

### 2024 ITE Open Call - Scoring Matrix

Priority	Indicators	Exceptional	Good	Fair	Insufficient	Not Applicable
Priority 1: Indigenous Representation & Relationships	Indigenous Representation	Senior leadership is Indigenous, and Indigenous people are <b>represented in at least 75%</b> of the initiative and a commitment to FNIM workforce representation is <b>clearly articulated and evidenced</b> .	Senior leadership is Indigenous, and Indigenous people are <b>represented in up to 60%</b> of the initiative and a commitment to FNIM workforce representation is <b>well articulated and evidenced</b> .	Senior leadership is Indigenous, and Indigenous people are <b>represented in up to 50%</b> of the initiative and a commitment to FNIM workforce representation is <b>somewhat clearly articulated and evidenced</b> .	Senior leadership is Indigenous, and Indigenous people are <b>represented in less than 25%</b> of the initiative and a commitment to FNIM workforce representation is <b>not clearly articulated and evidenced</b> .	Indigenous people are <b>not represented</b> in the senior leadership of the initiative and <b>there is no</b> commitment to FNIM workforce representation.
	Relationships	Elders, Knowledge Keepers, and/or Cultural Advisors are <b>central to the project</b> and relationships in place with FNIM communities are <b>well established and demonstrable (5+ years)</b>	Elders, Knowledge Keepers, and/or Cultural Advisors are <b>included in the project</b> and relationships in place with FNIM communities are <b>established and demonstrable (2+ years)</b>	Elders, Knowledge Keepers, and/or Cultural Advisors are <b>somewhat included in the project</b> and relationships in place with FNIM communities are <b>somewhat established and demonstrable (1+ years)</b>	Elders, Knowledge Keepers, and/or Cultural Advisors are <b>minimally included in the project</b> and relationships in place with FNIM communities are <b>minimally established and demonstrable (less than 1 year)</b>	Elders, Knowledge Keepers, and/or Cultural Advisors are <b>not included in the project</b> and relationships in place with FNIM communities are <b>not established or demonstrable (less than 1 year)</b>
Priority 2: Relevance & Deliverables	Relevance	<b>Deep understanding</b> of FNIM educator and student needs and realities is <b>exceptionally articulated</b> .	<b>Good understanding</b> of FNIM teacher and student needs and realities is <b>well articulated</b> .	<b>Sufficient understanding</b> of FNIM teacher and student needs and realities is <b>somewhat articulated</b> .	<b>Understanding</b> of FNIM teacher and student needs and realities is <b>minimally articulated</b> .	<b>No understanding</b> of FNIM teacher and student needs and realities
	Activities	The project scope, objectives, and timeline are <b>exceptionally articulated and align well</b> with the purpose of the funding stream.	The project scope, objectives, and timeline are <b>well articulated and align</b> with the purpose of the funding stream.	The project scope, objectives, and timeline are <b>somewhat articulated and sufficiently align</b> with the purpose of the funding stream.	The project scope, objectives, and timeline are <b>minimally articulated and vaguely align</b> with the purpose of the funding stream.	The project scope, objectives, and timeline are <b>poorly articulated and do not align</b> with the purpose of the funding stream.
Priority 3: Outcomes and Impact	Expected Outcomes	The outcomes of the project are <b>exceptionally aligned</b> with stated activities <b>and rooted</b> in addressing systemic barriers.	The outcomes of the project are <b>well aligned</b> with stated activities <b>and rooted</b> in addressing systemic barriers.	The outcomes of the project are <b>adequately aligned</b> with stated activities <b>and rooted</b> in addressing systemic barriers.	The outcomes of the project are <b>minimally aligned</b> with stated activities <b>and rooted</b> in addressing systemic barriers.	The outcomes of the project are <b>not aligned</b> with stated activities <b>or rooted</b> in addressing systemic barriers.
	Project Evaluation	A <b>comprehensive and well-defined plan</b> for gathering and analyzing data related to the measurable outcomes of the project, and specifically the numbers of FNIM educators expected to be impacted by this work.	A <b>detailed and defined plan</b> for gathering and analyzing data related to the measurable outcomes of the project, and specifically the numbers of FNIM educators expected to be impacted by this work.	A <b>sufficiently detailed and defined plan</b> for gathering and analyzing data related to the measurable outcomes of the project, and specifically the numbers of FNIM educators expected to be impacted by this work.	A <b>minimally detailed plan</b> for gathering and analyzing data related to the measurable outcomes of the project, and specifically the numbers of FNIM educators expected to be impacted by this work.	The project <b>does not have a detailed and/or defined plan</b> for the gathering and analysis of data related to the measurable outcomes and impact of the project, and specifically the numbers of FNIM educators expected to be impacted by this work.
Priority 4: Budget & Innovation	Budget	An <b>exceptionally detailed and accurate</b> budget with <b>highly relevant</b> justification and breakdown to match the scope and goals of the project.	A <b>well detailed and accurate</b> budget with <b>relevant</b> justification and breakdown to match the scope and goals of the project.	A <b>somewhat detailed and accurate</b> budget with <b>somewhat relevant</b> justification and breakdown to match the scope and goals of the project.	A <b>minimally detailed and accurate</b> budget with <b>limited</b> justification and breakdown to match the scope and goals of the project.	<b>Not detailed or accurate</b> budget. <b>Lacks necessary</b> justification and breakdown to match the scope and goals of the project.
	Innovation	Innovative approaches are <b>clearly identified and exceptionally demonstrated</b> throughout the proposal; Indigenous worldviews are <b>strongly incorporated</b> .	Innovative approaches are <b>identified and demonstrated</b> ; Indigenous worldviews are <b>clearly incorporated</b> .	Innovative approaches are <b>adequately identified</b> ; Indigenous worldviews are <b>sufficiently incorporated</b> .	Innovative approaches are <b>minimally identified</b> ; Indigenous worldviews are <b>not incorporated</b> .	Innovative approaches are <b>not identified</b> ; Indigenous worldviews are <b>not incorporated</b> .