State</b>	1	8	1	↑↑↑	Medium
	<b>Future State</b>	8	1	1		Medium
Creation of Aboriginal credentials (i.e. language credits for Aboriginal languages, or certificates, diplomas or degrees with a specific Aboriginal context).	<b>Current State</b>	2	2	6	↑↑	High
	<b>Future State</b>	2	6	2		High
Increasing the number of teachers (through education degrees or other credentials) who are aboriginal or have specialized training relative to an Aboriginal context.	<b>Current State</b>	2	8		↓	High
	<b>Future State</b>	1	7	1		None

## Learner Success

					Sector Trend	COTR
Job Attainment - these activities relate to any initiatives which are aimed at ensuring that Aboriginal learners are gaining skills or experience that will directly relate to getting jobs in the future (addressing employment gaps).	<b>Current State</b>	3	4	3	↑↑	Low
	<b>Future State</b>	6		4		Medium
Credentials - these types of activities or initiatives are aimed at increasing the number of credentials obtained by Aboriginal learners.	<b>Current State</b>	3	6		↑↑	Medium
	<b>Future State</b>	6		3		High
Access - these activities are related to increasing access, or decreasing barriers to accessing post-secondary education for Aboriginal learners.	<b>Current State</b>	4	5		↑↑↑	Medium
	<b>Future State</b>	9				High
Supports/Pathways - these activities or initiatives are related to increasing transition rates from K-12 or Adult Basic Education (literacy, numeracy), transitions within an institution (introductory programs to diplomas, degrees, technical designations, mentoring), and transitions to the workforce (co-ops, placement programs, job skill coaching).	<b>Current State</b>	4	4	2	↑	High
	<b>Future State</b>	6		4		High
Promotion - these activities are related to actively and publicly recognizing successes of existing initiatives (success stories).	<b>Current State</b>	4	5	1	↑↑↑	Medium
	<b>Future State</b>	8		2		Medium

## System Redesign

					Sector Trend	COTR
PSE Collaboration/Partnership with other PSE's on supporting Aboriginal learners for success.	Current State	1	4	5	↑↑	Medium
	Future State	3	7			Medium
PSE Collaboration/Partnership with Aboriginal communities to support Aboriginal learners for success.	Current State	7		3	↑↑	High
	Future State	10				High
Physical changes at PSE institutions to include more visible Aboriginal spaces including but not limited to gathering spaces (e.g. student	Current State	3	5	2	↑↑	Low
	Future State	5	5			Medium
Review or redesign of program delivery methods aimed at increasing access for Aboriginal learners (distributed learning, online or distance learning, remote delivery).	Current State	3	5	2	↑	Medium
	Future State	5	4	1		Medium
Review of institutional HR practices with respect to recruitment/retention of Aboriginal employees.	Current State	1	3	5	↑↑	Low
	Future State	4	3	1		Medium
Changes to institutional culture to reflect and respect Aboriginal ways of learning and knowing.	Current State	4	6		↑↑↑	High
	Future State	9	1			High
Engagement of institution (employees), or provision of training to bring awareness of Aboriginal context.	Current State	3	4	3	↑↑↑	Medium
	Future State	8	2			Medium
Sharing of best practices that are evidence based (including the sharing of data and research).	Current State	2	3	5	↑↑	Medium
	Future State	4	4	2		High
Reporting of success relating to programing or institutional changes.	Current State	3	3	4	↑↑↑	Low
	Future State	4	6			Medium

### Culturally Appropriate Curriculum (Programs)

					Sector Trend	Selkirk
Inclusion of Aboriginal context in professional programming/credentials (e.g. medical, legal, education, media relations).	<b>Current State</b>	4	4	2	↑	Medium
	<b>Future State</b>	5	4	1		High
Inclusion of Aboriginal context in general post-secondary programming/courses (e.g. Aboriginal context included in courses where the focus is not Aboriginal studies).	<b>Current State</b>	1	8	1	↑↑↑	Medium
	<b>Future State</b>	8	1	1		High
Creation of Aboriginal credentials (i.e. language credits for Aboriginal languages, or certificates, diplomas or degrees with a specific Aboriginal context).	<b>Current State</b>	2	2	6	↑↑	Low
	<b>Future State</b>	2	6	2		Low
Increasing the number of teachers (through education degrees or other credentials) who are aboriginal or have specialized training relative to an Aboriginal context.	<b>Current State</b>	2	8		↓	Low
	<b>Future State</b>	1	7	1		Medium

## Learner Success

					Sector Trend	Selkirk
Job Attainment - these activities relate to any initiatives which are aimed at ensuring that Aboriginal learners are gaining skills or experience that will directly relate to getting jobs in the future (addressing employment gaps).	<b>Current State</b>	3	4	3	↑↑	Medium
	<b>Future State</b>	6		4		Medium
Credentials - these types of activities or initiatives are aimed at increasing the number of credentials obtained by Aboriginal learners.	<b>Current State</b>	3	6		↑↑	Medium
	<b>Future State</b>	6		3		Medium
Access - these activities are related to increasing access, or decreasing barriers to accessing post-secondary education for Aboriginal learners.	<b>Current State</b>	4	5		↑↑↑	Medium
	<b>Future State</b>	9				High
Supports/Pathways - these activities or initiatives are related to increasing transition rates from K-12 or Adult Basic Education (literacy, numeracy), transitions within an institution (introductory programs to diplomas, degrees, technical designations, mentoring), and transitions to the workforce (co-ops, placement programs, job skill coaching).	<b>Current State</b>	4	4	2	↑	Medium
	<b>Future State</b>	6		4		High
Promotion - these activities are related to actively and publicly recognizing successes of existing initiatives (success stories).	<b>Current State</b>	4	5	1	↑↑↑	High
	<b>Future State</b>	8		2		High

## System Redesign

					Sector Trend	Selkirk
PSE Collaboration/Partnership with other PSE's on supporting Aboriginal learners for success.	<b>Current State</b>	1	4	5	↑↑	Low
	<b>Future State</b>	3	7			High
PSE Collaboration/Partnership with Aboriginal communities to support Aboriginal learners for success.	<b>Current State</b>	7		3	↑↑	High
	<b>Future State</b>	10				High
Physical changes at PSE institutions to include more visible Aboriginal spaces including but not limited to gathering spaces (e.g. student	<b>Current State</b>	3	5	2	↑↑	Medium
	<b>Future State</b>	5	5			Medium
Review or redesign of program delivery methods aimed at increasing access for Aboriginal learners (distributed learning, online or distance learning, remote delivery).	<b>Current State</b>	3	5	2	↑	Low
	<b>Future State</b>	5	4	1		Low
Review of institutional HR practices with respect to recruitment/retention of Aboriginal employees.	<b>Current State</b>	1	3	5	↑↑	Low
	<b>Future State</b>	4	3	1		Low/ Medium
Changes to institutional culture to reflect and respect Aboriginal ways of learning and knowing.	<b>Current State</b>	4	6		↑↑↑	High
	<b>Future State</b>	9	1			High
Engagement of institution (employees), or provision of training to bring awareness of Aboriginal context.	<b>Current State</b>	3	4	3	↑↑↑	Medium
	<b>Future State</b>	8	2			High
Sharing of best practices that are evidence based (including the sharing of data and research).	<b>Current State</b>	2	3	5	↑↑	Medium
	<b>Future State</b>	4	4	2		Medium
Reporting of success relating to programing or institutional changes.	<b>Current State</b>	3	3	4	↑↑↑	Medium
	<b>Future State</b>	4	6			Medium

### Culturally Appropriate Curriculum (Programs)

					Sector Trend	CNC
Inclusion of Aboriginal context in professional programming/credentials (e.g. medical, legal, education, media relations).	<b>Current State</b>	4	4	2	↑	Medium
	<b>Future State</b>	5	4	1		Medium
Inclusion of Aboriginal context in general post-secondary programming/courses (e.g. Aboriginal context included in courses where the focus is not Aboriginal studies).	<b>Current State</b>	1	8	1	↑↑↑	Medium
	<b>Future State</b>	8	1	1		High
Creation of Aboriginal credentials (i.e. language credits for Aboriginal languages, or certificates, diplomas or degrees with a specific Aboriginal context).	<b>Current State</b>	2	2	6	↑↑	Low
	<b>Future State</b>	2	6	2		Low
Increasing the number of teachers (through education degrees or other credentials) who are aboriginal or have specialized training relative to an Aboriginal context.	<b>Current State</b>	2	8		↓	Low
	<b>Future State</b>	1	7	1		Low

## Learner Success

					Sector Trend	CNC
Job Attainment - these activities relate to any initiatives which are aimed at ensuring that Aboriginal learners are gaining skills or experience that will directly relate to getting jobs in the future (addressing employment gaps).	<b>Current State</b>	3	4	3	↑↑	High
	<b>Future State</b>	6		4		High
Credentials - these types of activities or initiatives are aimed at increasing the number of credentials obtained by Aboriginal learners.	<b>Current State</b>	3	6		↑↑	Medium
	<b>Future State</b>	6		3		Medium
Access - these activities are related to increasing access, or decreasing barriers to accessing post-secondary education for Aboriginal learners.	<b>Current State</b>	4	5		↑↑↑	Medium
	<b>Future State</b>	9				High
Supports/Pathways - these activities or initiatives are related to increasing transition rates from K-12 or Adult Basic Education (literacy, numeracy), transitions within an institution (introductory programs to diplomas, degrees, technical designations, mentoring), and transitions to the workforce (co-ops, placement programs, job skill coaching).	<b>Current State</b>	4	4	2	↑	High
	<b>Future State</b>	6		4		High
Promotion - these activities are related to actively and publicly recognizing successes of existing initiatives (success stories).	<b>Current State</b>	4	5	1	↑↑↑	Medium
	<b>Future State</b>	8		2		High

## System Redesign

					Sector Trend	CNC
PSE Collaboration/Partnership with other PSE's on supporting Aboriginal learners for success.	<b>Current State</b>	1	4	5	↑↑	Low
	<b>Future State</b>	3	7			Medium
PSE Collaboration/Partnership with Aboriginal communities to support Aboriginal learners for success.	<b>Current State</b>	7		3	↑↑	High
	<b>Future State</b>	10				High
Physical changes at PSE institutions to include more visible Aboriginal spaces including but not limited to gathering spaces (e.g. student	<b>Current State</b>	3	5	2	↑↑	Medium
	<b>Future State</b>	5	5			Medium
Review or redesign of program delivery methods aimed at increasing access for Aboriginal learners (distributed learning, online or distance learning, remote delivery).	<b>Current State</b>	3	5	2	↑	High
	<b>Future State</b>	5	4	1		High
Review of institutional HR practices with respect to recruitment/retention of Aboriginal employees.	<b>Current State</b>	1	3	5	↑↑	Medium
	<b>Future State</b>	4	3	1		High
Changes to institutional culture to reflect and respect Aboriginal ways of learning and knowing.	<b>Current State</b>	4	6		↑↑↑	Medium
	<b>Future State</b>	9	1			Medium
Engagement of institution (employees), or provision of training to bring awareness of Aboriginal context.	<b>Current State</b>	3	4	3	↑↑↑	High
	<b>Future State</b>	8	2			High
Sharing of best practices that are evidence based (including the sharing of data and research).	<b>Current State</b>	2	3	5	↑↑	High
	<b>Future State</b>	4	4	2		High
Reporting of success relating to programing or institutional changes.	<b>Current State</b>	3	3	4	↑↑↑	High
	<b>Future State</b>	4	6			High

### Culturally Appropriate Curriculum (Programs)

					Sector Trend	NLC
Inclusion of Aboriginal context in professional programming/credentials (e.g. medical, legal, education, media relations).	<b>Current State</b>	4	4	2	↑	Medium
	<b>Future State</b>	5	4	1		Medium
Inclusion of Aboriginal context in general post-secondary programming/courses (e.g. Aboriginal context included in courses where the focus is not Aboriginal studies).	<b>Current State</b>	1	8	1	↑↑↑	Medium
	<b>Future State</b>	8	1	1		High
Creation of Aboriginal credentials (i.e. language credits for Aboriginal languages, or certificates, diplomas or degrees with a specific Aboriginal context).	<b>Current State</b>	2	2	6	↑↑	Low
	<b>Future State</b>	2	6	2		Medium
Increasing the number of teachers (through education degrees or other credentials) who are aboriginal or have specialized training relative to an Aboriginal context.	<b>Current State</b>	2	8		↓	Low
	<b>Future State</b>	1	7	1		Medium

## Learner Success

					Sector Trend	NLC
Job Attainment - these activities relate to any initiatives which are aimed at ensuring that Aboriginal learners are gaining skills or experience that will directly relate to getting jobs in the future (addressing employment gaps).	<b>Current State</b>	3	4	3	↑↑	Low
	<b>Future State</b>	6		4		Medium
Credentials - these types of activities or initiatives are aimed at increasing the number of credentials obtained by Aboriginal learners.	<b>Current State</b>	3	6		↑↑	Medium
	<b>Future State</b>	6		3		High
Access - these activities are related to increasing access, or decreasing barriers to accessing post-secondary education for Aboriginal learners.	<b>Current State</b>	4	5		↑↑↑	Medium
	<b>Future State</b>	9				High
Supports/Pathways - these activities or initiatives are related to increasing transition rates from K-12 or Adult Basic Education (literacy, numeracy), transitions within an institution (introductory programs to diplomas, degrees, technical designations, mentoring), and transitions to the workforce (co-ops, placement programs, job skill coaching).	<b>Current State</b>	4	4	2	↑	Medium
	<b>Future State</b>	6		4		High
Promotion - these activities are related to actively and publicly recognizing successes of existing initiatives (success stories).	<b>Current State</b>	4	5	1	↑↑↑	Low
	<b>Future State</b>	8		2		High

## System Redesign

					Sector Trend	NLC
PSE Collaboration/Partnership with other PSE's on supporting Aboriginal learners for success.	Current State	1	4	5	↑↑	Low
	Future State	3	7			Medium
PSE Collaboration/Partnership with Aboriginal communities to support Aboriginal learners for success.	Current State	7		3	↑↑	Medium
	Future State	10				High
Physical changes at PSE institutions to include more visible Aboriginal spaces including but not limited to gathering spaces (e.g. student	Current State	3	5	2	↑↑	Medium
	Future State	5	5			Medium
Review or redesign of program delivery methods aimed at increasing access for Aboriginal learners (distributed learning, online or distance learning, remote delivery).	Current State	3	5	2	↑	Low
	Future State	5	4	1		High
Review of institutional HR practices with respect to recruitment/retention of Aboriginal employees.	Current State	1	3	5	↑↑	Low
	Future State	4	3	1		Medium
Changes to institutional culture to reflect and respect Aboriginal ways of learning and knowing.	Current State	4	6		↑↑↑	Medium
	Future State	9	1			High
Engagement of institution (employees), or provision of training to bring awareness of Aboriginal context.	Current State	3	4	3	↑↑↑	Low
	Future State	8	2			Medium
Sharing of best practices that are evidence based (including the sharing of data and research).	Current State	2	3	5	↑↑	Low
	Future State	4	4	2		Medium
Reporting of success relating to programing or institutional changes.	Current State	3	3	4	↑↑↑	Low
	Future State	4	6			Medium

### Culturally Appropriate Curriculum (Programs)

					Sector Trend	OC
Inclusion of Aboriginal context in professional programming/credentials (e.g. medical, legal, education, media relations).	<b>Current State</b>	4	4	2	↑	Medium
	<b>Future State</b>	5	4	1		Medium
Inclusion of Aboriginal context in general post-secondary programming/courses (e.g. Aboriginal context included in courses where the focus is not Aboriginal studies).	<b>Current State</b>	1	8	1	↑↑↑	Low
	<b>Future State</b>	8	1	1		Low
Creation of Aboriginal credentials (i.e. language credits for Aboriginal languages, or certificates, diplomas or degrees with a specific Aboriginal context).	<b>Current State</b>	2	2	6	↑↑	Low
	<b>Future State</b>	2	6	2		Medium
Increasing the number of teachers (through education degrees or other credentials) who are aboriginal or have specialized training relative to an Aboriginal context.	<b>Current State</b>	2	8		↓	Low
	<b>Future State</b>	1	7	1		Medium

## Learner Success

					Sector Trend	OC
Job Attainment - these activities relate to any initiatives which are aimed at ensuring that Aboriginal learners are gaining skills or experience that will directly relate to getting jobs in the future (addressing employment gaps).	<b>Current State</b>	3	4	3	↑↑	Medium
	<b>Future State</b>	6		4		Medium
Credentials - these types of activities or initiatives are aimed at increasing the number of credentials obtained by Aboriginal learners.	<b>Current State</b>	3	6		↑↑	Medium
	<b>Future State</b>	6		3		High
Access - these activities are related to increasing access, or decreasing barriers to accessing post-secondary education for Aboriginal learners.	<b>Current State</b>	4	5		↑↑↑	Medium
	<b>Future State</b>	9				High
Supports/Pathways - these activities or initiatives are related to increasing transition rates from K-12 or Adult Basic Education (literacy, numeracy), transitions within an institution (introductory programs to diplomas, degrees, technical designations, mentoring), and transitions to the workforce (co-ops, placement programs, job skill coaching).	<b>Current State</b>	4	4	2	↑	Medium
	<b>Future State</b>	6		4		Medium
Promotion - these activities are related to actively and publicly recognizing successes of existing initiatives (success stories).	<b>Current State</b>	4	5	1	↑↑↑	Medium
	<b>Future State</b>	8		2		Medium

## System Redesign

					Sector Trend	OC
PSE Collaboration/Partnership with other PSE's on supporting Aboriginal learners for success.	Current State	1	4	5	↑↑	Medium
	Future State	3	7			Medium
PSE Collaboration/Partnership with Aboriginal communities to support Aboriginal learners for success.	Current State	7		3	↑↑	Medium
	Future State	10				High
Physical changes at PSE institutions to include more visible Aboriginal spaces including but not limited to gathering spaces (e.g. student	Current State	3	5	2	↑↑	Medium
	Future State	5	5			High
Review or redesign of program delivery methods aimed at increasing access for Aboriginal learners (distributed learning, online or distance learning, remote delivery).	Current State	3	5	2	↑	Medium
	Future State	5	4	1		Medium
Review of institutional HR practices with respect to recruitment/retention of Aboriginal employees.	Current State	1	3	5	↑↑	Low
	Future State	4	3	1		Low
Changes to institutional culture to reflect and respect Aboriginal ways of learning and knowing.	Current State	4	6		↑↑↑	Medium
	Future State	9	1			High
Engagement of institution (employees), or provision of training to bring awareness of Aboriginal context.	Current State	3	4	3	↑↑↑	Low
	Future State	8	2			High
Sharing of best practices that are evidence based (including the sharing of data and research).	Current State	2	3	5	↑↑	Low
	Future State	4	4	2		Low
Reporting of success relating to programing or institutional changes.	Current State	3	3	4	↑↑↑	Low
	Future State	4	6			Medium

### Culturally Appropriate Curriculum (Programs)

					Sector Trend	VCC
Inclusion of Aboriginal context in professional programming/credentials (e.g. medical, legal, education, media relations).	<b>Current State</b>	4	4	2	↑	High
	<b>Future State</b>	5	4	1		High
Inclusion of Aboriginal context in general post-secondary programming/courses (e.g. Aboriginal context included in courses where the fvCCus is not Aboriginal studies).	<b>Current State</b>	1	8	1	↑↑↑	High
	<b>Future State</b>	8	1	1		High
Creation of Aboriginal credentials (i.e. language credits for Aboriginal languages, or certificates, diplomas or degrees with a specific Aboriginal context).	<b>Current State</b>	2	2	6	↑↑	High
	<b>Future State</b>	2	6	2		High
Increasing the number of teachers (through education degrees or other credentials) who are aboriginal or have specialized training relative to an Aboriginal context.	<b>Current State</b>	2	8		↓	Low
	<b>Future State</b>	1	7	1		Medium

## Learner Success

				Sector Trend	VCC
Job Attainment - these activities relate to any initiatives which are aimed at ensuring that Aboriginal learners are gaining skills or experience that will directly relate to getting jobs in the future (addressing employment gaps).	<b>Current State</b>	3	4	3	High
	<b>Future State</b>	6		4	High
Credentials - these types of activities or initiatives are aimed at increasing the number of credentials obtained by Aboriginal learners.	<b>Current State</b>	3	6		0
	<b>Future State</b>	6		3	0
Access - these activities are related to increasing access, or decreasing barriers to accessing post-secondary education for Aboriginal learners.	<b>Current State</b>	4	5		0
	<b>Future State</b>	9			0
Supports/Pathways - these activities or initiatives are related to increasing transition rates from K-12 or Adult Basic Education (literacy, numeracy), transitions within an institution (introductory programs to diplomas, degrees, technical designations, mentoring), and transitions to the workforce (co-ops, placement programs, job skill coaching).	<b>Current State</b>	4	4	2	High
	<b>Future State</b>	6		4	High
Promotion - these activities are related to actively and publicly recognizing successes of existing initiatives (success stories).	<b>Current State</b>	4	5	1	High
	<b>Future State</b>	8		2	High

## System Redesign

					Sector Trend	VCC
PSE Collaboration/Partnership with other PSE's on supporting Aboriginal learners for success.	<b>Current State</b>	1	4	5	↑↑	High
	<b>Future State</b>	3	7			High
PSE Collaboration/Partnership with Aboriginal communities to support Aboriginal learners for success.	<b>Current State</b>	7		3	↑↑	High
	<b>Future State</b>	10				High
Physical changes at PSE institutions to include more visible Aboriginal spaces including but not limited to gathering spaces (e.g. student	<b>Current State</b>	3	5	2	↑↑	High
	<b>Future State</b>	5	5			High
Review or redesign of program delivery methods aimed at increasing access for Aboriginal learners (distributed learning, online or distance learning, remote delivery).	<b>Current State</b>	3	5	2	↑	Medium
	<b>Future State</b>	5	4	1		Medium
Review of institutional HR practices with respect to recruitment/retention of Aboriginal employees.	<b>Current State</b>	1	3	5	↑↑	0
	<b>Future State</b>	4	3	1		0
Changes to institutional culture to reflect and respect Aboriginal ways of learning and knowing.	<b>Current State</b>	4	6		↑↑↑	High
	<b>Future State</b>	9	1			High
Engagement of institution (employees), or provision of training to bring awareness of Aboriginal context.	<b>Current State</b>	3	4	3	↑↑↑	High
	<b>Future State</b>	8	2			High
Sharing of best practices that are evidence based (including the sharing of data and research).	<b>Current State</b>	2	3	5	↑↑	High
	<b>Future State</b>	4	4	2		High
Reporting of success relating to programing or institutional changes.	<b>Current State</b>	3	3	4	↑↑↑	High
	<b>Future State</b>	4	6			High

## Culturally Appropriate Curriculum (Programs)

					Sector Trend	NWCC
Inclusion of Aboriginal context in professional programming/credentials (e.g. medical, legal, education, media relations).	<b>Current State</b>	4	4	2	↑	Low
	<b>Future State</b>	5	4	1		Medium
Inclusion of Aboriginal context in general post-secondary programming/courses (e.g. Aboriginal context included in courses where the focus is not Aboriginal studies).	<b>Current State</b>	1	8	1	↑↑↑	Medium
	<b>Future State</b>	8	1	1		High
Creation of Aboriginal credentials (i.e. language credits for Aboriginal languages, or certificates, diplomas or degrees with a specific Aboriginal context).	<b>Current State</b>	2	2	6	↑↑	Medium
	<b>Future State</b>	2	6	2		Medium
Increasing the number of teachers (through education degrees or other credentials) who are aboriginal or have specialized training relative to an Aboriginal context.	<b>Current State</b>	2	8		↓	Low
	<b>Future State</b>	1	7	1		Medium

## Learner Success

					Sector Trend	NWCC
Job Attainment - these activities relate to any initiatives which are aimed at ensuring that Aboriginal learners are gaining skills or experience that will directly relate to getting jobs in the future (addressing employment gaps).	Current State	3	4	3	↑↑	Low
	Future State	6		4		High
Credentials - these types of activities or initiatives are aimed at increasing the number of credentials obtained by Aboriginal learners.	Current State	3	6		↑↑	Medium
	Future State	6		3		Medium
Access - these activities are related to increasing access, or decreasing barriers to accessing post-secondary education for Aboriginal learners.	Current State	4	5		↑↑↑	High
	Future State	9				High
Supports/Pathways - these activities or initiatives are related to increasing transition rates from K-12 or Adult Basic Education (literacy, numeracy), transitions within an institution (introductory programs to diplomas, degrees, technical designations, mentoring), and transitions to the workforce (co-ops, placement programs, job skill coaching).	Current State	4	4	2	↑	Low
	Future State	6		4		Medium
Promotion - these activities are related to actively and publicly recognizing successes of existing initiatives (success stories).	Current State	4	5	1	↑↑↑	High
	Future State	8		2		High

## System Redesign

					Sector Trend	NWCC
PSE Collaboration/Partnership with other PSE's on supporting Aboriginal learners for success.	Current State	1	4	5	↑↑	Low
	Future State	3	7			Medium
PSE Collaboration/Partnership with Aboriginal communities to support Aboriginal learners for success.	Current State	7		3	↑↑	Medium
	Future State	10				High
Physical changes at PSE institutions to include more visible Aboriginal spaces including but not limited to gathering spaces (e.g. student	Current State	3	5	2	↑↑	High
	Future State	5	5			High
Review or redesign of program delivery methods aimed at increasing access for Aboriginal learners (distributed learning, online or distance learning, remote delivery).	Current State	3	5	2	↑	High
	Future State	5	4	1		High
Review of institutional HR practices with respect to recruitment/retention of Aboriginal employees.	Current State	1	3	5	↑↑	High
	Future State	4	3	1		High
Changes to institutional culture to reflect and respect Aboriginal ways of learning and knowing.	Current State	4	6		↑↑↑	Medium
	Future State	9	1			High
Engagement of institution (employees), or provision of training to bring awareness of Aboriginal context.	Current State	3	4	3	↑↑↑	Low
	Future State	8	2			High
Sharing of best practices that are evidence based (including the sharing of data and research).	Current State	2	3	5	↑↑	Low
	Future State	4	4	2		Medium
Reporting of success relating to programing or institutional changes.	Current State	3	3	4	↑↑↑	Medium
	Future State	4	6			High

### Culturally Appropriate Curriculum (Programs)

					Sector Trend	Langara
Inclusion of Aboriginal context in professional programming/credentials (e.g. medical, legal, education, media relations).	<b>Current State</b>	4	4	2	↑	High
	<b>Future State</b>	5	4	1		High
Inclusion of Aboriginal context in general post-secondary programming/courses (e.g. Aboriginal context included in courses where the focus is not Aboriginal studies).	<b>Current State</b>	1	8	1	↑↑↑	Medium
	<b>Future State</b>	8	1	1		High
Creation of Aboriginal credentials (i.e. language credits for Aboriginal languages, or certificates, diplomas or degrees with a specific Aboriginal context).	<b>Current State</b>	2	2	6	↑↑	Low
	<b>Future State</b>	2	6	2		Medium
Increasing the number of teachers (through education degrees or other credentials) who are aboriginal or have specialized training relative to an Aboriginal context.	<b>Current State</b>	2	8		↓	Low
	<b>Future State</b>	1	7	1		Medium

## Learner Success

					Sector Trend	Langara
Job Attainment - these activities relate to any initiatives which are aimed at ensuring that Aboriginal learners are gaining skills or experience that will directly relate to getting jobs in the future (addressing employment gaps).	<b>Current State</b>	3	4	3	↑↑	Medium
	<b>Future State</b>	6		4		High
Credentials - these types of activities or initiatives are aimed at increasing the number of credentials obtained by Aboriginal learners.	<b>Current State</b>	3	6		↑↑	High
	<b>Future State</b>	6		3		High
Access - these activities are related to increasing access, or decreasing barriers to accessing post-secondary education for Aboriginal learners.	<b>Current State</b>	4	5		↑↑↑	High
	<b>Future State</b>	9				High
Supports/Pathways - these activities or initiatives are related to increasing transition rates from K-12 or Adult Basic Education (literacy, numeracy), transitions within an institution (introductory programs to diplomas, degrees, technical designations, mentoring), and transitions to the workforce (co-ops, placement programs, job skill coaching).	<b>Current State</b>	4	4	2	↑	Low
	<b>Future State</b>	6		4		Medium
Promotion - these activities are related to actively and publicly recognizing successes of existing initiatives (success stories).	<b>Current State</b>	4	5	1	↑↑↑	Medium
	<b>Future State</b>	8		2		High

## System Redesign

					Sector Trend	Langara
PSE Collaboration/Partnership with other PSE's on supporting Aboriginal learners for success.	Current State	1	4	5	↑↑	Medium
	Future State	3		7		High
PSE Collaboration/Partnership with Aboriginal communities to support Aboriginal learners for success.	Current State	7		3	↑↑	High
	Future State	10				High
Physical changes at PSE institutions to include more visible Aboriginal spaces including but not limited to gathering spaces (e.g. student	Current State	3	5	2	↑↑	Medium
	Future State	5		5		High
Review or redesign of program delivery methods aimed at increasing access for Aboriginal learners (distributed learning, online or distance learning, remote delivery).	Current State	3	5	2	↑	Medium
	Future State	5		4		1
Review of institutional HR practices with respect to recruitment/retention of Aboriginal employees.	Current State	1	3	5	↑↑	Low
	Future State	4		3		1
Changes to institutional culture to reflect and respect Aboriginal ways of learning and knowing.	Current State	4		6	↑↑↑	Medium
	Future State	9				1
Engagement of institution (employees), or provision of training to bring awareness of Aboriginal context.	Current State	3	4	3	↑↑↑	Medium
	Future State	8				2
Sharing of best practices that are evidence based (including the sharing of data and research).	Current State	2	3	5	↑↑	Low
	Future State	4		4		2
Reporting of success relating to programing or institutional changes.	Current State	3	3	4	↑↑↑	Low
	Future State	4		6		Medium

### Culturally Appropriate Curriculum (Programs)

					Sector Trend	NIC
Inclusion of Aboriginal context in professional programming/credentials (e.g. medical, legal, education, media relations).	<b>Current State</b>	4	4	2	↑	Low
	<b>Future State</b>	5	4	1		Low
Inclusion of Aboriginal context in general post-secondary programming/courses (e.g. Aboriginal context included in courses where the focus is not Aboriginal studies).	<b>Current State</b>	1	8	1	↑↑↑	Medium
	<b>Future State</b>	8	1	1		High
Creation of Aboriginal credentials (i.e. language credits for Aboriginal languages, or certificates, diplomas or degrees with a specific Aboriginal context).	<b>Current State</b>	2	2	6	↑↑	Low
	<b>Future State</b>	2	6	2		Medium
Increasing the number of teachers (through education degrees or other credentials) who are aboriginal or have specialized training relative to an Aboriginal context.	<b>Current State</b>	2	8		↓	Low
	<b>Future State</b>	1	7	1		Medium

## Learner Success

					Sector Trend	NIC
Job Attainment - these activities relate to any initiatives which are aimed at ensuring that Aboriginal learners are gaining skills or experience that will directly relate to getting jobs in the future (addressing employment gaps).	<b>Current State</b>	3	4	3	↑↑	Medium
	<b>Future State</b>	6		4		High
Credentials - these types of activities or initiatives are aimed at increasing the number of credentials obtained by Aboriginal learners.	<b>Current State</b>	3	6		↑↑	High
	<b>Future State</b>	6		3		High
Access - these activities are related to increasing access, or decreasing barriers to accessing post-secondary education for Aboriginal learners.	<b>Current State</b>	4	5		↑↑↑	High
	<b>Future State</b>	9				High
Supports/Pathways - these activities or initiatives are related to increasing transition rates from K-12 or Adult Basic Education (literacy, numeracy), transitions within an institution (introductory programs to diplomas, degrees, technical designations, mentoring), and transitions to the workforce (co-ops, placement programs, job skill coaching).	<b>Current State</b>	4	4	2	↑	Medium
	<b>Future State</b>	6		4		Medium
Promotion - these activities are related to actively and publicly recognizing successes of existing initiatives (success stories).	<b>Current State</b>	4	5	1	↑↑↑	Medium
	<b>Future State</b>	8		2		High

## System Redesign

					Sector Trend	NIC
PSE Collaboration/Partnership with other PSE's on supporting Aboriginal learners for success.	Current State	1	4	5	↑↑	Low
	Future State	3	7			Medium
PSE Collaboration/Partnership with Aboriginal communities to support Aboriginal learners for success.	Current State	7		3	↑↑	High
	Future State	10				High
Physical changes at PSE institutions to include more visible Aboriginal spaces including but not limited to gathering spaces (e.g. student	Current State	3	5	2	↑↑	Low
	Future State	5	5			Medium
Review or redesign of program delivery methods aimed at increasing access for Aboriginal learners (distributed learning, online or distance learning, remote delivery).	Current State	3	5	2	↑	High
	Future State	5	4	1		High
Review of institutional HR practices with respect to recruitment/retention of Aboriginal employees.	Current State	1	3	5	↑↑	Medium
	Future State	4	3	1		High
Changes to institutional culture to reflect and respect Aboriginal ways of learning and knowing.	Current State	4	6		↑↑↑	Medium
	Future State	9	1			High
Engagement of institution (employees), or provision of training to bring awareness of Aboriginal context.	Current State	3	4	3	↑↑↑	Medium
	Future State	8	2			High
Sharing of best practices that are evidence based (including the sharing of data and research).	Current State	2	3	5	↑↑	Low
	Future State	4	4	2		Low
Reporting of success relating to programing or institutional changes.	Current State	3	3	4	↑↑↑	Medium
	Future State	4	6			Medium

### Culturally Appropriate Curriculum (Programs)

					Sector Trend	Camosun
Inclusion of Aboriginal context in professional programming/credentials (e.g. medical, legal, education, media relations).	Current State	4	4	2	↑	High
	Future State	5	4	1		High
Inclusion of Aboriginal context in general post-secondary programming/courses (e.g. Aboriginal context included in courses where the focus is not Aboriginal studies).	Current State	1	8	1	↑↑↑	Medium
	Future State	8	1	1		High
Creation of Aboriginal credentials (i.e. language credits for Aboriginal languages, or certificates, diplomas or degrees with a specific Aboriginal context).	Current State	2	2	6	↑↑	Medium
	Future State	2	6	2		Medium
Increasing the number of teachers (through education degrees or other credentials) who are aboriginal or have specialized training relative to an Aboriginal context.	Current State	2	8		↓	High
	Future State	1	7	1		High

## Learner Success

				Sector Trend	Camosun
Job Attainment - these activities relate to any initiatives which are aimed at ensuring that Aboriginal learners are gaining skills or experience that will directly relate to getting jobs in the future (addressing employment gaps).	<b>Current State</b>	3	4	3	High
	<b>Future State</b>	6		4	High
Credentials - these types of activities or initiatives are aimed at increasing the number of credentials obtained by Aboriginal learners.	<b>Current State</b>	3	6		High
	<b>Future State</b>	6		3	High
Access - these activities are related to increasing access, or decreasing barriers to accessing post-secondary education for Aboriginal learners.	<b>Current State</b>	4	5		High
	<b>Future State</b>	9			High
Supports/Pathways - these activities or initiatives are related to increasing transition rates from K-12 or Adult Basic Education (literacy, numeracy), transitions within an institution (introductory programs to diplomas, degrees, technical designations, mentoring), and transitions to the workforce (co-ops, placement programs, job skill coaching).	<b>Current State</b>	4	4	2	High
	<b>Future State</b>	6		4	High
Promotion - these activities are related to actively and publicly recognizing successes of existing initiatives (success stories).	<b>Current State</b>	4	5	1	High
	<b>Future State</b>	8		2	High

## System Redesign

				Sector Trend	Camosun
PSE Collaboration/Partnership with other PSE's on supporting Aboriginal learners for success.	<b>Current State</b>	1	4	5	Medium
	<b>Future State</b>	3	7		Medium
PSE Collaboration/Partnership with Aboriginal communities to support Aboriginal learners for success.	<b>Current State</b>	7	3		High
	<b>Future State</b>	10			High
Physical changes at PSE institutions to include more visible Aboriginal spaces including but not limited to gathering spaces (e.g. student	<b>Current State</b>	3	5	2	High
	<b>Future State</b>	5	5		High
Review or redesign of program delivery methods aimed at increasing access for Aboriginal learners (distributed learning, online or distance learning, remote delivery).	<b>Current State</b>	3	5	2	Medium
	<b>Future State</b>	5	4	1	Medium
Review of institutional HR practices with respect to recruitment/retention of Aboriginal employees.	<b>Current State</b>	1	3	5	Medium
	<b>Future State</b>	4	3	1	High
Changes to institutional culture to reflect and respect Aboriginal ways of learning and knowing.	<b>Current State</b>	4	6		High
	<b>Future State</b>	9	1		High
Engagement of institution (employees), or provision of training to bring awareness of Aboriginal context.	<b>Current State</b>	3	4	3	High
	<b>Future State</b>	8	2		High
Sharing of best practices that are evidence based (including the sharing of data and research).	<b>Current State</b>	2	3	5	Medium
	<b>Future State</b>	4	4	2	High
Reporting of success relating to programing or institutional changes.	<b>Current State</b>	3	3	4	High
	<b>Future State</b>	4	6		High