

FLORIDA'S

R  
3

# Hunting and Shooting Sports Action Plan



**Recruitment**

**Retention**

**Reactivation**





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*Mentoring is an important part of recruitment, retention, and reactivation strategies. Mentors provide the training and support needed to move participants from interest to participation.*



## Hunting and the Shooting Sports are Long-standing Traditions...

in Florida that remain an important way of life for hundreds of thousands of Floridians. In addition to the enjoyment of hunting, it's long been recognized that hunters make important contributions to conservation. Through the purchase of hunting licenses and permits and dollars coming back to Florida via the Wildlife Restoration Program, hunters help support the Florida Fish and Wildlife Conservation Commission's (FWC) mission to manage fish and wildlife resources for their long-term well-being and the benefit of people.

In addition to supporting conservation, hunting also boosts the state's economy. There are approximately 242,000 hunters in Florida, according to the 2011 National Survey of Fishing, Hunting and Wildlife-Associated Recreation. Hunting generates a \$1.6 billion economic impact every year and supports over 14,600 jobs in the Sunshine State. However, like much of the nation, Florida faces critical challenges in maintaining and growing participation in hunting and the shooting sports.

## Trends in hunting participation

From a national perspective, conservation leaders have been concerned about the steady decline in hunting participation, which began in the mid-1980s. In Florida, thanks to the forward thinking by the state's hunting and target shooting community, hunter numbers have increased slightly in recent years. However, hunter numbers in Florida are still below 1991 levels. In addition, the percentage of people who hunt has decreased compared to the growth of the state's total population.

Like other conservation agencies and organizations, the FWC has worked diligently to advance its hunter recruitment, retention and reactivation (R3) efforts. In 2005, the FWC was part of the Summit on the Future of Hunting in Florida, which brought together more than 200 stakeholders for the two-day event. One of the outcomes of the summit was a new, nonprofit organization, The Future of Hunting in Florida. In addition, the FWC developed programs designed to recruit new hunting participants and, to a lesser extent, retain and reactivate hunters. However, there's still much work to do on the R3 front. While many hunter recruitment programs have gained in popularity, the pathway of awareness, interest, trial and adoption of hunting is complex and requires greater coordination of resources and efforts.

## Engaging new participants

Increasing participation in conservation among Florida's diverse population is important for safeguarding the future of the state's fish and wildlife. The FWC has made a significant investment in this effort through its strategic initiative, [Expanding Participation in Conservation \(EPIC\)](#). This initiative seeks to recruit new participants from diverse demographics by leveraging staff and partners to implement the [Florida Youth Conservation Centers Network](#) and the FWC's other programs. The FYCCN is dedicated to Creating the Next Generation That Cares™ about conservation by igniting youth and families' interest in fishing, hunting, boating, wildlife viewing, and the shooting sports. Partnerships are key to expanding participation in conservation and FYCCN supports partners to serve diverse audiences and communities throughout Florida.

## R3 strategies for success

National conservation leaders determined that R3 efforts could expand and achieve more measurable success if they emphasized greater collaboration among stakeholders and evaluation and improvement via adaptive management. The "[National Hunting and Shooting Sports Action Plan](#)" was developed with the goal of generating more hunting and shooting sports participants from new and existing target audiences by identifying, coordinating and aligning resources available for R3 at local and national levels.

The FWC's leadership, which played a role in developing the national plan, saw a need for a state-specific R3 stepdown plan. "Florida's R3 Hunting and Shooting Sports Action Plan" creates an integrated framework to:

- Identify R3 strategies and measures of effectiveness.
- Determine where R3 initiatives are needed and the resources required to support those efforts.
- Provide guidance and structure for partnerships that can effectively meet the needs of those new to hunting and the shooting sports.

Recruiting hunters from multiple demographics is important to R3 success and requires providing a variety of learning opportunities that move a person from interested observer to active participant.

Our success depends heavily on collaborating with partners to implement lifecycle marketing strategies, customer-centric training and information resources, and processes to conduct, share and act on evaluation results. By carrying out the recommendations within this plan, together we can help secure the future of hunting and the shooting sports and the natural resources they conserve.

## Goals

The goals for Florida's R3 Hunting and Shooting Sports Action Plan are:

- To increase participation in hunting and the shooting sports as they relate to hunting.
- To increase societal acceptance and support of hunting and the shooting sports.



*The goal for R3 is to generate more hunting and shooting sports participants from new and existing target audiences by identifying, coordinating and aligning resources available from partners and stakeholders.*



## Overview of Florida R3 Strategies

The national action plan clearly defined the need for action and identified central issues facing the R3 community's efforts to reverse declining trends in hunting and shooting sports participation. It also provided a roadmap, outlining key strategies and recommended actions to achieve success.

In developing Florida's R3 Hunting and Shooting Sports Action Plan, stakeholders mirrored the strategies identified in the national plan, adapting them to better address conditions in Florida. Organization of these strategies within the plan is not by prioritization, as accomplishing all the strategies is equally important to the plan's success.

This plan is intended to be a living document. As the Florida R3 community evolves and these action items are implemented, new recommendations will be developed. Stakeholder input, collaboration and communication are critical to achieving our hunting and shooting sports goals.

We encourage each stakeholder to implement the strategies within this plan in coordination with the FWC. By working together to accomplish these strategies, Florida's R3 community will carry on the great work already begun and ensure continuation of Florida's hunting and shooting sports traditions.

## Collaborating through committee work

Committees will be formed to provide details for how to:

- Carry out tasks listed under each actionable topic.
- Work with partners, stakeholders and staff to implement those tasks.
- Update this plan over time.

There will be a committee assigned to address each of the six strategies identified in the actionable topics section of the plan. Each committee will include six to eight people representing partners, stakeholders and staff with the R3 coordinator serving on each committee. With the assistance of the R3 coordinator and staff, each committee will invest in identifying the details necessary to accomplish stated tasks, which includes setting measurable goals, implementing tasks and measuring outcomes.

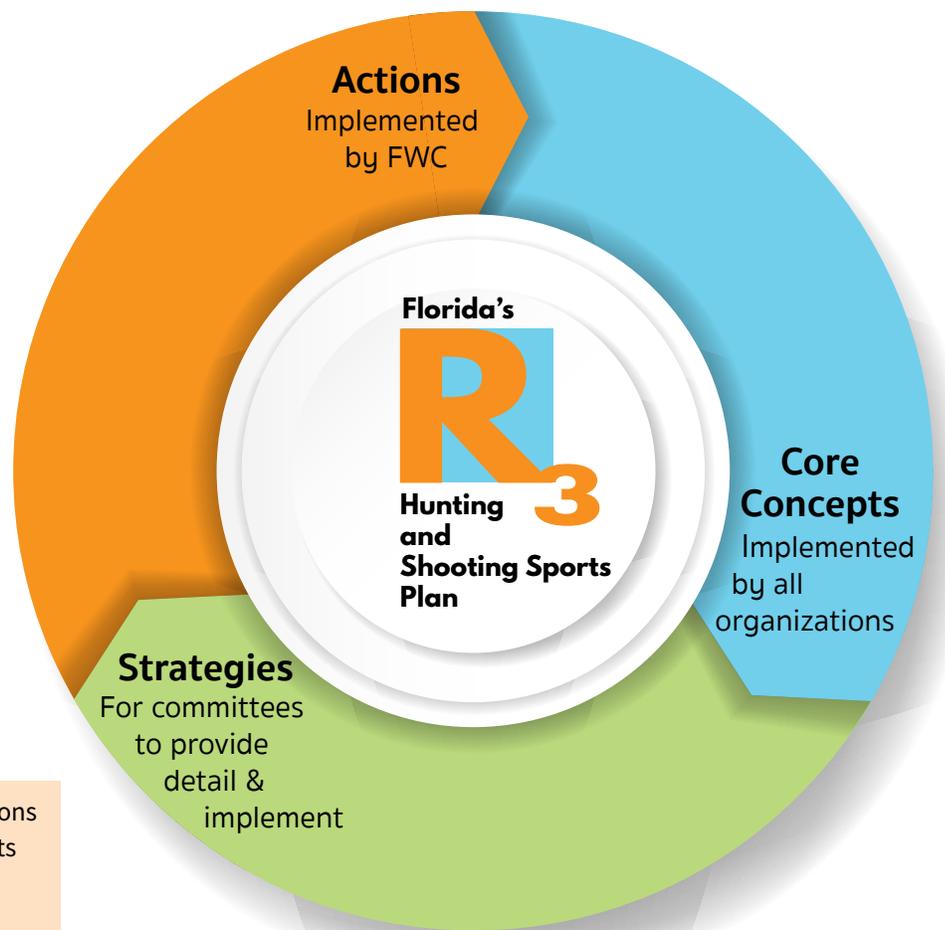
An oversight committee will assist, guide and monitor the progress of the six strategy committees. Due to the nature of the strategies, committees will require a variety of experience, skills and backgrounds. The R3 coordinator will reach out to staff, partners and stakeholders to seek volunteers willing to carry Florida's R3 efforts to the next level.

How this plan is organized Florida's R3 Hunting and Shooting Sports Action Plan is made up of three parts: actions, core concepts and strategies. While each of the three sections are equally important on their own, they also build on one another.

This graphic illustrates the three main sections of "Florida's R3 Hunting and Shooting Sports Action Plan" and who is responsible for carrying out each part.



*Stakeholder input, collaboration and communication are critical to achieving our hunting and shooting sports R3 goals.*





## R3 Action Items to be Continued by the FWC

Cooperation among partners in hunting and shooting sports programs in Florida has been on a steady increase for many years, yet more can be done to further collaboration. To improve R3 efforts, the FWC has recognized that it must increase its capacity to coordinate with partners and stakeholders. The FWC has always monitored license sales data and has improved its capacity by using statistical analysis software to analyze data from the recreational license database. Continuing these improvements is needed to better understand its customer base and trends over time.

### 1. Retain the statewide R3 position to coordinate Florida's R3 efforts.

#### Tasks:

- Serve as primary contact for Florida's R3 efforts.
- Foster growth of R3 network by recruiting new partners and supporting existing stakeholders.
- Collaborate with R3 partnering agencies, nongovernmental organizations and industry to consistently build and improve the Florida R3 plan.
- Communicate with FWC staff to assist with R3 efforts from within the agency.
- Aid in streamlining R3 messaging in Florida so partners are reaching toward a mutual goal through common themes, efforts and evaluation practices.

Evaluating outcomes of our R3 efforts and sharing that information will inform decision-making about how to improve and adapt R3 programs.

### 2. Complete the hunting participation scorecard every year and use the Office of Licensing and Permitting's data dashboard to monitor licensing sales

#### Tasks:

- Conduct data reviews of customer license purchasing behaviors to provide a better understanding of hunting license customer base and license sales trends through time.
- Identify ways to improve license sales systems to ensure timely access to customer data and license sales trends critical to understanding the effect of internal and external R3 efforts.
- Use statistical analysis data to analyze license trends and assist with retention/churn reduction efforts.



## Core R3 Planning Concepts for Agency, Stakeholders and Partners

Cooperation and coordination between agency, stakeholders and partners is needed to improve R3 strategies and programs. An internal R3 workgroup has been established within the FWC to integrate R3 throughout the agency's mission and culture. In addition, stakeholders are being identified and networked to spread R3 goals throughout the state. By establishing an R3 network that links partners statewide and creating a shared understanding of the Outdoor Recreation Adoption Model (ORAM), programs can be linked together to create pathways to recruit, retain and reactivate hunting and shooting sports participants. This network and program

Coordinating agency, industry and conservation organization R3 programs, efforts and resources is necessary for providing participants with an array of experiences and contacts over time that allows them to be mentored into hunting and the shooting sports.

evaluations will allow partners to share knowledge and data that can be used to improve R3 programs. Core concepts for all agencies, organizations, stakeholders and partners to incorporate to help achieve R3 goals. are as follows:

## Improve planning and cooperation among R3 partners.

To implement the strategies in this document, we must create an environment that fosters enhanced coordination and cooperation between agencies, partners and stakeholders. Building this R3 network will:

- Foster effectiveness.
- Promote more efficient use our resources.
- Avoid duplicating effort.
- Adapt programs and realign resources to fill gaps in the ORAM.
- Collect, share and use data, evaluations and results to inform decision-making.
- Expand communications to partners, stakeholders and potential/current/lapsed hunters.
- Build pathways to recruit, retain and reactivate hunters and shooting sports participants.

### Establish an R3 network that links partners statewide.

- Create a network that brings partners together to share knowledge and experiences.
- Provide partners access to data gained from R3 partners and programs.
- Establish contacts between partners to better share programs that build on one another.
- Bring partners together to form common goals and messaging.
- Form committees to work toward accomplishing the strategies in the next section. Committees will include FWC staff, partners and stakeholders.
- Provide the R3 community with consistent language, definitions and models for customer recruitment, retention and reactivation efforts.



*Collaboration among R3 partners can help prevent duplication of efforts and shift resources so we can address gaps in the Outdoor Recreation Adoption Model.*

### Host seminars and workshops around the state, possibly culminating in an annual summit.

- Host workshops around the state to engage stakeholders and promote R3 partnerships.
- Localized workshops and seminars can serve to establish relationships between partners, strengthening relationships and programs.
- Host an annual meeting or summit that brings together partners from around the state to learn about advancements made during the year and promote future goals.
- Host webinars and use other technologies to share training and resources.

## 2. Provide key members with an understanding of R3 concepts using the ORAM and the hunter customer journey.

Becoming a hunter or a shooting sports participant is a time- and interaction-intensive process. Using existing information and research, organizations can improve their R3 efforts to increase participation in hunting and shooting sports. The ORAM can be used to map current programs to identify gaps in the adoption model. Once programming gaps are identified, they can be targeted with new or modified programs and tools. Programs and information resources can then be linked together to provide a complete customer journey.

- Continue to develop a master list of existing R3 programs including goals, objectives, and evaluations for each program. (See [Appendix III Outdoor Recreation Adoption Model](#) on page 21).
- Map programs within the ORAM to identify how well the organization’s R3 strategies are aligned with outcomes appropriate for each stage of the ORAM.
- Identify gaps in R3 efforts and determine how to improve connectivity to move participants from left to right along the ORAM.
- Provide customer touchpoints (such as awareness campaigns, social media, digital resources, hands-on and self-learning tools, and license sales system) to maintain engagement throughout the customer journey.

Using existing information and research, organizations can improve their R3 efforts to increase participation in hunting and shooting sports.

### 3. Improve and develop R3 program evaluations based on Wildlife Management Institute evaluation tools.

Current R3 programs measure output and demand for the program by tracking the number of events, participants and applicants. The output of the program does not provide enough information to prove the program is reaching its goal of increasing participation in hunting. Outcome-specific evaluations that show a change in participant behavior after a program are needed and can be used to target, pilot and improve new and existing efforts. Without these evaluations, current program effectiveness is unknown and program innovations would be unguided. (See [Appendix VIII Wildlife Management Institute Evaluation Tools](#) on page 36.)

- Evaluate and redesign programs to have defined R3 strategies that are geared to the desired audience, have measurable, meaningful objectives, and produce results that can be tracked.
- Develop effective evaluation tools to track, evaluate and identify areas of success or needed program improvements as it relates to R3 efforts. When possible, extrapolate areas of success throughout other programming.
- Improve communications about evaluation results so programs can be compared across organizations.

### 4. Communicate the need for integrated R3 efforts to the agency, conservation and shooting sports nongovernmental organizations and outdoor industry partners.



- Catalog all potential R3 partners in the relevant state or region, including conservation and shooting sports organizations, retailers and manufacturers. Coordinate an R3 summit with all partners to begin implementing the strategies contained in this document.
- Dedicate financial resources and identify partners to conduct events or target efforts that will fill critical information gaps and provide participants with immediate next steps and follow-up resources.

*Florida R3 events should incorporate participant tracking systems and post-event outreach to participants to determine their interest and needs in continuing to participate as well as suggest next steps.*



## Strategies for Committees' Implementation

Committees will be formed around each strategy to provide details on how to carry out the listed tasks. Committees will then work with partners, stakeholders and staff to implement tasks, and update this plan over time. There will be a committee assigned to address each of the six strategies identified in the plan. Each committee will include six to eight people representing partners, stakeholders and staff with the R3 coordinator serving on each committee. With the assistance of the R3 coordinator and staff, each committee will invest in identifying the details necessary to accomplish stated tasks, which includes setting measurable goals, implementing tasks and measuring outcomes. An oversight committee will guide the strategy committees and monitor their progress.

### Strategy 1: Improve sources of information for new participants

Because people vary in how they like to receive information and learn new skills, it's important to provide learning tools in a variety of formats and make current and potential hunters and shooting sports enthusiasts aware of them through a multi-channel approach.

#### Tasks:

- Determine what self-learning tools are needed.
- Identify and prioritize target audiences.
  - Inventory and evaluate existing self-learning tools that provide information about how and where to hunt and/or target shoot to identify gaps in participants' needs.
  - Conduct focus groups with target audiences (specific groups of current and potential hunters) to better understand what tools are needed, what formats are preferred, what learning levels to target, and best strategies for creating awareness of new and existing learning tools.
  - Review learning tools produced by other wildlife agencies and NGOs for ideas.
  - Determine what order to develop or modify self-learning tools identified as most important.
- Work with partners to modify and/or develop self-learning tools based on input and prioritization.

Because people vary in how they like to receive information and learn new skills, it's important to provide learning tools in a variety of formats and make current and potential hunters and shooting sports enthusiasts aware of them through a multi-channel approach.



*The first step in designing an R3 training program or effort is identifying the skills and knowledge a particular target audience needs to advance along the pathway to becoming an avid hunter or shooting sports enthusiast.*

### **Additional tasks may include:**

- Develop and expand effective self-learning tools and expand existing learning opportunities for new adult participants, especially young urban adults, locavores, women, Hispanics or other groups.

## **Strategy 2: Improve knowledge and skills training for participants**

The first step in designing an R3 training program or effort is identifying the skills and knowledge a particular target audience needs to advance along the pathway to becoming an avid hunter or shooting sports enthusiast.

Although self-learning tools are a vital resource for many participants, hands-on and person-to-person training programs are a critical component of many individuals' learning processes. For novices, the skills and knowledge required to become proficient and confident in hunting and the shooting sports can be intimidating and difficult to learn without quality in-person instruction. For many audiences, R3 skills and knowledge programs become a substitute for qualified friends, family or mentors who have traditionally facilitated learning and hands-on experiences. Current R3 programs mainly focus on the recruitment stage of the ORAM, and it has been proven that the most effective R3 efforts provide multiple contact opportunities over time to keep new hunters engaged.

### **Tasks:**

- Determine what knowledge and skills training are needed.
  - Identify and prioritize target audiences.
  - Inventory and evaluate existing knowledge and skills training to identify gaps in participants' needs.
  - Conduct focus groups with target audiences (specific groups of current and potential hunters) to better understand what knowledge and skills training are needed, what formats are preferred, what learning levels to target, and best strategies for creating awareness of new and existing training opportunities.
  - Review knowledge and skills training produced by other wildlife agencies and nongovernmental organizations for ideas.
  - Determine what order to develop or modify knowledge and skills training identified as most important.
- Work with partners to modify and/or develop knowledge and skills training based on input and prioritization.
- Identify what metrics will be used to measure the use and adoption of new or modified knowledge and skills training. Predetermine what level of use, enjoyment and learning will constitute success.
- Evaluate the use of existing, new and modified knowledge and skills training.

- Identify what metrics will be used to measure the use and adoption of new or modified self-learning tools. Predetermine what level of use, enjoyment and learning will constitute success.
- Evaluate the use of existing, new and modified self-learning tools.
  - Use focus groups and/or surveys to receive feedback on self-learning tools.
  - Adapt self-learning tools as needed, based on feedback.
- Develop marketing communications plans to create awareness of self-learning tools with each specific target audience.
  - Determine what metrics will be used to gauge the success of marketing communications efforts.
  - Evaluate marketing communications efforts based on those metrics.
  - Adapt marketing communications efforts as needed.

- Use focus groups and/or surveys to receive feedback on knowledge and skills training.
- Adapt knowledge and skills training as needed, based on feedback.
- Develop marketing communications plans to create awareness of knowledge and skills training with each specific target audience.
  - Determine what metrics will be used to gauge the success of marketing communications efforts.
  - Evaluate marketing communications efforts based on those metrics.
  - Adapt marketing communications efforts as needed.

### **Additional tasks may include:**

- Develop and expand effective knowledge and skills training and expand existing in-person, hands-on learning opportunities for new adult participants, especially young urban adults, locavores, women, Hispanics or other groups.

## **Strategy 3: Improve shooting sports facilities and increase access to hunting and shooting sports areas**

The FWC manages 10 public shooting sports facilities where opportunities are available for archery, air rifle, rifle, shotgun and handgun shooting. Six of the ranges are staffed by range safety officers and four have classrooms. Ranges accommodate beginning and advanced target shooters with areas for sporting clays, skeet, trap, short and long-distance target shooting, and elevated 3-D archery target shooting.

Hunting opportunity in Florida is available on nearly 6 million acres of public lands, making it one of the largest wildlife management area systems in the country. The FWC is the lead manager or landowner on over 1.4 million acres and works in partnership with other governmental or private landowners on another 4.5 million acres.



*Surveys of hunters and shooting sports enthusiasts indicate not having a place to go is often the reason why participation diminishes or ceases. Efforts to increase access to hunting and target shooting as well as promote those opportunities is critical.*

### **Tasks:**

- Conduct state-level shooting range inventories and needs assessments and draft a plan to develop ranges (and specific types of ranges) where needs are identified.
- Develop a 10-year plan for shooting range development.
- Identify possible partnerships to assist in funding and building new facilities. Develop new facilities appealing to new shooting sports participants and families.
- Conduct a situation analysis to identify public lands that do not provide adequate hunting and identify the barriers that prevent them from permitting adequate hunting opportunities.
- Conduct a situation analysis to identify public lands that could provide shooting opportunities and identify the barriers that prevent them from permitting adequate shooting sports opportunities.
- Use range classrooms to host programs that teach safety and skills related to hunting and shooting.
- Establish communication with lease owners to establish the amount of current use of private lease lands and identify lands that are underutilized.

### Additional tasks may include:

- Expand shooting range and site adoption programs through partnerships among agencies and local shooting sports participants.
- Encourage shooting ranges to improve their appearance and customer service (such as the National Shooting Sports Foundation's Five Star Rating Program).
- Create novice hunter opportunities (for all ages, not just youth) that improve novice participation rates (such as novice-only seasons, increased permit draw odds for novices, increasing permit availability).
- Promote small game or other underutilized game species to novice hunters.
- Support legislation, advocacy, ballot initiatives and other efforts, where appropriate, to create hunting and shooting sports opportunities.

## Strategy 4: Engage current hunters and shooting sports participants to keep them invested and active participants

While many strategies focus on recruiting new hunters and shooting sport participants, improvements should be made to keep participants engaged and active in the hunting and shooting sports. Becoming and remaining a hunter and recreational shooter is a process that relies heavily on social support. Regular interactions between participants and supporters benefits current and novice shooting sports enthusiasts. By fostering an environment of social networking, R3 efforts can be greatly improved by leveraging the current participants' experience and commitment to their sport. As R3 efforts are developed and increased, existing hunter and recreational shooters will be needed to help implement programs and provide training, mentorship and resources for those efforts to be successful. Through increasing current participants' involvement in the community and social networking, future efforts will be more effective and ensure the continuation of the heritage of hunting and shooting sports.

### Tasks:

- Identify ways to show how hunter engagement is critical for upholding hunting traditions.
- Communicate with existing hunters and shooting sports participants about the critical need for instructors, coaches and mentors.
- Encourage program participants to join conservation organizations to continue learning and developing a social support structure.



*R3 programs and efforts also should focus on retaining current hunting and shooting sports enthusiasts. Leveraging their experience and commitment as instructors can provide the training and mentorship needed to engage new participants.*

### Additional tasks may include:

- Develop communications and outreach efforts designed to make all hunters and shooting sports participants aware they are ambassadors for their respective activities.
- Encourage hunter and target shooter involvement in regulatory and legislative processes.
- Develop ways to encourage hunters and shooting sports participants to become actively engaged in public land planning processes.
- Develop informational resources for existing shooting sports participants to become advocates for additional or improved ranges.
- Support legislation, advocacy, ballot initiatives and other efforts, where appropriate, to create hunting and shooting sports opportunities.

- Create partnerships with existing hunting clubs or leases to encourage them to allow additional hunting of underutilized species (such as squirrel and rabbit).
- Promote archery or muzzleloading seasons, small game or other underutilized game species with liberal or unlimited license allocations to experienced hunters.

## Strategy 5: Improve cultural acceptance of hunting and the shooting sports in Florida

The continuation of hunting and target shooting relies on the acceptance of those who don't hunt or shoot as well as the support of advocates within the shooting sports community. Though 70 percent of Floridians support hunting in general, 22 percent oppose hunting and aggressively campaign against it according to a survey conducted in 2016. Those who oppose hunting threaten to influence those who are neutral or support it. In addition, only about 1 percent of Floridians participate in hunting. While the number of licensed hunters in Florida increased slightly between 2010 and 2016, the percentage of people who hunt has decreased compared to the growth of the state's total population. This smaller percentage of hunters translates to a loss of political and cultural relevance. Another concern is a lack of cultural and ethnic diversity among current shooting sports participants. This may affect recruitment efforts as potential participants might not consider hunting and target shooting as feasible or acceptable activities for themselves.

To increase the number and diversity of hunting and shooting sports participants, we must maintain and strengthen broader cultural acceptance of hunting and target shooting by those who don't currently participate and may never participate. This means these activities must be seen as safe, sustainable and relevant by more Floridians.

### Tasks to enhance acceptance of hunting and target shooting outside of the hunting community:

- Identify target audiences who don't hunt or target shoot and develop, test, distribute and evaluate priority messaging focused on:
  - Hunting is a safe activity.
  - Hunting connects people to nature and to each other.
  - Hunting provides organic, locally-sourced protein.
  - Hunting contributes to conservation.
- Identify appropriate channels (consumer-facing and media) to communicate priority messaging and create multi-channel communications efforts and tools to support messaging.
- Identify and train potential ambassadors and spokespeople to carry priority messaging via media, group presentations, one-to-one communications, etc.
  - Use the scientific community to enhance messaging about management and conservation.
- Determine what constitutes success for efforts to increase cultural acceptance of hunting and evaluate efforts based on accepted benchmarks.



*The continuation of hunting and target shooting depends on these activities being seen as safe, sustainable and relevant by more Floridians.*

### Additional tasks:

- Develop programs to enhance key public officials' support of hunting and the shooting sports.
- Highlight hunters' support of initiatives that benefit those outside the hunting community.
- Support the Florida Youth Conservation Centers Network's efforts to provide instructor training, equipment and resources that support positive messaging about the shooting sports.

## Tasks to promote greater adoption of safe, responsible hunting and target shooting practices inside the hunting community:

- Develop, test, distribute and evaluate communications tools and efforts to promote to hunters, target shooters and the outdoor media the need and use of best practices for safe, responsible hunting.
  - Use existing programs that advocate for the responsible use of public lands by hunters and shooting sports participants such as “The Respected Access is Open Access” campaign by Tread Lightly.
- Identify and train ambassadors to carry priority messaging within the community.
- Determine what constitutes success for efforts to promote greater adoption of best practices for safe, responsible hunting and target shooting and evaluate efforts based on accepted benchmarks.

### Additional tasks:

- Enhance the traditional hunting and shooting community’s acceptance and understanding of nontraditional audiences to create a more inclusive hunting culture.
- Develop a process, fund or program through which hunters and shooting sports participants promptly replace or repair damage caused by hunters and shooting sports participants.
- Work with local authorities to increase the law enforcement presence on informal or dispersed shooting sites.
- Better communicate that the FWC’s wildlife alert is an appropriate way to report illegal activities within dispersed or informal shooting areas.

## Strategy 6: Encourage adaptive change within organizational management structure whereby the functions and responsibilities of R3 activities are embedded in the work duties across programs and beyond those R3 specialists.



*Achieving success depends on expanding organizational capacity so we can implement targeted R3 campaigns that are driven and adapted by measurable outcomes.*

- Adjust program content and delivery to increase effectiveness of the program based on results from evaluation tools such as surveys.
- Cross promote other programs and provide next steps to ensure that participants continue involvement.

Resources should be dedicated to track participation in R3 programs and evaluate license sales trends as a result of R3 program participation. Evaluation and survey results should be shared with other organizations. Events and follow up communications should provide next steps for participants to continue their involvement in R3 programs with follow up evaluations to assess their needs, barriers and interest in continued participation.

### Tasks:

- Organizations and program managers must evaluate needs of potential participants, and address barriers to participation.
- Define measurable goals for programs and implement participant tracking to determine if goals are being reached.

# Appendix I Glossary

**Agency:** State and federal wildlife or natural resources management governmental organizations

**BOW:** Becoming an Outdoors-Woman

**CAHSS:** Council to Advance Hunting and the Shooting Sports

**Churn rate:** The proportion of licensed hunters who, each year, do not to renew their license in a consecutive year.

**FHF:** The Future of Hunting in Florida

**FSCA:** Florida Sportsmen's Conservation Association

**FWC:** Florida Fish and Wildlife Conservation Commission

**FYCCN:** Florida Youth Conservation Centers Network

**Industry:** For-profit organizations that support hunting and the shooting sports and are interested in the Wildlife Restoration Program.

**Likert scale:** a psychological measurement device that is used to gauge attitudes, values, and opinions.

**National Survey:** National Survey of Fishing, Hunting and Wildlife- Associated Recreation

**NASP:** National Archery in the Schools Program

**NGO:** Nongovernmental organization whose mission is focused on conservation, shooting sports, or both

**NRA:** National Rifle Association

**NWTF:** National Wild Turkey Federation

**ORAM:** Outdoor Recreation Adoption Model

**PR:** Pittman-Robertson - Federal Aid in Wildlife Restoration Act of 1937

**QDMA:** Quality Deer Management Association

**QF:** Quail Forever

**R3:** Recruitment, retention and reactivation of outdoor recreation participants

**SCI:** Safari Club International

**Stakeholder:** Any organization/individual with a vested interest in hunting or shooting sports

**SWOT analysis:** A strategic planning technique used to identify the strengths, weaknesses, opportunities and threats of a project.

**WMA:** Wildlife Management Area

**YHEC:** Youth Hunter Education Challenge

**YHPF:** Youth Hunting Program of Florida`





## Appendix II

# Current Standing of Florida R3 Programs

The foundation of any structured decision-making about how to move forward with products, programs and services is a thorough understanding of an organization’s current situation. This assessment calls for an inventory of current R3 programs and takes into account strategies and capabilities, stakeholders and the internal and external factors that impact those efforts. This review, which included a SWOT Analysis (identification of strengths, weaknesses, opportunities and threats) provided the following important insights:

### Strengths and opportunities

- Florida’s R3 stakeholders began several years ago to build the capacity to support effective R3 efforts. Consequently, there is infrastructure, staff, a volunteer base and expertise already in place. A number of stakeholder groups and partners communicate and collaborate regularly, each bringing their unique perspectives and skill sets.
- Florida enjoys the support of agency leadership and policy makers for R3 efforts, demonstrated in part by strong funding provided for existing R3 programs. The FWC has added numerous youth and family hunting opportunities and many R3 partners sponsor a variety of youth and other mentored hunts. The FWC’s Youth Hunting Program of Florida, which is supported by multiple partners and offers safe, educational and mentored hunting experiences, is strong and growing.
- In 2010, the FWC embarked on an ambitious effort to create the next generation of conservation enthusiasts. Central to this effort was developing the Florida Youth Conservation Centers Network. FYCCN staff located throughout the state work with partners to deliver conservation education, outdoor skills training, equipment and instructor materials to local communities. To date, the FWC has partnered with over 350 agencies, education centers and conservation groups to provide a statewide network of places where youth and their families can participate in traditional outdoor activities and safely share experiences that inspire lifelong support for fish and wildlife conservation.
- The FWC has placed a high priority on its strategic initiative to Expand Participation in Conservation. This initiative seeks to recruit diverse (ethnicity, race, gender, urban, suburban and rural) audiences and potential partners that serve them to increase their conservation participation in the FYCCN and other programs.

- Representatives of the hunting and shooting sports community have taken proactive steps to reduce or eliminate barriers to increasing participation. Florida statutes protect individual rights to hunt and place no age restrictions on youth participation in hunting; hunter mentoring exemptions allow individuals to hunt under adult supervision perpetually without hunter safety certification; online hunter safety courses make certification convenient and accessible; hunter safety education and skills days are provided at no cost; and measures have been enacted that reduce liability for partners who allow hunting and recreational access on their properties.
- The FWC owns and/or manages 10 shooting ranges throughout the state. Construction is underway at another public shooting range in response to the growing demand for facilities where people can safely enjoy target shooting. At FWC shooting ranges that charge a fee, youth accompanied by an adult can shoot at the rifle/handgun ranges for free. At shotgun shooting ranges, groups/pairs receive a discount per participating youth on all clays thrown.
- Florida enjoys a diversity of healthy, well-managed game populations and one of the largest wildlife management area systems in the country with nearly 6 million acres of public land.

## Weaknesses and threats

- Florida has a strong collection of programs designed to introduce people to hunting and shooting sports. However, these programs could be even more effective by involving more participants outside of traditional hunting families. Additionally, most of the programs are youth-focused, and outreach should be expanded to include other demographics including adults, women and minorities.
- In many cases, current R3 program design does not provide multiple touch points and long-term mentoring to encourage potential participants along the pathway of awareness, interest, trial and adoption of hunting.
- While Florida's diversity of stakeholders can be beneficial to R3 efforts, it also can foster significant differences in vision and direction. At times, goals and objectives of different programs conflict with each other or compete for limited resources. Another issue is duplication of effort, which weakens overall efficiency.
- Local access to hunting land is limited in some parts of the state, preventing people from taking advantage of Florida's long hunting seasons. A rapidly growing human population, which fuels urban sprawl, increases pressure on remaining hunting lands.



Florida Youth Conservation Centers Network



*The FWC's Florida Youth Conservation Centers Network has partnered with over 350 agencies, education centers and conservation groups to provide a statewide network of places where youth and their families can participate in traditional outdoor activities and safely share experiences that inspire lifelong support for fish and wildlife conservation.*

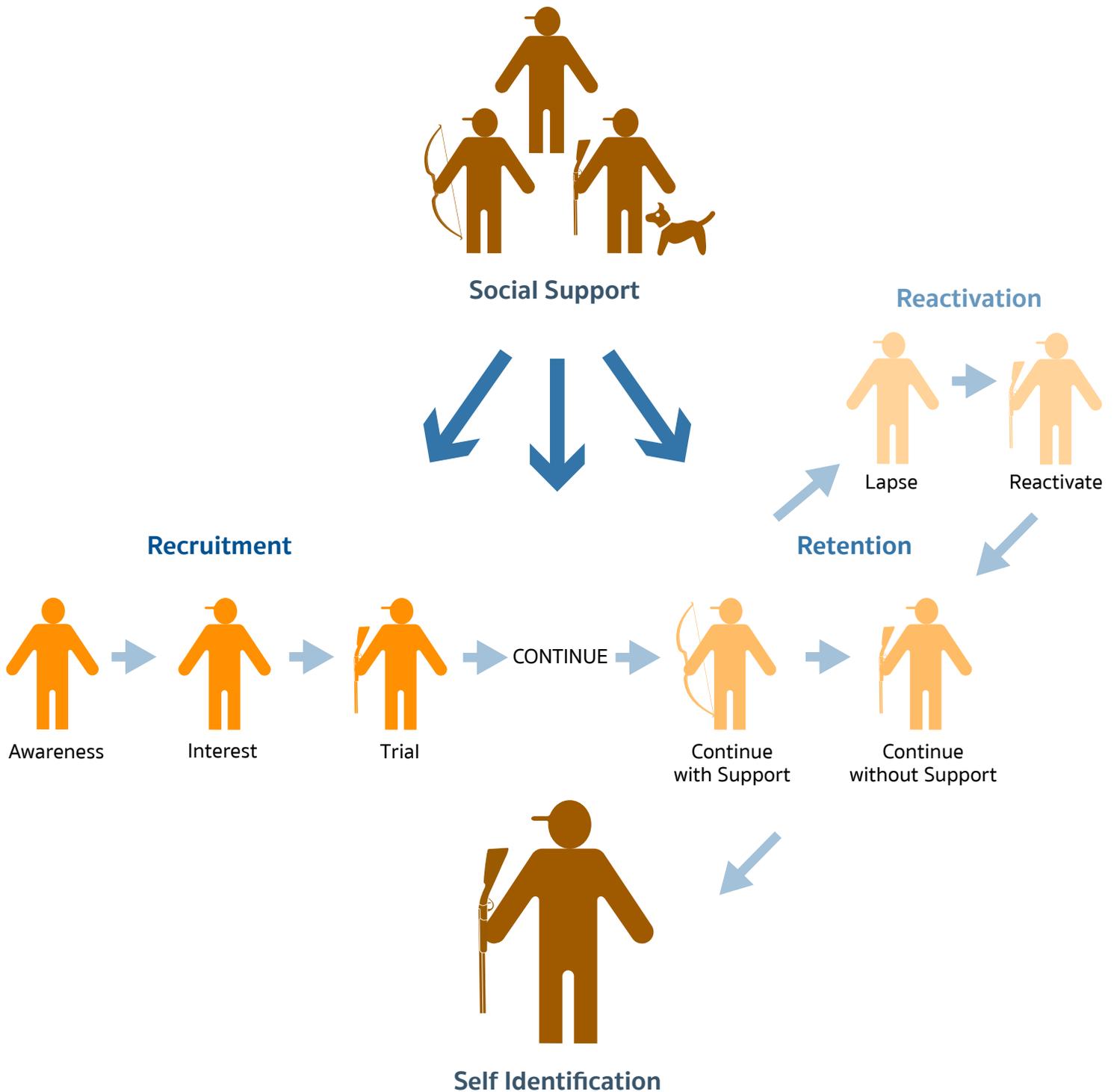
- Current resources will need to be restructured to enable staff to address new priorities.
- Upgrades to information technology and marketing capabilities are needed to support R3 efforts.
- Potential participants need a culture of acceptance to become hunters, which may not be available due to society becoming more urbanized and less connected to the land. Compounding this social pressure, some traditional hunting and shooting sports enthusiasts do not represent hunting in a positive way and/or don't understand the need to welcome new participants.
- The success of Florida's R3 Hunting and Shooting Sports Action Plan hinges on effective evaluation and outcome tracking of all R3 programs and strategies. Currently in Florida, data ranging from pre- and post-program knowledge assessments to long-term impacts on program participants is collected and analyzed. The process for evaluating R3 efforts should continue to be adapted to collect, analyze and share the most important data to improve R3 strategies and programs. While many evaluations are shared among agencies and large non-governmental organizations, smaller efforts often aren't benefiting from that information.
- Tracking program outcomes faces obstacles, particularly long-term tracking of youth and senior participation in the shooting sports. The challenges of tracking outcomes need to be addressed with a system that is capable of meeting these demands.

While Florida faces challenges, many opportunities to advance hunting and shooting participation exist. The following strategies and actions layout a framework to capitalize on these opportunities.

# Appendix III

## Outdoor Recreation Adoption Model and Program Map

True R3 efforts focus on the needs of individuals and the process required to ensure their adoption of, and continued participation, in a new outdoor activity. This outdoor-specific adoption process is referred to as the Outdoor Recreation Adoption Model and is based on more than 50 years of research documenting why and how certain activities or ideas are adopted by people and cultures. The ORAM illustrates the steps an individual moves through as they learn about, try, and then adopt a new activity or behavior, and can be used to understand the difference between recruitment, retention and reactivation.



## R3 defined

While there is no formal definition of recruitment, retention and reactivation, each can be described, in relation to their role in the ORAM. The following definitions were provided by the Wildlife Management Institute and the Council to Advance Hunting and Shooting Sports at NationalR3plan.com.

### Recruitment

The focus of recruitment efforts is engaging new participants in an outdoor activity, and spans the awareness, interest and trial stages outlined in the Outdoor Recreation Adoption Model. Recruitment efforts include those designed to enhance exposures and reduce barriers to initial participation and trial.

### Retention

Retention efforts focus on those individuals who have experienced a trial, made the decision to continue pursuing the activity, and/or may have been participating in the activity for some time. Thus, they have been “recruited.” These individuals have likely begun or completed forming a self-identity that embraces the activity and may or may not face multiple challenges to continued participation.

### Reactivation

Reactivation describes the process in which the individual lapses in their participation for a period of time due to a variety of reasons. Reactivation efforts focus on providing a targeted suite of support and resources designed to help reactivate and retain an individual in a particular activity.



This chart uses the ORAM to categorize R3 efforts in Florida. This document separates R3 programs or efforts that teach participant knowledge or skills from policies, tools and tactics that can aid in R3 programs. This list was compiled by agency staff, partners and stakeholders and is continually being updated as programs change or are added over time.

Social Support			Self Identification				
Recruitment			Decision to Continue	Retention		Reactivation	
Awareness	Interest	Trial		Continuation with Support	Continuation without Support	Lapse	Reactivate
<b>R3 Efforts</b>							
Hunting and Target Shooting							
	Youth Hunting Program of Florida						
	SCI/FHF/FSCA Youth Hunting						
	NWTF Youth Hunts						
	SCI sponsorship of youth						
	NWTF Women in the Outdoors						
	NWTF JAKES						
	NWTF scholarship						
	Funded NWTF membership						
	NWTF Wheelin' Sportsmen						
	Military outdoor event						
	Operation Outdoor Freedom						
	Hunter Safety						
	Florida Virtual School Outdoor Education						
	Outreach Youth Day						
	FSCA Youth Day						
	Becoming an Outdoors-Woman						
	Conservation education						
	SCI American Wilderness Leadership School						
	Partnership shooting events						
	Youth Hunter Education Challenge						
	Summer hunt camp						
	Summer waterfowl camp						
	NASP/USA Archery						
	Women's Night at BCSR						
	Conservation mentoring						
	DU Varsity High School and College Program						
	DU Greenwing events						
<b>R3 Tools, Policies and Tactics</b>							
	Special Youth Seasons						
	Youth Quota Permits						
	Guest Quota Permits						
	Family Quota Permits						
	Special Opportunity Hunts						
	Mobility Impaired Quota Hunts						
	Deer Registry/ Turkey Registry						
	First Gobbler Certificate						
	Private lands liability limitation statute						
	Recreational Use Permits						
	Regulations process for access & opportunity (public/private lands)						
	License auto-renewal						
	Archery 360 archery trade association tools					Archery 360	
	Email marketing campaigns						
	Youth archery range at Klondike Archery Park						
	Special youth pricing at FWC-managed ranges						
	Range grand opening event					Range grand opening event	
	DU Lifetime License giveaway						
	Instructor participation						

# Appendix IV Committees

The following outlines are a suggested starting point for each of the committees to aid in identifying details necessary to accomplish the stated tasks, setting measurable goals, implementing tasks and measuring outcomes. Suggestions have been added as examples of details needed to begin working towards accomplishing each strategy.

## Strategy 1: Improve sources of information for new participants

### Tasks:

- Determine what self-learning tools are needed.
  - Identify and prioritize target audiences.
  - Inventory and evaluate existing self-learning tools that provide information about how and where to hunt and/or target shoot to identify gaps in participants' needs.
  - Conduct focus groups with target audiences (specific groups of current and potential hunters) to better understand what tools are needed, what formats are preferred, what learning levels to target, and best strategies for creating awareness of new and existing learning tools.
  - Review learning tools produced by other wildlife agencies and nongovernmental organizations to get ideas.
  - Determine what order to develop or modify self-learning tools identified as most important.
- Work with partners to modify and/or develop self-learning tools based on input and prioritization. Identify what metrics will be used to measure the use and adoption of new or modified self-learning tools. Predetermine what level of use, enjoyment and learning will constitute success.
- Evaluate the use of existing, new and modified self-learning tools.
  - Use focus groups and/or surveys to receive feedback on self-learning tools.
  - Adapt self-learning tools as needed, based on feedback.
- Develop marketing communications plans to create awareness of self-learning tools with each specific target audience.
  - Determine what metrics will be used to gauge the success of marketing communications efforts.
  - Evaluate marketing communications efforts based on those metrics.
  - Adapt marketing communications efforts as needed.

## Strategy 2: Improve knowledge and skills training for participants

### Tasks:

- Determine what knowledge and skills training are needed.
  - Identify and prioritize target audiences.
  - Inventory and evaluate existing knowledge and skills training to identify gaps in participants' needs. (See Appendix I)
  - Conduct focus groups with target audiences (specific groups of current and potential hunters) to better understand what knowledge and skills training are needed, what formats are preferred, what learning levels to target, and best



strategies for creating awareness of new and existing training opportunities.

- Review knowledge and skills training produced by other wildlife agencies and nongovernmental organizations for ideas.
- Determine what order to develop or modify knowledge and skills training identified as most important.
- Work with partners to modify and/or develop knowledge and skills training based on input and prioritization.
- Identify what metrics will be used to measure the use and adoption of new or modified knowledge and skills training. Predetermine what level of use, enjoyment and learning will constitute success.
- Evaluate the use of existing, new and modified knowledge and skills training.
  - Use focus groups and/or surveys to receive feedback on knowledge and skills training.
  - Adapt knowledge and skills training as needed, based on feedback.
- Develop marketing communications plans to create awareness of knowledge and skills training with each specific target audience.
  - Determine what metrics will be used to gauge the success of marketing communications efforts.
  - Evaluate marketing communications efforts based on those metrics.
  - Adapt marketing communications efforts as needed.

### **Additional tasks may include:**

- Develop and expand effective knowledge and skills training and expand existing in-person, hands-on learning opportunities for new adult participants, especially young urban adults, locavores, women, Hispanics or other groups.
- Identify specific, measurable outcomes at the outset of the program design and development process.
  - Inventory current programs that teach knowledge and skills (See Appendix I)
  - Determine what is effective.
  - Determine why it is effective.
  - Look at other examples of self-learning tools to see what is working.
  - Identify the target audience.
  - Identify what content is needed.



### Strategy 3: Improve shooting sports facilities and increase access to hunting and shooting sports areas



- Conduct state-level shooting range inventories and needs assessments and draft a plan to develop ranges (and specific types of ranges) where needs are identified.
- Identify possible partnerships to assist in funding and building new facilities.
- Develop new facilities appealing to new shooting sports participants and families.

- Conduct a situation analysis to identify public lands that do not provide adequate hunting and shooting opportunities and identify the barriers that prevent them from permitting adequate hunting or shooting sports opportunities.
- Use range classrooms to host programs that teach safety and skills related to hunting and shooting.

### Strategy 4: Engage current hunters and shooting sports participants to keep them invested and active participants

- Identify ways to show how hunter engagement is critical for upholding hunting traditions.
- Communicate with existing hunters and shooting sports participants about the critical need for instructors, coaches, and mentors.
- Encourage program participants to join NGOs to continue learning and develop a social support structure.
- Create effective training courses for hunting and shooting sports instructors, coaches and mentors.
  - Intro to hunting mentorship.
  - How to teach Becoming an Outdoors-Woman.
  - Explore what new programs are needed.
- Identify and recruit future mentors, coaches and instructors to increase the capacity of new and existing programs.
- Direct program participants to additional hands-on training opportunities with mentors that further their skills, knowledge and ability to engage in the activity.
- Include the FYCCN and its programs in providing new hunting and shooting sports curriculum.

### Strategy 5: Improve cultural acceptance of hunting and the shooting sports in Florida

#### Tasks to enhance acceptance of hunting and target shooting outside of the hunting community:

- Identify target audiences who don't hunt or target shoot and develop, test, distribute and evaluate priority messaging focused on:
  - Hunting is a safe activity.
  - Hunting connects people to nature and to each other.
  - Hunting provides organic, locally sourced protein.
  - Hunting contributes to conservation.

- Identify appropriate channels (consumer-facing and media) to communicate priority messaging and create multi-channel communications efforts and tools to support messaging.
- Identify and train potential ambassadors and spokespeople to carry priority messaging via media, group presentations, one-to-one communications, etc.
  - Use the scientific community to enhance messaging about management and conservation.
- Determine what constitutes success for efforts to increase cultural acceptance of hunting and evaluate efforts based on accepted benchmarks.

### **Tasks to promote greater adoption of safe, responsible hunting and target shooting practices inside the hunting community:**

- Develop, test, distribute and evaluate communications tools and efforts to promote to hunters, target shooters and the outdoor media the need and use of best practices for safe, responsible hunting.
  - Use existing programs that advocate for the responsible use of public lands by hunters and shooting sports participants such as “The Respected Access is Open Access” campaign by Tread Lightly.
- Identify and train ambassadors to carry priority messaging within the community.
- Determine what constitutes success for efforts to promote greater adoption of best practices for safe, responsible hunting and target shooting and evaluate efforts based on accepted benchmarks.

### **Strategy 6: Encourage adaptive change within organizational management structure whereby the functions and responsibilities of R3 activities are embedded in the work duties across programs and beyond those R3 specialists.**

- Organizations and program managers must evaluate needs of potential participants, and address barriers to participation.
- Define measurable goals for programs and implement participant tracking to determine if goals are being reached.
- Using evaluation tools such as surveys, adjust program content and delivery to increase effectiveness of the program.
- Cross promote other programs and provide next steps to ensure that participants continue involvement.



# Appendix V

## FWC R3 Programs

The programs outlined are current programs that will be the focus of the FWC's R3 program. Future programs targeting locavores and nontraditional audiences will also be developed.

### Youth Hunting Program of Florida

This program is designed to introduce more young people to hunting and conservation by offering safe, educational, mentored youth hunts. Thanks to private landowners who graciously open up their property, youth accompanied by a parent or guardian can learn outdoor skills from a mentor during organized hunts. The FWC and its partners offer hunts for deer, turkey, hogs, waterfowl, dove, small game and more.

**Objectives:** Introduce young people to hunting and conservation.

**Goal:** Increase participation in hunting.

**Threat R3 effort is addressing:** Lack of instructors, coaches and mentors throughout the hunting and shooting sports adoption process. [T.2]

**Timeline:** Ongoing.

**Target audience:** Youth age 12-17 that do not have hunting opportunities.

**Marketing effort:** Word-of-mouth, emails to hunter safety graduates in the counties surrounding each event.

**Implementation:** The Youth Hunting Program is led and coordinated by the FWC and establishes memorandums of agreement with landowners. Huntmasters trained by the FWC lead individual events and volunteers act as mentors and guides.

**Evaluation:** Using the tools provided by Wildlife Management Institute implement a series of questionnaires to determine if:

- The right audience is participating in the event.
- The participants have a positive experience.
- Participants have greater awareness and interest in hunting.
- Participants participate in new activities.
- Participants have increased hunting skills.
- Hunters buy more/different permits. For evaluating long-term impacts of program participants, license sales and participation in other programs will be monitored by customer relationship management software.

**Ongoing communication:** None.

**R3 effort connect with next step in the ORAM:** Youth Hunter Education Challenge.



# Youth Hunter Education Challenge

The Florida Youth Hunter Education Challenge is a program for hunter safety course graduates to learn more about leadership, ethics and safety while expanding their knowledge about conservation, target shooting and hunting. One of YHEC's goals is to pass our hunting and shooting traditions to the next generation. The program, developed by the National Rifle Association, features multi-disciplinary events to teach safety and responsibility and test marksmanship skills and hunting knowledge through eight disciplines or challenges: Archery, Muzzleloader, Shotgun, Small-bore/Light Rifle, Hunter Responsibility Exam, Firearms Safety Trail, Orienteering Skills and Wildlife Identification Challenge.

**Objectives:** Introduce young people to hunting, shooting sports and conservation.

**Goal:** Increase the participation in hunting and shooting sports.

**Threat R3 effort is addressing:** Lack of instructors, coaches and mentors throughout the hunting and shooting sports adoption process. [T.2]

**Timeline:** Ongoing.

**Target audience:** Youth age 12-18 who have completed hunter safety certification.

**Marketing effort:** Word of mouth, social media and emails to hunter safety graduates.

**Implementation:** Regional events are held to increase participants' knowledge and skills.

**Evaluation:** Using the tools provided by Wildlife Management Institute implement a series of questionnaires to determine if:

- The right audience is participating in the event.
- The participants have a positive experience.
- Participants have greater awareness and interest in hunting.
- Participants participate in new activities.
- Participants have increased hunting skills, and 6) Hunters buy more/different permits. For evaluating long-term impact of the program participants license sales and participation in other programs will be monitored by customer relationship management software.

**Ongoing communication:** None.

**R3 effort connect with next step in the ORAM:** Youth Hunting Program of Florida.



## Becoming an Outdoors-Woman

BOW workshops provide expert instructors and safe, hands-on learning opportunities so participants can learn skills such as fishing, boating, hunting, target shooting, birdwatching, canoeing/kayaking, archery, outdoor cooking and more. The workshops are open to anyone 18 years or older and are a great way to have fun, meet new people and connect to the outdoors.

**Objectives:** Increase knowledge and skills in outdoor recreation.

**Goal:** Increase participation in outdoor recreation, including hunting and shooting sports.

**Threat R3 effort is addressing:** Lack of resources and motivation for potential participants from non-traditional hunting/shooting sports demographics. [T.1]

**Timeline:** Ongoing.

**Target audience:** Women age 18 or older, with limited involvement in outdoor recreation.

**Marketing effort:** This is promoted via Facebook and Hunting Hot Sheet and an ad in the hunt regulations.

**Implementation:** Weekend workshops consist of four, three-and-a-half hour sessions that teach participants a variety of outdoor skills and activities.

**Evaluation:** Using the tools provided by Wildlife Management Institute implement a series of questionnaires to determine if:

- The right audience is participating in the event.
- The participants have a positive experience.
- Participants have greater awareness and interest in hunting.
- Participants participate in new activities.
- Participants have increased hunting skills.
- Hunters buy more/different permits. For evaluating long-term impact of the program participants license sales and participation in other programs will be monitored by customer relationship management software.

**Ongoing communication:** None.

**R3 effort connect with next step in the ORAM:** Beyond BOW.



## Summer camps

As part of the FWC, the FYCCN helps coordinate and run several fun, affordable summer camps throughout the state. Camps vary in the activities they offer, but the theme of conservation-centered recreation is consistent throughout.

**Objectives:** Provide participants with the necessary skills, knowledge, and conservation principles to become future conservation stewards.

**Goals:** Increase the participation in hunting and shooting sports.

**Threat R3 effort is addressing:** Lack of instructors, coaches and mentors throughout the hunting and shooting sports adoption process. [T.2]

**Timeline:** Ongoing.

**Target audience:** Youth ages 9-14.

**Marketing effort:** Word of mouth.

**Implementation:** Summer camps offer multiple courses that focus on a particular form of outdoor recreation. During the weeklong program, participants gain knowledge, skills and conservation principles related to the topic.

**Evaluation:** Using the tools provided by Wildlife Management Institute implement a series of questionnaires to determine if:

- The right audience is participating in the event.
- The participants have a positive experience.
- Participants have greater awareness and interest in hunting.
- Participants participate in new activities.
- Participants have increased hunting skills.
- Hunters buy more/different permits. For evaluating long-term impact of the program participants license sales and participation in other programs will be monitored by customer relationship management software.

**Ongoing communication:** None.

**R3 effort connect with next step in the ORAM:** Youth Hunting Program, Youth Hunter Education Challenge.



# Appendix VI Licensing, Communication and Marketing Efforts

Creating connections with stakeholders is crucial for R3 initiatives. The following are initiatives the Office of Licensing and Permitting has coordinated to engage customers, remove barriers, and enhance the consumer experience through the recreational licensing system and agency communication resources.

## Recreational licensing system enhancements

The recreational licensing system is an entry point for regulatory needs and also serves as an engagement touchpoint. Several proactive measures to engage customers, improve the consumer experience, and remove barriers have been implemented so stakeholders better understand licensing needs and can obtain appropriate licenses and permits.

- Several customer-facing enhancements have been introduced to [GoOutdoorsFlorida.com](http://GoOutdoorsFlorida.com) from August 2016 through April 2017 to upgrade appearance and simplify the purchasing process. The improvements included adding a mobile-friendly, engaging landing page; a progress bar to relay the three simple steps to obtain a license; the ability for customers to browse license options before logging in to make a purchase; a simplified customer login page to aid in site navigation; and a “renew all” option for returning customers to more easily renew licenses and permits. Internal reports have shown 15 percent of overall license sales are for new customers, with another 15 percent returning after a 12-month lapse. Google Analytics also reflects significantly lower drop-off rates since these new customer-facing enhancements have been introduced.
- Customers have the option to purchase license packages that bundle all needed licenses and permits by activity. License packages appear on a GoOutdoorsFlorida.com banner and allow for greater customer awareness of Florida’s license and permit requirements. Since license packages were introduced in January 2014, over 400,000 packages have been sold, and overall order amounts per customer have increased by 15 percent.
- The FWC introduced a recreational license sale option in July 2013 to better accommodate the growing Hispanic population. [Es.GoOutdoorsFlorida.com](http://Es.GoOutdoorsFlorida.com) features all options and features within the GoOutdoorsFlorida system, but fully translated in Spanish. Several thousand customer orders are placed through this site each month, with over 215,000 licenses and permits issued since this resource was introduced. Total revenue to date is \$3.8 million.



**Implementation:** OLP and Brandt Information Services, Inc.

**Budget:** Contracted development hours and staff time.

**Evaluation:** In measuring success for the licensing site, several analytics and variables are considered to monitor traffic and sales to capture positive trends, including visits, drop-off rates, new customer accounts and order details. The system also is evaluated against industry standards and overall customer experience measures. The outputs include increases to specific tools and options, with the overall outcome to introduce new anglers in Florida and reduce churn for current anglers by simplifying the license renewal process.

**Future Status:** Ongoing.

## Licensing auto-renew program

The automatic renewal program, or auto-renew, is a feature in the GoOutdoorsFlorida.com recreational licensing system that allows customers to opt-in to have their licenses and permits automatically renewed without lapsing. Launched in October 2015, this retention tool is a customer convenience that provides more consistent renewals using secure tokenization technologies to process payments. It also includes user-friendly tools and flexible features for customer-control, as well as proactive communications.



- Since it was implemented, the auto-renew program has generated \$1.6 million of new revenue annually, with over 200,000 total licenses and permits having been auto-renewed since.
- This retention tool includes customers from all 50 states and five territories of the United States, as well as 37 countries internationally.
- This program has reduced Florida's average license lapse by more than 285 days.

**Implementation:** OLP and Brandt.

**Budget:** Contracted development hours and staff time.

**Evaluation:** Internal reporting is available to monitor use and a variety of program metrics. Southwick Associates also conducted a review of the FWC's auto-renew results for the first two years after the program was implemented. The output of this resource is a reduction in churn and subsequent increase in the renewal rate. The outcome is more consistent license sales and participation of the FWC's customer base.

**Future Status:** Ongoing.

## Use of Statistical Analysis System to evaluate data, analyze trends and assist with R3 efforts, evaluations and marketing campaigns

SAS is a software program developed by the SAS Institute, which provides advanced analytics, analyses, business intelligence, data management and predictive analytics. The FWC Office of Information Technology and OLP currently use SAS. They have been assessing needs to help make SAS data for licensing available throughout the agency to track sales data and analyze licensing trends, which can be used for marketing campaigns and to promote specific licensing options. SAS also may be used in future R3 program evaluations and identifying touchpoints and connections for R3.

**Implementation:** OLP and OIT

**Budget:** Purchased by OLP, with availability to agency staff throughout multiple divisions and offices.

**Evaluation:** The SAS interface will assist with program evaluations and outputs and help to assess overall outcomes as related to R3 initiatives.

**Future Status:** Ongoing.

## Automated email communications for license renewals

License renewal reminder messages are a useful tool to engage customers, remind them to remain licensed, and prompt them to participate in outdoor activities. In partnership with our recreational licensing vendor, automated license renewal reminder emails are transactional and sent from the GoOutdoorsFlorida system up to five times: 30 days and 1 day before the licenses and permits expire, as well as 1 day, 30 days, and 1 year after license expiration. These courtesy reminders are intended to prevent licenses and permits from lapsing, thus reducing churn.

**Implementation:** OLP and Brandt.

**Budget:** Included in the recreational licensing vendor contract.

**Evaluation:** While not entirely measurable, recipients of these reminder emails can be tracked for click-throughs to the

GoOutdoorsFlorida.com site and the conversion rate can be established. However, many recipients who receive the email may not actually renew online with the link. The email may instead serve as a reminder for them to visit their local sales agents or county tax collectors' offices, renew via toll-free telephone lines, or visit the online site later to renew their license. While the outputs of open rates, click-throughs and conversions may vary, they can be monitored and evaluated for trends with an established outcome of consistently retaining license holders.

**Future Status:** Ongoing.

## Partnered digital marketing campaigns

In July 2016, the FWC partnered with Brandt to launch a digital marketing campaign using a blend of strategies to reach potential customers online, specifically aiming for adults with outdoor interests. This campaign uses a blend of strategies including retargeting ads, look-alike audiences, purchase-pattern behavior and Hispanic markets. Additional approaches will continue to be attempted and evaluated.

**Implementation:** OLP and Brandt.

**Budget:** Included in the current recreational licensing vendor contract and funded by a percentage of recreational license hard card sales.

**Evaluation:** The digital marketing campaign has resulted in an output of over 29 million impressions and an outcome of more than 100,000 licenses and permits sold annually.

**Future Status:** Ongoing.



## Coordination of appropriate agency resources and tools to engage with stakeholders in support of R3-related programs and initiatives

Description: OLP, with the support of divisions, has made use of creative approaches with current resources to engage stakeholders to remind them of upcoming and new FWC program opportunities, as well as invite them to participate in various activities, including:

- On-demand email reminders and lapsed license campaigns. Using recreational licensing system data comparisons and SAS software to evaluate smaller target audiences, FWC staff has been able to develop and send marketing and promotional emails to engage with customers. The Granicus GovDelivery platform has been used to distribute these email campaigns.
- With the growing use of smartphones and tablets, stakeholders appreciate access to on-demand and up-to-date information. The FWC provides a mobile Hunt|Fish FL app to access hunting, fishing, boating, and licensing information, allowing customers to access and purchase licenses, and connect to agency information and regulations.
- Licensing representation and issuance at outreach events to promote license information and sales.
- Connections with Florida's military bases and personnel to promote fishing and outdoor activities with this audience, market the Military Gold Sportsman's license option to active-duty and fully retired military personnel, and research methods to better engage with military personnel and veterans through the recreational licensing system.
- Concept Silver Sportsman's program for Floridians 65 years of age and older to encourage senior outdoor enthusiasts to enjoy their favorite outdoor activities while introducing and engaging younger audiences in those outdoor activities to bolster recruitment initiatives.
- With an ongoing need to better understand stakeholders, evaluate agency programs, identify touchpoints, and create connections, emphasis must be placed on gaining a better understanding of the FWC's stakeholders and potential new customers. OLP budgeted for and contracted with Southwick Associates in 2017 to analyze Florida's license data and tapestry information, which will be helpful for coordinated efforts for appropriate audience selection, marketing and communications plans, and applicable channels and content to expand R3 programs and efforts essential for growth. This analysis indicated young adults (under 35) and those from urban areas are a potential R3 hunting and shooting sports focal area.

**Implementation:** OLP in coordination with FWC divisions and the Community Relations Office

**Budget:** Included in agency budget and contracted as needed.

**Evaluation:** Unique evaluations measures and approaches as needed.

**Future Status:** Ongoing.

# Appendix VII Expanding Participation in Conservation Strategic Initiative

Introduced in 2014, the [FWC strategic plan](#) identifies policy focal areas, strategic initiatives, and themes, goals, and strategies that serve as a framework for adapting to changing conditions in Florida over the next 20 years. One policy focal area designed to connect people to Florida's natural environment is the Expanding Participation in Conservation strategic initiative. This initiative seeks to increase participation in conservation among youth and families representing Florida's diverse population by expanding partnerships to implement the Florida Youth Conservation Centers Network and other programs that promote fishing, hunting, boating, wildlife viewing, shooting sports, and appreciation of the importance of conservation.

## Goal 1

Leverage FWC staff and programs to increase the number and diversity (ethnicity, race, gender, urban, suburban and rural) of youth and families participating in conservation.

- All staff will be made aware of the youth conservation initiative including FYCCN and other FWC youth programs.
- FWC Divisions and Offices will provide support for youth conservation programs to the greatest extent feasible.
- Include hands-on conservation stewardship and fishing, hunting, boating and/or wildlife viewing activities in all FWC youth education programs.
- Determine the current number and diversity of youth and families participating in FYCCN and other FWC youth programs.
- Evaluate FWC's youth conservation programs (delivery, marketing, diversity, content, etc.) to determine if they are increasing knowledge, skills, abilities and stewardship behaviors, and if they are increasing the number and diversity of participants. Modify programs as needed.

## Goal 2

Recruit diverse (ethnicity, race, gender, urban, suburban and rural) audiences and potential partners that serve them in order to increase their conservation participation in FYCCN and other programs.

- Develop techniques and strategies to increase conservation participation among diverse communities in FYCCN and other programs.
- Implement techniques and strategies used to target diverse audiences and communities throughout Florida to attract youth and families to FYCCN facilities and programs.
- Utilize strategies from partners already successful in serving diverse audiences and share their techniques with other partners and when recruiting potential partners.
- Increase partnerships in FYCCN (FYCCN.org/partners) to a minimum of 450.

## Goal 3

Support FYCCN partners to serve diverse audiences and communities throughout Florida to attract youth and families to FYCCN sites and partner programs.

- Maintain and enhance partnerships in the FYCCN.
- Create recognition programs for partner achievements.
- Track existing partners to determine continued viability.



# Appendix VIII Wildlife Management Institute Evaluation Tools

The Wildlife Management Institute compiled the following evaluation tools to provide criteria for program evaluations to determine target audience, establish outcomes and determine program effectiveness through pre-, post-, and follow-up surveys. By implementing participant feedback into all programs, specific steps can be identified to improve program delivery and content so that participant needs are met and outcomes can be evaluated.

[Skills training seminars evaluation toolkit](#)

[Skills training seminars questionnaires](#)

[Training hunts evaluation toolkit](#)

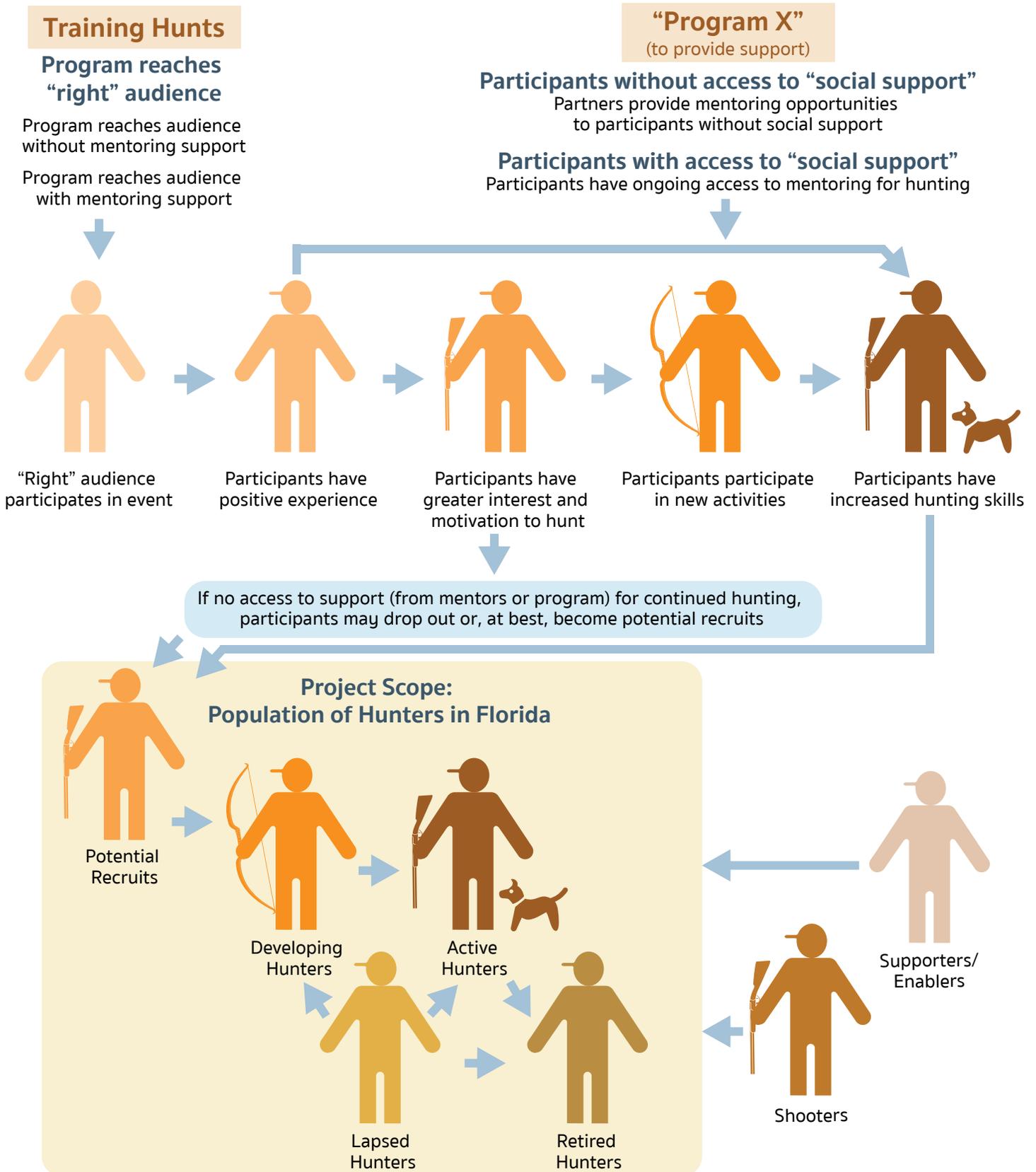
[Training hunts questionnaires](#)



# Program type: Training hunts

**Definition:** These programs typically include one-time hunts designed to match new or novice hunters with experienced hunters in order to provide a new hunting experience. These hunts generally do not provide opportunities for multiple interactions between the mentor and apprentice over an extended period of time (see separate materials for Mentored Hunts).

The following figure illustrates, via a progression of results, the assumed logic linking training hunts with hunter recruitment.





## Thinking through the chain

Training hunt programs, by definition, target individuals (frequently youth) with minimal to no hunting experience. Depending on the program's emphasis on achieving long-term desired outcomes, the "right" audience (1) can loosely be grouped into two prospective categories: those who have access to hunter mentoring support (friends and family who hunt or have hunted) and those who do not. This distinction is critical to recognize given that the long-term outcomes of a training hunt program are likely affected by the amount of support and encouragement available to the participant post-hunt (explained in further detail below). Short-term outcomes (1-3), being temporal to the event itself, are likely far less sensitive to the amount of social support available to the participant.

Considering the unpredictability of hunting and the vast differences in how participants interpret the experience, there are few, if any, standardized metrics that easily characterize a "successful" hunt or hunting experience at an individual level. Thus, the most realistic and likely most valuable short term outcome is that the individual perceived the experience as "positive" (2), regardless of how they reached that conclusion. If the participant leaves from the hunt with a favorable opinion of hunting, it is likely that he or she will wish to do something similar again, particularly since they will have acquired a new measure of appreciation, interest (03), and shared experiences. Additionally, the cumulative experience of the hunt (i.e., planning, preparation, physical exertion, game processing, sharing stories, etc.) will likely provide some degree of new awareness in and passion for hunting and hunting-related activities (3).

Although participants will gain new insights into hunting by attending a training hunt, the degree to which they participate in future hunting opportunities or hunting related activities will be, as stated before, likely dependent upon the amount of support available to them after their initial experience. For participants who have friends or family who hunt (b), it is more likely that they will act upon their initial positive hunting experience since they will have access to trusted individuals with the necessary equipment, knowledge of where to hunt, and some level of personal investment in the activity. Therefore, it may be logical to assume that a positive training hunt for these individuals is enough of an investment for an agency or organization to create potential hunting recruits who will pursue additional hunting related activities (04) independently.

For those who are the first within their family and/or social group to sample hunting, it is highly likely that they will require external mentoring, encouragement, and resources (a) in order for them to participate in future hunting-related activities or become regular license buyers. While the experience of a training hunt may be positive and might motivate the participant with new awareness and interest, the highly-controlled and somewhat predetermined environment of the training hunt will likely not provide enough knowledge or skill necessary for the individual to continue on their own. Thus, agencies or organizations selecting recruits from non-hunting families and social groups should provide follow-up mentoring or advanced skills programs for the participants of a training hunt program (a).

## Other thoughts and considerations

Unlike interest or awareness programs, training hunts offer an individual a unique opportunity to experience hunting within the context of a well-controlled, no-strings-attached trial. Program developers and staff often focus on creating a safe setting that provides unusually high odds of encountering game (typically on private or leased land). Thus, the program's emphasis is most often placed on the experience and camaraderie of the particular hunt--not the scope of commitment, knowledge, and skills necessary to embrace hunting as a long-term pursuit.

Trial is an essential element of an individual's self-identification as a hunter. However, the recruitment of a hunter may require multiple and diverse trials (successful and unsuccessful) before basic competence in the skills and knowledge essential to the activity are acquired. A support network of experienced hunters provides the best mechanism for novice hunters to experience these trials and gain new skills, but support programs hosted by agencies and organizations may also fill this role.

Training hunt participants should be selected based upon the amount of support an agency or organization is willing to provide beyond the scope of the hunt itself. If program developers wish to achieve long-term outcomes by targeting individuals with no personal or social connection to hunting, they should consider the training hunt as only one of many strategic steps needed to create and retain a long-term license buyer. However, if resources are not available to conduct continued support programs for training hunt participants, selecting potential recruits with access to hunter mentoring support may be the most efficient pathway to recruiting new and persistent license buyers.

## Program objectives and indicators of success

The objectives and indicators linked to expected results in the above results chain are designed to provide program administrators with the information necessary to identify how successful their program has been in achieving its short-term outcomes and long-term effectiveness.

The following section identifies how and when program managers should gather the necessary data to measure each objective and its associated indicator found within the results chain. It is important to note that the information needed to measure some indicators will come directly from program staff, while questionnaire results from program participants will provide the necessary data for others (these are identified in each result listed below).

It is important to note that questions listed in this section are designed to provide two levels of program improvement data. Primarily, they allow administrators to directly measure the indicators of success for each objective, and thus determine if the assumed logic of the results chain is valid. This type of monitoring is critical for assessing what is working or not working in the program under what conditions. However, monitoring to learn, adapt, and improve the program usually requires a deeper understanding of numerous and varied aspects of the program’s implementation. For this reason, questions denoted with an asterisk (\*) are intended to provide administrators with information that can improve their specific program by gathering contextual information that help interpret the indicators, and very specifically identify how to improve the program in the future.

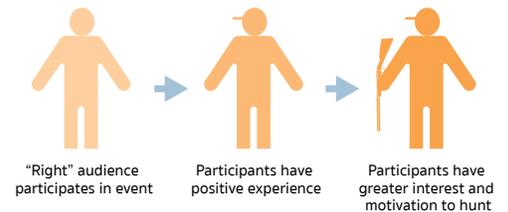
Due to the broad applicability of the Skills Training Seminars and Learn-to-Hunt Seminars results chain, many of the following evaluation questions will require program staff to customize the questions’ content in order to make it relevant to the specific program being conducted. Additionally, staff should feel comfortable to add questions that might be useful in improving their specific program. However, please recognize that the questions listed within this section and the associated questionnaires are essential to measuring the objectives set out in the program results chain and should therefore not be omitted or significantly altered.

## Result 1: Right audience participates in event

**Objective:** At least \_\_\_\_ percent of those participating in the event represent the desired target audience.

**Indicator:** % of those participating in the event who represent the desired target audience

**Note:** Be sure to identify the desired target audience (e.g., select demographics, individuals with little access to mentoring support, non-hunters, developing hunters, etc.) and why they are important to your agency or organization. This is critical to the success of the program and the applicability of the evaluation questions listed below.



**Method:** Questionnaire/ application (via registration process), or staff assessment (where possible and if appropriate)

**When:** Prior to event

### Questions to measure objective

Questions	Source of Data		Comments
	Agency	Participants	
1. To what degree do you think your family, friends, and/or peers are supportive of hunting? (4 point Likert)		X	
2. Please indicate whether any of the following groups you know hunt and, if so, approximately how often they hunt. (Direct family, extended family, friends. 4 point Likert: more than once per year, once per year, once every 2 years, once every 5 years)		X	
3. Have you hunted in the past? If yes, how many times have you hunted?		X	This question is intentionally non-specific. Its purpose is to determine the presence of or potential for a social support network. A “yes” response could indicate the participant has hunted independently and/or they have tagged along on someone else’s hunt.

Questions	Source of Data		Comments
	Agency	Participants	
4. How interested are you in going hunting in the future? (4 point Likert) Why or why not?		X	
5. How likely do you think it is that you will hunt in the future? (4 point Likert) Why or why not?		X	
6. What would increase the likelihood that you would hunt in the future?*		X	

\*Questions designed to provide direct feedback and suggestions for managers to improve program.

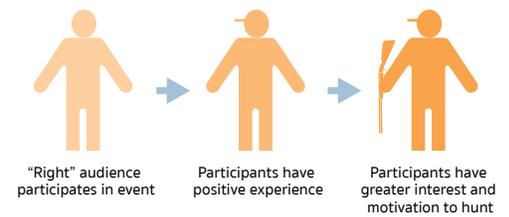
## Result 2: Participants have a positive experience

**Objective:** At the end of the event, at least \_\_\_\_\_ percent of participants indicate that they had a positive experience.

**Indicator:** Percent of participants that indicate they had a positive experience

**Method:** Questionnaire/survey (other options – mail survey, follow-up phone call)

**When:** End of event



### Questions to measure objective

Questions	Source of Data		Comments
	Agency	Participants	
1. What was your impression of each of the following? (4 point Likert: facilities, instructor, quality of training, logistics & organization, timing, safety, other)		X	Questions 1-3 address overall impressions and are intended to determine factors that influence a “positive” experience.
2. What was your impression of event instructor(s)/ sessions? (4 point Likert) *If you answered poor or very poor to any of the above questions, please explain:		X	
3. How likely is it that you would recommend this event to a friend? (4 point Likert) Why or why not?		X	
4. If it were possible, how likely is it that you would participate in another event like this? (4 point Likert) If you answered “not likely” or “very unlikely,” please explain why.*		X	Important to track this for next result “Participants participate in new activities” – did they actually participate? If not, where was the break in the logic?
5. Did you harvest an animal? (Y/N)*		X	This question should not be used to evaluate an individual’s interpretation of a “positive” experience, but it may be important information for program improvement (see “Defining Positive” following)
6. What were your three (3) favorite aspects of this event?*		X	Program staff could categorize and analyze the top three responses from all participant to help improve program – i.e., important for internal management.  Over time, evaluators may wish to develop a forced choice list with “Other, please specify ___.”

Questions	Source of Data		Comments
	Agency	Participants	
7. What were your three (3) <b>least</b> favorite aspects of this event?*			See question 6.

\* Questions designed to provide direct feedback and suggestions for managers to improve program.

## Defining positive

There are several ways that program administrators can determine if an individual participant’s experience was positive or not. The first three questions listed above were designed to extrapolate that information in a way that can be measured and compared, unlike subjective questions such as, “Did you have a good time”, or “Was the event fun.” Responses to these types of subjective questions are highly variable among individuals and are difficult to quantify for program improvement purposes.

It is recommended that question 1-3 contain response selections arranged in a 4 point Likert scale (i.e., Very Poor, Poor, Good, Very Good). Response criteria for the “positive” experience threshold should be determined before the questions are administered. For example, using questions 1-3, program staff may consider that a person has had a “positive” experience if their responses meet the following:

- Minimum of “Good” or “Likely” on questions 1, 2, and 3 in table above (*note that the numbering of these questions in the questionnaire is different*).
- “Likely” or “Very Likely” response to question 4 in the table above.

In many cases, it may be desirable to ask additional questions that provide program administrators with information about the participant’s perceptions, motivations or preferences. These questions (e.g., questions 5-7 above) are useful for improving program logistics, but they do not generate comparable information needed to determine the overall outcome of a positive experience.

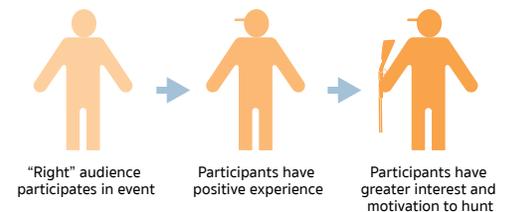
## Result 3: Participants have greater awareness and interest in hunting

**Objective:** At the end of the event, at least \_\_\_\_\_ percent of participants indicate they have a greater interest in hunting as a result of participating in the program.

**Indicator:** Percent of participants who indicate they have a greater interest in hunting

**Method:** Questionnaire/survey (mail survey, follow-up phone call)

**When:** Pre-event and end of event



### Questions to measure objective

Questions	Source of Data		Comments
	Agency	Participants	
Questions 1-3 should be asked in the Pre-Event and End-of-Event questionnaires.			
How interested are you in going hunting in the future? (4 point Likert) Why or why not?		X	The change in response to questions 1-3 between the Pre-Event and End-of-Event questionnaires should be used as an indicator of the program’s effect on the participant’s interest and motivation.
How likely do you think it is that you will hunt in the future? (4 point Likert) Why or why not?		X	
What would increase the likelihood that you would hunt in the future?		X	
Question 4 should be asked in the End-of-Event questionnaire.			

Questions	Source of Data		Comments
	Agency	Participants	
<p>What aspects of this event influenced your interest in hunting? (forced choice list; could also incorporate a 4 point Likert if desired)</p> <p><i>Note: Question could be left open ended, but this would limit the ability to analyze comparable data over time.</i></p>	•	X	<p>Ask</p> <p>Potential categories for this question:</p> <ul style="list-style-type: none"> <li>• Modules/ information presented</li> <li>• Skills learned</li> <li>• Instructors</li> <li>• Friends I made</li> <li>• Seeing someone like me doing this</li> <li>• Spending time with friends/ family</li> <li>• Being outdoors</li> <li>• Other (specify____)</li> </ul>

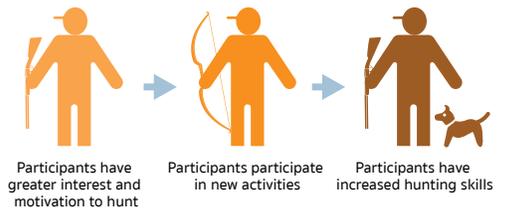
## Result 4: Participants participate in new activities

**Objective:** Within \_\_\_\_ months of participating in the event, \_\_\_\_\_ percent of participants participate in at least one new or self-initiated hunting-related activity.

**Indicator:** Percent of participants that participate in at least one new or self-initiated hunting-related activity within X timeframe (months, years, seasons, etc.)

**Method:** Questionnaire/survey (mail survey, follow-up phone call)

**When:** \_\_\_\_\_ timeframe post-event



### Questions to measure objective

Questions	Source of Data		Comments
	Agency	Participants	
1. As a result of participating in this program, have you gone hunting or participated in any new hunting-related activities? (y/n) If no, why didn't you participate in any new activities? (open-ended) If yes, please answer the following three questions		X	This series of questions should be left open ended in order to identify all potential activities that the individual attributes to their participation in the program. If desired, a forced choice list may be developed over time depending on the consistency of responses.
2. What activities?*		X	See Follow-Up questionnaire for additional ways to collect this information.
3. (If yes) What, if any, support or help have you received that encouraged you to go hunting or participate in new hunting-related activities?*		X	
4. What additional support or help do you need to continue hunting or participating in hunting-related activities?*		X	

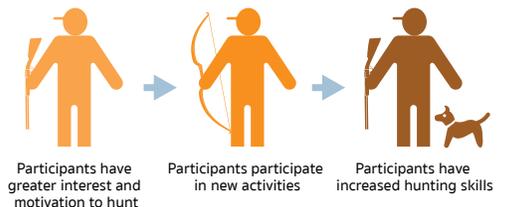
\* Questions designed to provide direct feedback and suggestions for managers to improve program.

## Result 5: Participants have increased hunting skills

**Objective 1 (measuring skills learned at the event):** At least \_\_\_\_\_ percent of participants indicate they are confident in the hunting skills taught through the program.

**Indicator:** Percent of participants that indicate they are confident in the hunting skills taught through the program

**Objective 2 (measuring skills learned beyond the event):** At least \_\_\_\_\_ percent of participants indicate that as a result of participation in the program, they acquired additional hunting skills and confidence



beyond what they acquired in the program.

**Indicator:** Percent of participants that indicate that as a result of participation in the program, they acquired additional hunting skills and confidence beyond what they acquired in the program.

**Method:** Questionnaire/survey (mail survey, follow-up phone call)

**When:** End of event (Objective1) and follow-up survey (Objective 2)

### Questions to measure objective

Questions	Source of Data		Comments
	Agency	Participants	
1. How much did (_____ event or opportunity) help you develop the following skills? (4 point Likert)		X	<p>Examples of skills to evaluate:</p> <ul style="list-style-type: none"> <li>• Planning a hunt</li> <li>• Navigation</li> <li>• Selecting the right clothing &amp; equipment</li> <li>• Spotting game</li> <li>• Tracking game</li> <li>• Blind or stand placement</li> <li>• Game biology &amp; behavior</li> <li>• Game calling</li> <li>• Processing game</li> <li>• Shooting skills</li> <li>• Shooting safety</li> <li>• Shot placement</li> <li>• Other (specify _____)</li> </ul> <p>Program staff should identify skills relevant to their program.</p>
2. Are there ways this event could better help you learn any of the above skills? If so, please specify which skills and what help you would need.*		X	
3. Are there any additional hunting skills that you would like to have learned at the event? If so, what are they?*		X	
4. How confident are you in the skills you learned to now be able to do X activity? (4 point Likert)		X	
Questions 5-7 should be asked in the Follow-Up questionnaire.			
5. To what degree did this event help or encourage you to develop new hunting skills? (4 point Likert)		X	
6. Of the skills you learned at the event, which of the following have you continued to develop on your own?			Use the same list developed for Question 1 in this table.
7. What additional hunting skills (not stated above) have you acquired since participating in the event?			

\* Questions designed to provide direct feedback and suggestions for managers to improve program.

## Result I: Hunters buy more/different licenses

**Objective:** Within \_\_\_\_ timeframe (months, years, seasons, etc.) of participating in the program/event, \_\_\_\_ percent of participants have purchased a license or licenses.

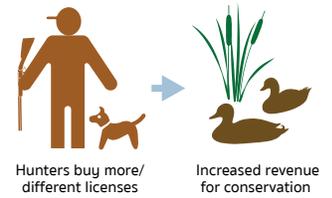
**Indicator:** Percent of participants who have purchased a license or licenses

**Objective:** Within \_\_\_\_ timeframe of participating in the program/event, \_\_\_\_ percent of participants have purchased more than one license type.

**Indicator:** Percent of participants who have purchased more than one license type

**Method:** Follow-up survey (where possible or applicable, utilize electronic records)

**When:** 1-2 years post-event (or as appropriate program/event context)



### Questions to measure objective

Questions	Source of Data		Comments
	Agency	Participants	
1. As a result of participating in this event, did you buy a hunting license? If yes, please specify which and how many?		X	
2. Did participation in any other events influence your decision to buy a license? If yes, which events?		X	This question should be left open ended in order to identify all potential programs or events that may influence an individual's license purchasing behavior. If desired, a forced choice list of specific programs may be developed over time depending on the consistency of responses.

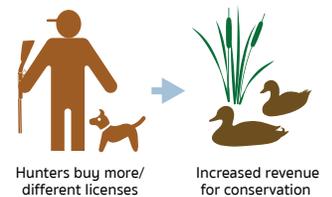
## Result II: Increased revenue for conservation

**Objective:** By \_\_\_\_\_ timeframe, program participants have generated at least \_\_\_\_\_ \$ in license revenue.

**Indicator:** Annual license revenue (in dollars) generated by program participants

**Method:** Analyze license sales records of program participants

**When:** 1-2 years post-event (or as appropriate program/event context)



### Data to gather

Questions	Source of Data		Comments
	Agency	Participants	
1. Annual license revenue (in dollars) generated by program participants.	X		

# Instructions for agency staff - questionnaires for participants

## Program type: Training hunts

This document contains three questionnaires that program staff should administer to participants of their event. All of the questions within this document were developed to measure specific objectives outlined in the Training Hunts results chain.

Many of the following evaluation questions will require program staff to customize the questions' content in order to make it more relevant to the specific program being conducted. Additionally, staff should feel comfortable to add questions that might be useful for improving their specific program. However, please recognize that the questions listed within the below questionnaires are essential to measuring the objectives set out in the program results chain and should not be omitted or significantly altered.

## Pre-event questionnaire

Name of Event: \_\_\_\_\_

Date of Event: \_\_\_\_\_

Thank you for participating in \_\_\_\_\_ event. Prior to beginning this event, we have a couple of questions to ask you that will help us learn from and improve this event over time. We will also be asking you several other questions at the close of this event. Thank you for your time and input.

## Hunting experience and support

1. To what degree do you think your family, friends, and/or peers are supportive of hunting?

Very supportive     Supportive     Not supportive     Very unsupportive

2. Please indicate whether any of the following groups you know hunt and, if so, approximately how often they hunt. (Check only one option per row)

Who	How often they hunt				
	Do not hunt	More than once a year	Once a year	Once every 2 years	Once every 5 years
Direct family (parents siblings)					
Extended family (aunts, uncles, grandparents, cousins)					
Friends					

3. Have you hunted in the past?

Yes **If yes**, how many times have you hunted? \_\_\_\_\_)     No

4. How interested are you in going hunting in the future?

Very interested     Interested     Not very interested     Not at all interested

Why or why not? \_\_\_\_\_

5. How likely do you think it is that you will hunt in the future?

Very likely     Likely     Not likely     Very unlikely

Why or why not? \_\_\_\_\_

6. What would increase the likelihood that you would hunt in the future? \_\_\_\_\_

## Background Data

7. Name: \_\_\_\_\_

**Please note:** Your responses will be kept confidential and only be used for administrative and program improvement purposes.

## End-of-event questionnaire

Name of Event: \_\_\_\_\_

Date of Event: \_\_\_\_\_

Thank you for participating in \_\_\_\_\_ event. Please take some time to fill out this questionnaire to help us learn from and improve this event over time. Thank you for your time and input.

### Impression of the event

1. What was your impression of each of the following?

*Note to agency staff:* Add or delete aspects from this list, as appropriate for your event.

Aspect	Very Good	Good	Poor	Very Poor
Quality of training				
Facilities				
Logistics and organization				
Timing of event				
Safety of event				

If you answered “poor” or “very poor” to any of the above questions, please explain: \_\_\_\_\_

2. What was your impression of event instructor(s)/ sessions?

*Note to agency staff:* Fill in names or sessions before giving to participants. Note that, where possible, it may be more appropriate and constructive to have participants rank instructional sessions rather than individual instructors or mentors.

Mentor or Session Name	Very Good	Good	Poor	Very Poor

If you answered “poor” or “very poor” to any of the above questions, please explain: \_\_\_\_\_

3. How likely is it that you would recommend this event to a friend?

Very likely       Likely       Not likely       Very unlikely

Why or why not? \_\_\_\_\_

4. If it were possible, how likely is it that you would participate in another event like this?

Very likely       Likely       Not likely       Very unlikely

If you answered “not likely” or “very unlikely,” please explain why. \_\_\_\_\_

5. Did you harvest an animal?

Yes       No

6. What were your three favorite aspects of this event? \_\_\_\_\_

7. What were your three least favorite aspects of this event? \_\_\_\_\_

### Hunting interest

8. How interested are you in going hunting in the future?

Very interested       Interested       Not very interested       Not at all interested

9. What aspects of this event influenced your interest in hunting? (Check all that apply)

Modules/ information presented

Skills learned

Instructors

- Friends I made
- Seeing someone like me doing this
- Spending time with friends/ family
- Being outdoors
- Other (specify): \_\_\_\_\_

**Motivation**

10. How likely do you think it is that you will hunt in the future?

- Very likely
- Likely
- Not likely
- Very unlikely

Why or why not? \_\_\_\_\_

11. What would increase the likelihood that you would hunt in the future? \_\_\_\_\_

**Specific hunting skills**

12. How much did \_\_\_\_\_ event or opportunity) help you develop the following skills?

*Note to agency staff: Add or delete skills from this list, as appropriate for your event.*

Hunting Skill	A Lot	Some	A Little	Not at All
Planning a hunt				
Navigation				
Selecting the right clothing & equipment				
Spotting game				
Tracking game				
Blind or stand placement				
Game biology & behavior				
Game calling				
Processing game				
Shooting skills				
Shooting safety				
Shot placement				
Other (specify _____)				

13. Are there ways this event could better help you learn any of the above skills? If so, please specify which skills and what help you would need. \_\_\_\_\_

14. Are there any additional hunting skills that you would like to have learned at the event? If so, what are they? \_\_\_\_\_

15. How confident are you in the skills you learned to now be able to do X activity? (i.e., the focus of the program or event)

- Very confident
- Confident
- Not very confident
- Not at all confident

**Background Data:**

16. Name: \_\_\_\_\_

**Please note:** Your responses will be kept confidential and only be used for administrative and program improvement purposes.

## Follow-up questionnaire

Name of Event: \_\_\_\_\_

Date of Event: \_\_\_\_\_

On MM/DD/YYYY, you participated in \_\_\_\_\_ event. To gauge the success of that event and to learn from and improve the event over time, we have some follow-up questions. Thank you for your time and input.

*Note to agency staff:* Ask the following questions within an appropriate timeframe (ideally, based on the objectives you set) after the event via a follow-up survey or phone call. Also note that you should collect other data, where available, from electronic records (e.g., number of licenses sold/year; revenue raised from license sales/year). See Evaluation Guide for more information.

### Participation in new opportunities

1. As a result of participating in this event, have you gone hunting or participated in any new hunting-related activities?

Yes  No

**If no**, why didn't you participate in any new activities? \_\_\_\_\_

**If yes**, please answer the following three questions

2. What activities?

*Note to agency staff:* Depending on the amount of related detail desired by program staff, this question can also be asked using the following table:

Please list the activities and who initiated them:

Activity	Who Initiated Activity (choose only one)
Open ended response	Drop down or radio buttons: ____ I initiated ____ Someone else initiated ____ I jointly initiated activity with someone else

3. What, if any, support or help have you received that encouraged you to go hunting or participate in new hunting-related activities? \_\_\_\_\_

4. What additional support or help do you need to continue hunting or participating in hunting-related activities? \_\_\_\_\_

### Specific hunting skills

5. To what degree did this event help or encourage you to develop new hunting skills

A lot  Some  A little  Not at all

6. Of the skills you learned at the event, which of the following have you continued to develop on your own? (Check all that apply)

*Note to agency staff:* Use the same list developed for question 12 on the End-of-Event questionnaire. Also, the use of square boxes indicates that the below selections are part of a "check all that apply" list.

- Planning a hunt
- Navigation
- Selecting the right clothing & equipment
- Spotting game
- Tracking game
- Blind or stand placement
- Game biology & behavior
- Game calling
- Processing game
- Shooting skills
- Shooting safety
- Shot placement
- Other (specify \_\_\_\_\_)

7. What additional hunting skills (not stated above) have you acquired since participating in the event? \_\_\_\_\_

## License purchase

8. As a result of participating in this event, did you buy a hunting license?

Yes             No

**If yes**, please specify which and how many:

License Type	Year Purchased	Number Purchased

9. Did participation in any other events influence your decision to buy a license?

Yes             No

**If yes**, which events? \_\_\_\_\_

## Background data:

10. Name: \_\_\_\_\_

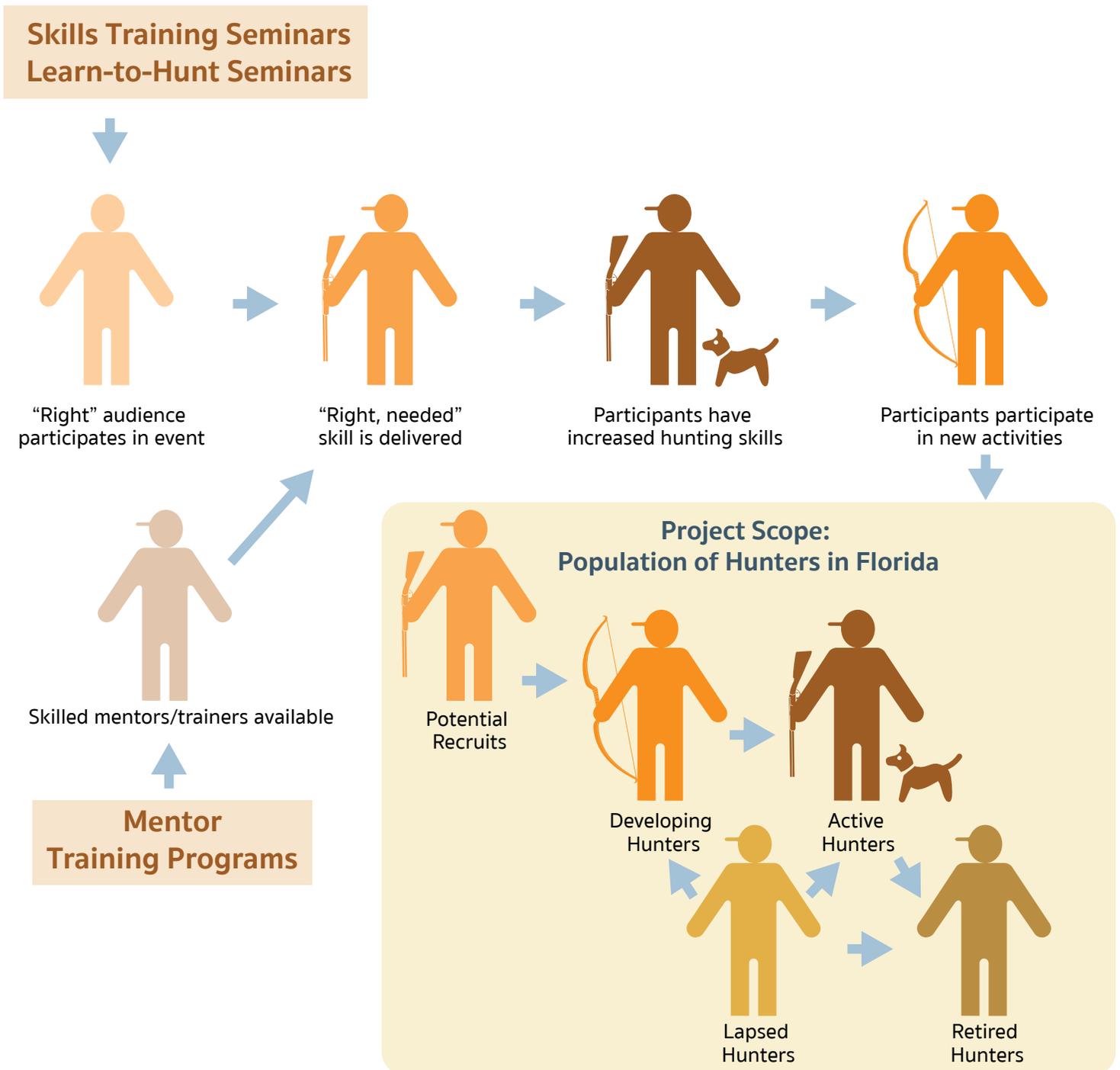
**Please note:** Your responses will be kept confidential and only be used for administrative and program improvement purposes.

# Program type: Skills training seminars and learn-to-hunt seminars

**Definition:** These seminars are usually species- or equipment-specific learning sessions designed to enhance the skills, knowledge and attitudes necessary for participants to hunt a particular species or use specific hunting equipment. Participants likely possess some hunting experience, but that experience may range from novice to very experienced hunters. These may be indoor or outdoor events and/or may be part of a larger event.

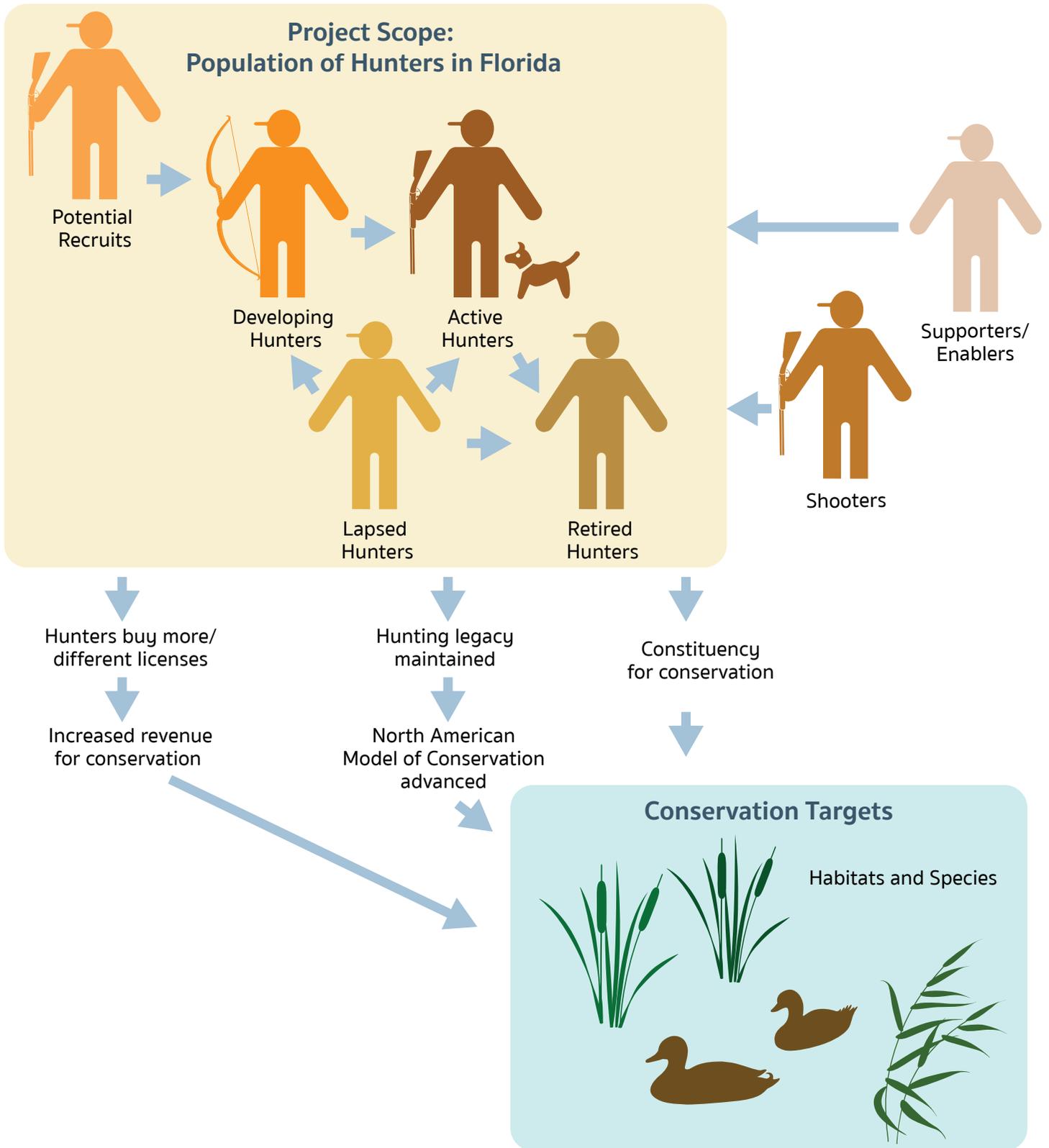
The following figure illustrates the assumed linkages between this event and hunter recruitment and retention. Subsequent pages describe these assumptions in narrative form.

**Figure 1. Results chain for skills training seminars and learn-to-hunt seminars**



**Figure 2. How hunter R&R contributes to habitat and species conservation**

(continuation of the results chain in figure 1).



# Program objectives and indicators of success

The objectives and indicators linked to expected results in the above results chain are designed to provide program administrators with the information necessary to identify how successful their program has been in achieving its short-term outcomes and long-term effectiveness.

The following section identifies how and when program managers should gather the necessary data to measure each objective and its associated indicator found within the results chain. It is important to note that the information needed to measure some indicators will come directly from program staff, while questionnaire results from program participants will provide the necessary data for others (these are identified in each result listed below).

It is important to note that questions listed in this section are designed to provide two levels of program improvement data. Primarily, they allow administrators to directly measure the indicators of success for each objective, and thus determine if the assumed logic of the results chain is valid. This type of monitoring is critical for assessing what is working or not working in the program under what conditions. However, monitoring to learn, adapt, and improve the program usually requires a deeper understanding of numerous and varied aspects of the program’s implementation. For this reason, questions denoted with an asterisk (\*) are intended to provide administrators with information that can improve their specific program by gathering contextual information that help interpret the indicators, and very specifically identify how to improve the program in the future.

Due to the broad applicability of the Skills Training Seminars and Learn-to-Hunt Seminars results chain, many of the following evaluation questions will require program staff to customize the questions’ content in order to make it relevant to the specific program being conducted. Additionally, staff should feel comfortable to add questions that might be useful in improving their specific program. However, please recognize that the questions listed within this section and the associated questionnaires are essential to measuring the objectives set out in the program results chain and should therefore not be omitted or significantly altered.

## Result 1: Right audience participates in event

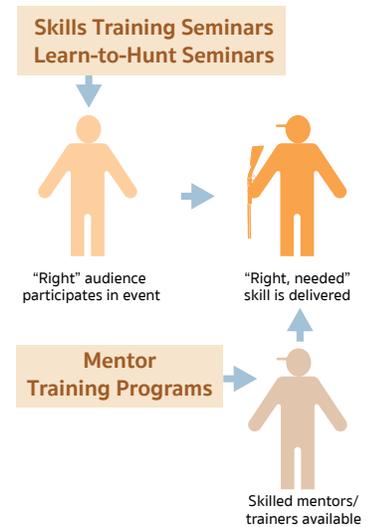
**Objective:** At least \_\_\_\_\_ percent of those participating in the event come from the desired target audience.

**Indicator:** Percent of those participating in the event that come from the desired target audience

**Note:** Be sure to identify the desired target audience (e.g., select demographics, individuals with little access to mentoring support, non-hunters, developing hunters, etc.) and why they are important to your agency or organization. This is critical to the success of the program and the applicability of the evaluation questions listed below.

**Method:** Questionnaire/survey for participants, staff assessment for agency questions

**When:** Prior to event



## Questions to Measure Objectives

Questions	Source of Data		Comments
	Agency	Participants	
1. Who is the desired target audience? Approximately what proportion of the event participants came from this target audience? (actual percentage)	X		
2. Have you ever done _____ activity before? (If yes, how often?)		X	
3. How much knowledge do you have of the following topics? (In other words, how much do you know about the topic even though you may or may not have applied what you know?) (4 point Likert)		X	List topics that are relevant to the particular seminar. However, list only teaching points that are knowledge based; specific skills are addressed in the next question.

	Source of Data		
4. How confident do you currently feel in your skills related to the following topics?		X	List the topics that are relevant to the particular seminar. List only the aspects of the seminar that are skills based.

## Result 2: Participants have increased hunting skills

**Objective (Skills acquired from Event):** At least \_\_\_\_\_ percent of participants indicate they are confident in the hunting skills or skill levels acquired through the program.

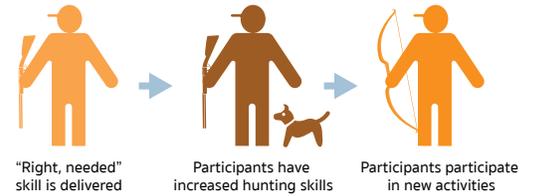
**Indicator (Skills acquired from Event):** Percent of participants that indicate they are confident in the hunting skills or skill levels acquired through the program.

**Objective (Skills acquired after Event):** At least \_\_\_\_\_ percent of participants indicate that as a result of participation in the program, they acquired additional hunting skills and confidence beyond what they acquired in the program.

**Indicator (Skills acquired after Event):** Percent of participants that indicate that as a result of participation in the program, they acquired additional hunting skills and confidence beyond what they acquired in the program

**Method:** Participant questionnaire/survey

**When:** End of event and beyond



## Questions to measure objective

Questions	Source of Data		Comments
	Agency	Participants	
1. How much did this event help you to develop the following skills? (4 point Likert)		X	Use the same list of skills developed for question four of Result 1. (Question three in the Pre-Event Questionnaire)
2. How confident are you in the skills you learned to now be able to do _____ activity? (4 point Likert)		X	
3. Are there ways this event could better help you learn any of the above skills? If so, please specify which skills and what help you would need.*		X	
4. Are there any additional hunting skills that you would like to have learned at the event? If so, what are they?*		X	
Below questions are for Follow-Up questionnaire (measuring skills acquired after the event)			
1. To what degree did this event help or encourage you to develop new hunting skills? (4 point Likert)			
2. Of the skills you learned at the event, which of the following have you continued to develop on your own? (Check all that apply)			Use same topics as skills question in pre-event questionnaire (Question 4 in pre-event questionnaire)
3. What additional hunting skills (not stated above) have you acquired since participating in the event?			

\* Questions designed to provide direct feedback and suggestions for managers to improve program.

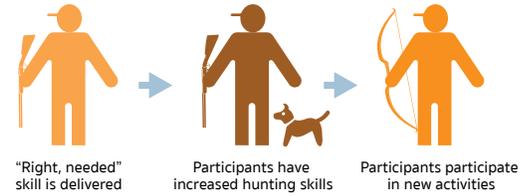
## Result 3: Participants participate in new activities

**Objective:** Within \_\_\_\_\_ months of participating in the event or program, \_\_\_\_\_ percent of participants participate in at least one new or self-initiated hunting and/or hunting-related activity.

**Indicator:** Percent of participants that participate in at least one new or self-initiated hunting and/or hunting-related activity within \_\_\_\_\_ timeframe of end of event

**Method:** Participant questionnaire/survey

**When:** Follow-up (\_\_\_\_\_ timeframe after event)



### Questions to measure objective

Questions	Source of Data		Comments
	Agency	Participants	
1. As a result of participating in this program, have you gone hunting or participated in any new hunting-related activities? (Y/N) <b>If no</b> , why didn't you participate in any new activities?* <b>If yes</b> , please answer the following three questions:* <ul style="list-style-type: none"> <li>o What activities?</li> <li>o What, if any, support or help have you received that encouraged you to participate in new hunting activities?</li> <li>o What additional support or help do you need to continue participating in hunting activities?</li> </ul>		X	Use the same list of skills developed for question four of Result 01. (Question three in the Pre-Event Questionnaire)

\* Questions designed to provide direct feedback and suggestions for managers to improve program.

## Instructions for agency staff - questionnaires for participants

### Program type: Skills training seminars or learn-to-hunt seminars

This document contains three questionnaires that program staff should administer to participants of their event. All of the questions within this document were developed to measure specific objectives outlined in the Skills Training Seminars or Learn-to-Hunt Seminars results chain.

Many of the following evaluation questions will require program staff to customize the questions' content in order to make it more relevant to the specific program being conducted. Additionally, staff should feel comfortable to add questions that might be useful for improving their specific program. However, please recognize that the questions listed within the below questionnaires are essential to measuring the objectives set out in the program results chain and should not be omitted or significantly altered.

### Pre-event questionnaire

Name of Event: \_\_\_\_\_

Date of Event: \_\_\_\_\_

Thank you for participating in \_\_\_\_\_ seminar. Prior to beginning this event, we have a couple of questions to ask you that will help us learn from and improve this event over time. We will also be asking you several other questions at the close of this event. Thank you for your time and participation.

**Note to agency staff:** Use introductory text appropriate to your program or event.

## Familiarity with topic(s) being presented

1. Have you ever done X activity before?

Yes      **If yes**, how often? \_\_\_\_\_       No

2. How much knowledge do you have of the following topics? (In other words, how much do you know about the topic even though you may or may not have applied what you know.)

**Note to agency staff:** The following are just examples. List topics that are relevant for your seminar. List only the aspects of the seminar that are knowledge based; specific skills are addressed in question 3.

Topic	A Lot	Some	A Little	None
Game biology & behavior				
Hunting strategy				
Specific equipment orientation				
Etc.				

3. How confident do you currently feel in your skills related to the following topics?

**Note to agency staff:** The following are just example and likely too broad in scope. List specific topics that are relevant for your seminar. List only the topics that are skills based. There may be slight overlap with the prior question on knowledge.

Topic	Very Confident	Confident	Somewhat Confident	Not at all Confident
Planning a hunt				
Navigation				
Selecting the right clothing & equipment				
Spotting game				
Using a game call				
Etc.				

## Background Data:

5. Name: \_\_\_\_\_

**Please note:** Your responses will be kept confidential and only be used for administrative and program improvement purposes.

## End-of-event questionnaire

Name of Event: \_\_\_\_\_

Date of Event: \_\_\_\_\_

Thank you for participating in \_\_\_\_\_ event. Please take some time to fill out this questionnaire to help us learn from and improve this event over time. Thank you for your time and input.

**Note to agency staff:** Use introductory text appropriate to your program or event.

## Skills development

1. How much did this event help you to develop the following skills?

**Note to agency staff:** Add or delete skills from this list, as appropriate for your event. Use same topics used in question 3 on the Pre-Event Questionnaire.

Topic	A Lot	Some	A Little	None
Planning a hunt				
Navigation				
Selecting the right clothing & equipment				
Spotting game				
Using a game call				
Etc.				

2. How confident are you in the skills you learned to now be able to do \_\_\_\_\_ activity? (i.e., the focus of the seminar)
- Very confident     Confident     Not very confident     Not at all confident
3. Are there ways this event could better help you learn any of the above skills? If so, please specify which skills and what help you would need.

*Note to agency staff:* This question could also include a “yes, no” option prior to the “if so…” option.

4. Are there any additional hunting skills that you would like to have learned at the event? If so, what are they?

*Note to agency staff:* This question could also include a “yes, no” option prior to the “if so…” option.

### Background data:

5. Name: \_\_\_\_\_

**Please note:** Your responses will be kept confidential and only be used for administrative and program improvement purposes.

## Follow-up questionnaire

Name of Event: \_\_\_\_\_

Date of Event: \_\_\_\_\_

*Note to agency staff:* Ask the following questions within an appropriate timeframe (ideally, based on the objectives you set) after the event via a follow-up survey or phone call.

On MM/DD/YYYY, you participated in \_\_\_\_\_ event. To gauge the success of that event and to learn from and improve the event over time, we have some follow-up questions. Thank you for your time and input.

*Note to agency staff:* Use introductory text appropriate to your program or event.

### Skills development

1. To what degree did this event help or encourage you to develop new hunting skills?

A lot     Some     A little     Not at all

2. Of the skills you learned at the event, which of the following have you continued to develop on your own? (Check all that apply)

*Note to agency staff:* Use the same list developed for question 3 on the Pre-Event Questionnaire. Also, the use of square boxes indicates that the below selections are part of a “check all that apply” list.

- Planning a hunt  
 Navigation  
 Selecting the right clothing & equipment  
 Spotting game  
 Using a game call  
 Other (specify \_\_\_\_\_)

3. What additional hunting skills (not stated above) have you acquired since participating in the event?

4. As a result of participating in this program, have you gone hunting or participated in any new hunting-related activities?

Yes     No    **If no,** Why didn't you participate in any new activities? \_\_\_\_\_

**If yes,** please answer the following three questions: \_\_\_\_\_

*Note to agency staff:* The following questions may be customized based upon the program's objectives.

- What activities? \_\_\_\_\_
- What, if any, support or help have you received that encouraged you to participate in new hunting activities? \_\_\_\_\_
- What additional support or help do you need to continue participating in hunting activities? \_\_\_\_\_

### Background data:

5. Name: \_\_\_\_\_

**Please note:** Your responses will be kept confidential and only be used for administrative and program improvement purposes.



## Fisheries R3 Partnership Opportunities

In addition to hunting and shooting sports, the FWC's R3 movement also focuses on fishing. The agency hired two R3 Coordinators to create and implement the agency's R3 initiatives – one focusing on the Fisheries R3 Plan (marine and freshwater) and the other focusing on the Hunting and Shooting Sports R3 Plan. The R3 coordinators often collaborate, as the agency is continually pursuing ways to cross-promote and learn from other divisions. Another area of collaboration is analyzing program participant information to determine if an individual has participated in hunting and angling programs. This allows for a greater opportunity to reach target audiences and may require program format changes to expand target audiences. The FWC R3 coordinators plan to market and cross-promote their respective programs through multiple shared outlets to enhance their results and determine if participating in programs has influenced hunting or fishing license purchases. Through R3 program evaluations, the divisions will determine the success of their programs by following up with participant surveys focused on R3 initiatives and desired results. Although fisheries and hunting programs are different, there is overlap in building support for conservation and how to define success. Through program advertising and webpages designed for crossover opportunities within the divisions, this will allow individuals to broaden their participation in conservation initiatives and strengthen their ability to complete the ORAM process. The FWC will attempt to create more joint events that focus on components for hunting and fishing R3 efforts.

