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| <p>Application Scoring Criteria</p> <p>0 – Not at all 1 – It’s not clearly stated, but could be assumed based on application details 2 – Yes, but not to an appreciable extent 3 – Yes 4 – Yes and it is well documented within the application 5 – 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> |
| <p>A. Target Audience</p> | <p>10</p> |
| <p>1. The applicant clearly identifies one or more (does not have to be all) of the following communities as their target audience:</p> <ul style="list-style-type: none"> ➤ Beginning hunters, defined as anyone who has not hunted, or who has hunted for not more than 10 consecutive years, and who has a limited personal network of people available to help them learn to hunt. ➤ People with diverse backgrounds who are underrepresented in the hunter community. ➤ People who may not intend to hunt but who may benefit from education, positive exposure to hunting, or services hunters can provide. ➤ Project audience is none of the above (0 points). | <p>0-5</p> |
| <p>2. The applicant clearly explains how the project will effectively engage the intended target audience:</p> <ul style="list-style-type: none"> ➤ Does the applicant have documented success at reaching the target audience? ➤ If the applicant does not have previous documented success at reaching the target audience, do they have a direct connection to the target audience? ➤ If none of the above, does the applicant explain a robust plan for reaching people in the target audience? | <p>0-5</p> |
| <p>B. Project Objective(s), Approach, Design and Scope</p> | <p>10</p> |
| <p>1. Project Content: The applicant clearly explains how they will use an effective approach to address one or more (<u>does not have to be all</u>) of the following barriers to hunting:</p> | <p>0-5</p> |

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| <ul style="list-style-type: none"> ➤ Access: The project provides participants an avenue to access private land or high-quality experiences on public land; or the project positively shapes participants' expectations of hunting on public land. ➤ Mentorship: The project connects people new to hunting with a trusted, experienced hunter willing to act in the role of a long-term mentor. ➤ Motivation: The project inspires or motivates people to pursue hunting rather than prioritizing other activities. ➤ Public Image: The project uses effective strategies to mitigate negative aspects of the public image of hunting. <ul style="list-style-type: none"> ○ Examples: programs for non-hunters or beginning hunters that discuss CWD, harvesting an animal, etc. ○ Marketing or communications projects that reflect positively on hunting (contact grant managers prior to applying). ➤ Outdoor Skills & Gear: Project teaches or provides essential knowledge, skills, or equipment related to hunting, such as: <ul style="list-style-type: none"> ○ Shooting skills. ○ Home butchering and processing. ○ Removing and submitting lymph nodes for CWD testing in white-tailed deer. ○ Cleaning and maintaining equipment (firearms, knives, etc). ○ Outdoor survival or first-aid. ○ Learning and understanding hunting regulations. ○ The project makes needed gear or equipment available to allow somebody to participate in hunting or shooting activities. ○ Other – explain. | |
| <p>2. Project delivery: The project uses best practices established by practitioners in the field of outdoor skills-based outreach and education.</p> <ul style="list-style-type: none"> ➤ Projects that utilize best practices have these qualities: <ul style="list-style-type: none"> ○ Clearly defined outreach or educational purpose. ○ Ensures safety of all participants and instructors. ○ Uses well-trained instructors or facilitators (paid or volunteer). ○ Strategically uses virtual and/or in-person delivery methods. | <p>0-5</p> |

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| C. Likelihood of Project Success and Long-term Sustainability | 20 |
| <p>1. The applicant identifies key measurable outputs of the project.</p> <ul style="list-style-type: none"> ➤ How will the applicant determine whether the project adequately reached the target audience? ➤ How many people will the project engage? How will this be measured? ➤ How will the applicant determine whether the project met the expectations of the target audience? ➤ Does the applicant provide a plan of how they will maintain contact/connectivity to the target audience over time? | <p>0-10</p> <p>(score on 0-5 scale and multiply by 2)</p> |
| <p>2. The application is characterized by strong partnership(s).</p> <ul style="list-style-type: none"> ➤ The applicant clearly lists partners and explains the role and expectations of partners in the project. ➤ The application package includes letters of support from listed partners, explaining that they have agreed to participate in the designated role. | 0-5 |
| <p>3. The applicant outlines whether the project is sustainable over the long term.</p> <ul style="list-style-type: none"> ➤ The applicant adequately explains the project timeline. ➤ If the project is intended to continue after the 2-year grant period, the applicant explains how the project will continue effectively without guaranteed support from the Hunter R3 grant. | 0-5 |
| <p>D. Tiebreakers</p> <p>Points awarded in this section are only used to rank projects that otherwise have the same total score from Sections A-C</p> | 2 |
| <p>Tiebreaker 1: The project has an archery focus.</p> | 1 |
| <p>Tiebreaker 2: The project incorporates land stewardship education, habitat awareness, and/or climate change education.</p> | 1 |
| <p>Total Points</p> | 42 |