

<b>Table 1. Application Scoring Criteria</b>	
<p>Scoring criteria:  <b>0</b> – Not at all  <b>1</b> – It’s not clearly stated, but could be assumed based on application details  <b>2</b> – Yes, but not to an appreciable extent  <b>3</b> – Yes  <b>4</b> – Yes and it is well documented within the application  <b>5</b> – Unique or focused approach; goes above and beyond a typical DNR Learn to Hunt program; and is well documented within the application.</p>	<p>Maximum scores listed in top right cell of each section</p>
<b>A. Project Audience</b>	<b>15</b>
<p>1. The applicant explains how the project will engage historically underrepresented groups:</p> <ul style="list-style-type: none"> <li>➤ Beginning hunters, defined as anyone who has not hunted, or who has hunted for not more than 10 consecutive years, <b>and</b> who has a limited personal network of people available to help them learn to hunt.</li> <li>➤ Any of the following people: <ul style="list-style-type: none"> <li>○ American Indians or Alaskan Natives</li> <li>○ Asians</li> <li>○ Blacks or African Americans</li> <li>○ Native Hawaiians or other Pacific Islanders</li> <li>○ Hispanics</li> <li>○ Women, women-identifying, and non-binary people</li> <li>○ People with disabilities</li> </ul> </li> <li>➤ Project audience is none of the above.</li> </ul>	<b>0-5</b>
<p>2. The applicant explains how the project has documented success at reaching historically underrepresented groups.</p>	<b>0-5</b>
<p>3. Project targets families or cohorts (groups of people sharing similar demographic characteristics, and/or a likelihood of maintaining supportive learning relationships).</p>	<b>0-5</b>
<b>B. Project Objective(s), Approach, Design and Scope</b>	<b>5</b>
<p>1. Project utilizes best practices established by practitioners in the field of outdoor skills-based outreach and education.</p> <p>Projects that utilize best practices have these qualities:</p> <ol style="list-style-type: none"> <li>a. Clearly defined educational purpose.</li> <li>b. Ensures safety of all participants and instructors.</li> <li>c. Addresses components the Outdoor Recreation Adoption</li> </ol>	<b>0-5</b>

<p>model in an age- and culturally appropriate manner.</p> <p>d. Utilizes well-trained instructors (paid or volunteer).</p>	
<p><b>D. Likelihood of Project Success and Long-term Sustainability</b></p> <p>Projects that teach hunting skills using a plan that demonstrates a likelihood of long-term sustainability.</p>	<b>20</b>
<p>1. Project builds capacity for the applicant’s existing program that has been proven to recruit and retain hunters; <b>OR</b> Project implements a new program within the applicant’s organization that has been proven successful elsewhere by others, to recruit and retain hunters.</p>	<b>0-5</b>
<p>2. The applicant explains how the project will include a pathway to continue developing or engaging the target audience (the project addresses “what’s next” for the target audience).</p>	<b>0-5</b>
<p>3. Measurements of success are adequately documented in the project’s approach and results sections.</p>	<b>0-5</b>
<p>4. Application is characterized by strong partnership(s).</p>	<b>0-5</b>
<p><b>Section E. Project Content</b></p> <p>The Hunter R3 Grant funds projects that teach the skills, knowledge, and attitudes to be responsible and safe hunters; provide instruction in safe firearm operations, ethics, game laws, outdoor survival, and first aid; and hunter recruitment and recreational shooter recruitment.</p>	<b>12</b>
<p>The Project uses an innovative approach to address one or more of the following barriers to hunting:</p> <ul style="list-style-type: none"> <li>➤ <b>Access:</b> The project teaches participants how to access private land or high-quality experiences on public land; or the project positively shapes participants’ expectations of hunting on public land.</li> <li>➤ <b>Mentorship:</b> The project connects people new to hunting with a trusted, experienced hunter willing to act in the role of a long-term mentor.</li> <li>➤ <b>Motivation:</b> The project inspires or motivates people to pursue hunting rather than prioritizing other activities.</li> <li>➤ <b>Public Image:</b> The project uses effective strategies to mitigate negative aspects of the public image of hunting. <ul style="list-style-type: none"> <li>○ Examples: programs for non-hunters or beginning hunters that discuss CWD, harvesting an animal, etc.</li> </ul> </li> </ul>	<b>0-5 x 2</b>

<ul style="list-style-type: none"> <li>○ Marketing or communications projects that reflect positively on hunting (contact grant managers prior to applying).</li> <li>➤ <b>Focused Skills:</b> Project focuses on teaching one technical skill related to hunting, such as: <ul style="list-style-type: none"> <li>○ Shooting skills.</li> <li>○ Home butchering and processing.</li> <li>○ Removing and submitting lymph nodes for CWD testing in white-tailed deer.</li> <li>○ Cleaning and maintaining equipment (firearms, knives, etc).</li> <li>○ Outdoor survival or first-aid.</li> <li>○ Learning and understanding hunting regulations.</li> <li>○ Other – explain.</li> </ul> </li> </ul>	
<b>Section D. Purchase of Loaner Equipment</b>	
Does the project outline a plan to use the equipment regularly and often over its lifetime?	<b>2</b>
➤ <b>Bonus Point:</b> The project has an archery focus.	<b>1</b>
➤ <b>Bonus Point:</b> The project incorporates land stewardship education, habitat awareness, and/or climate change education.	<b>1</b>
<b>Total Points</b>	<b>54</b>