

# R3

California Hunting and Fishing

## **Recruitment, Retention and Reactivation Action Plan**



*A Path for Protecting the Future of Outdoor Activities and Conservation in California*

JANUARY 2019

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# From the Director



In partnership with the hunting and fishing community, the California Department of Fish and Wildlife (CDFW) is excited to present this action plan focused on increasing recruitment, retention and reactivation of California hunters and anglers.

Although California is home to some of the nation's most diverse hunting and fishing opportunities, participation in these activities has declined significantly since the 1970s and 1980s. Hunters and anglers help sustain a multi-billion-dollar outdoor recreation industry and provide some of the primary funding to CDFW. The decline in participation poses an ever-increasing threat to wildlife conservation, our state's long-standing hunting and fishing heritage, and Californians' connection to the outdoors in general. One of the most visited, but ultimately unresolved issues is how to provide CDFW with

sustainable financing.

At CDFW, we are acutely aware of the issue and are dedicated to increasing hunting and angling participation in the Golden State. We cannot do this alone. We need the recreational fishing and hunting communities, our state and federal agency partners and others to continue working with us as we move forward together to address the barriers and opportunities to hunting and fishing in this state.

With an intended audience of fishing and hunting stakeholders, CDFW staff, Tribes and the Legislature, this action plan outlines a macro-level framework rather than specifying micro-level actions. This framework will help us think differently as a collective group—to change the historical dynamics that we've repeated for many years. For example, much of the work on hunter and angler recruitment has had great intentions but has been based on assumptions rather than data. By zooming out to a macro-level approach, we can initiate a well-informed implementation plan where we can learn as a group, identify and pool resources, and achieve mutually beneficial results through specific micro-level strategic actions.

CDFW has put staffing resources behind this effort, the fishing and hunting community has rallied, and we are now poised to tackle the challenges before us.

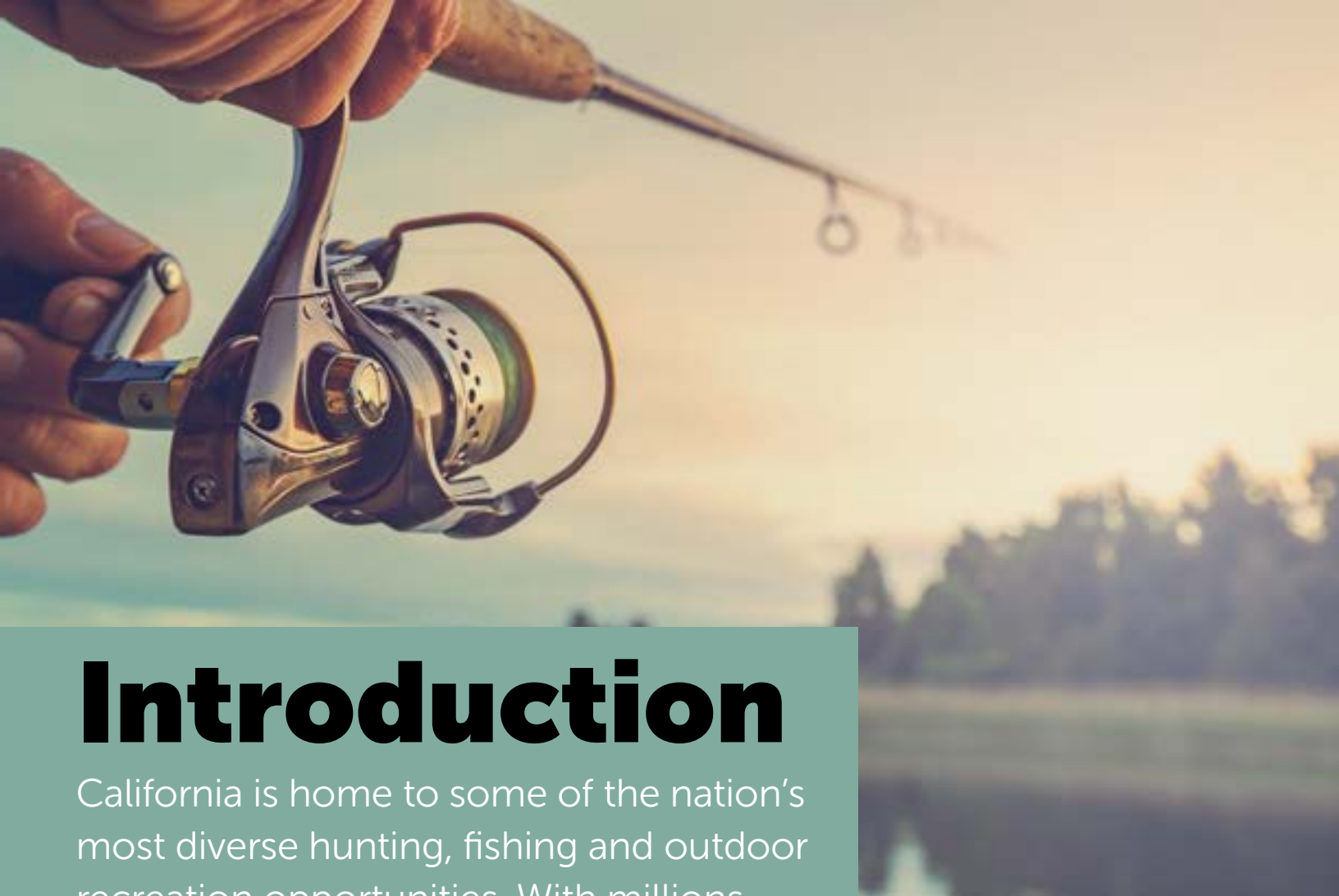
With more and more competing interests vying for the attention of Californians and those who visit this great state, there has never been a more crucial time to support and encourage people to get outdoors and enjoy California's wild places.

Charlton H. Bonham  
Director, CDFW

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The California Department of Fish and Wildlife Hunting and Fishing Recruitment, Retention and Reactivation Program (R3) aims to increase statewide hunting and fishing participation by collaborating with diverse stakeholders to transform barriers into opportunities.

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# Introduction

California is home to some of the nation's most diverse hunting, fishing and outdoor recreation opportunities. With millions of acres of public land, thousands of miles of rivers and streams, 1,100 miles of ocean coastline and more than 3,000 lakes and reservoirs, California provides many opportunities to recreate outdoors and harvest wild protein sources.

Declining participation in fishing and hunting in California since the 1970s is due to multiple cultural, societal and demographic changes. The decline in these activities has occurred over several decades and contributes to an ever-increasing threat to the conservation and management of our natural resources.

Hunters and anglers help manage our natural resources and wildlife by managing wildlife populations to maintain ecological and biological diversity, participating in wildlife surveys for scientific data collection, and reporting wildlife crimes like poaching. Hunters and anglers also fund a significant percentage of conservation work through their economic contributions. As revenue from these groups declines, there is a direct and measurable effect on California's ability to conserve its fish and wildlife and other natural resources.

The Federal Aid in Wildlife Restoration Act, also known as the Pittman-Robertson Act of 1937, is an excise tax on the sale of firearms, ammunition and archery equipment. Hunters self-imposed this tax to generate funding for con-



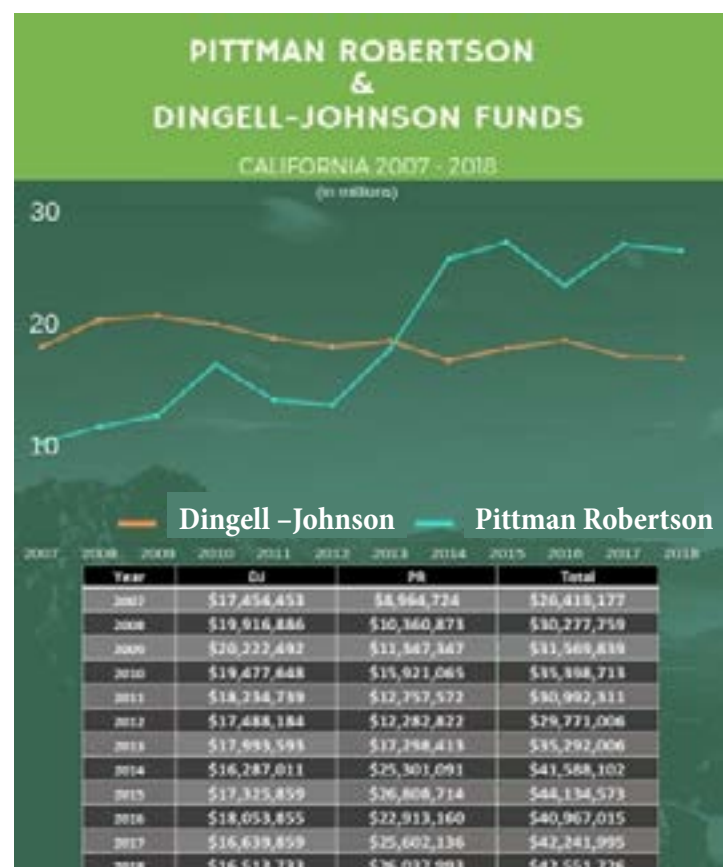
servation work. As of 2018, more than \$12 billion has been distributed across the nation through this federal program. In California, it has generated more than \$402 million since its inception. Similarly, the Federal Aid in Sport Fish Restoration Act, also known as the Dingell-Johnson Act of 1950, collects excise taxes on sportfishing tackle, fish finders, and trolling motors, and motorboat and small engine fuel. It also collects import duties on tackle, yachts and pleasure crafts. More than \$14.9 billion has been raised through this federal program since 1951 with over \$467 million of that being distributed to California. Revenue from both excise taxes are distributed to state wildlife agencies and directly fund critical conservation efforts such as research, management and education. In 2017, California received \$42.2 million from both acts (CDFW, 2018). From 2013-2017, revenue generated from the Pittman Robertson Act

abnormally spiked due to a short-term increase in firearm sales. This revenue spike helped generate a temporary abundance of conservation funding. However, economists expect these national trends to decline in the coming years. It is unclear at this time if the increased purchasing trends will continue in California.

According to the 2016 National Survey of Fishing, Hunting and Wildlife-Associated Recreation, 14 percent of Americans aged 16 years and older fished, 4 percent hunted, and 14 percent participated in the shooting sports. In California, sales of annual fishing licenses have declined 50 percent since 1980 and annual hunting license sales have decreased 65 percent since 1970 (USFWS, 2016). In 2017, the total number of hunters per capita in California was about 1 percent, the second lowest in the United States. Likewise, just under 5 per-

cent of the California population bought a fishing license. Despite the decline in overall license sales, California's hunter and anglers still generated more than \$91 million in 2017 through the sale of recreational hunting and fishing licenses, tags and stamps (CDFW, 2018). The outdoor recreation economy in California is significant and preserving that economy is vital to rural communities, California businesses, wildlife and habitat conservation, public lands and the health and well-being of Californians.

Through their participation in hunting and fishing, Californians can help keep the American legacy of public land conservation alive and fund the ever-growing need to manage our wildlands and wildlife in the face of human encroachment and urbanization, wildlife diseases, a changing climate and other challenges. The funds provided to state fish and wildlife agen-



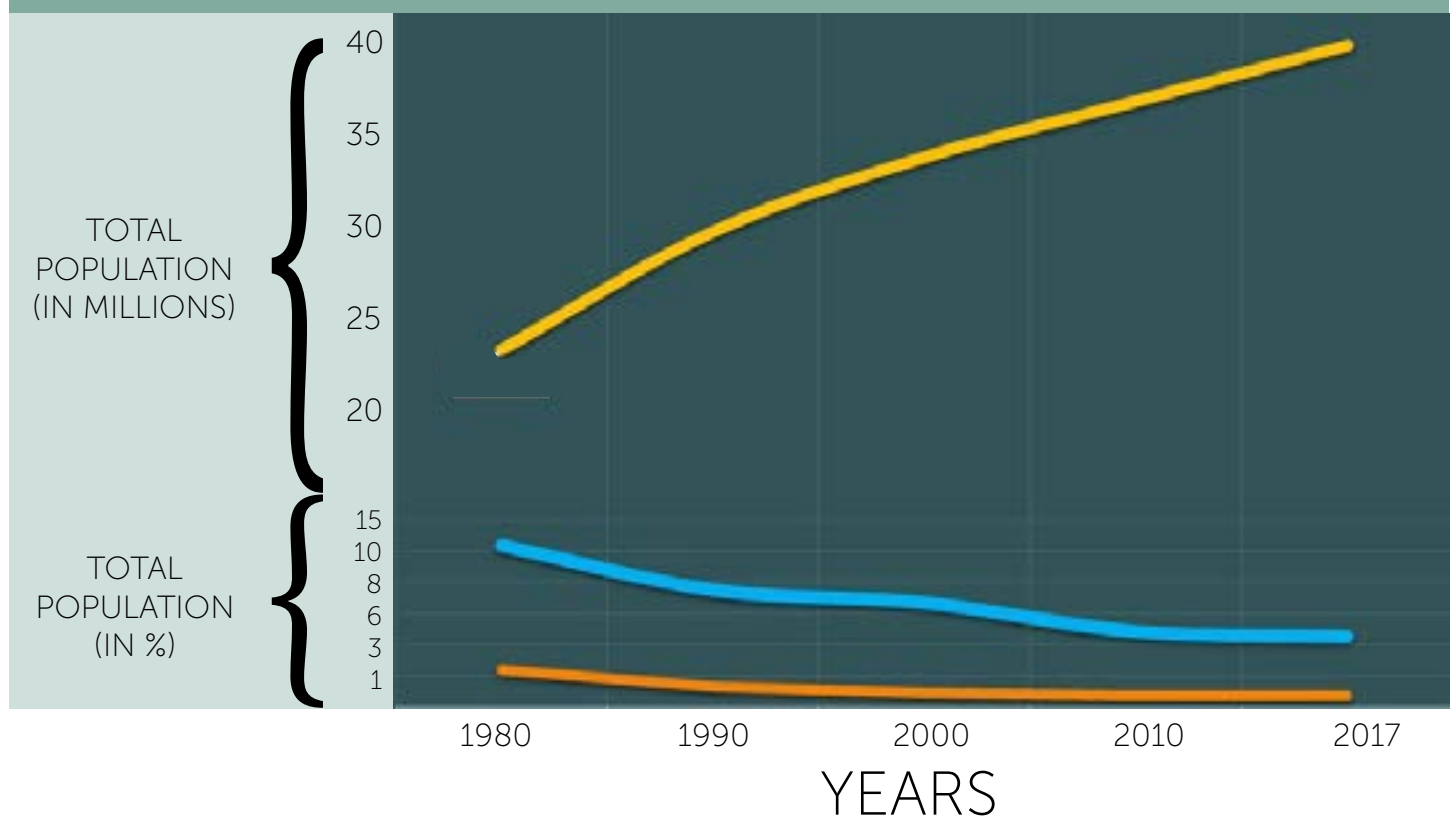
cies from the sales of hunting and fishing licenses, tags, validations and report cards are critical. Historically these funds have provided 40 percent of CDFW's budget (CDFW, 2018). With the decrease of hunting and fishing revenue and the increase of CDFW responsibilities, only 21 percent of CDFW's overall budget is funded from these sources today. This amount could increase and meet or exceed historical revenue figures if more people participated in fishing and hunting activities. The current decline in budgetary support from hunting and fishing puts CDFW at risk to adequately fund fish and wildlife conservation projects, wildlife law

enforcement, hunter's education, hunting, fishing and public access to wilderness and wildlife management areas for other types of outdoor recreation.

For decades, CDFW has administered programs aimed at providing hunting and fishing access and opportunities. Some examples include: Fishing in the City events, hunter education courses, the Fishing Passport Program, special youth hunting opportunities, the California Heritage Trout Challenge and others. Though most of these programs are open to everyone, some solely focus on youth. These efforts, although successful in many aspects, have been insuffi-

cient to stop or reverse the decline in participation or preserve the cultural and conservation benefits of hunting and fishing. CDFW stakeholders and leaders in the conservation community, such as Non-Governmental Organizations (NGOs) and industry leaders, have shown a willingness to help the situation for many years through special programs, proposed legislation and other coalition efforts statewide. These diverse stakeholders and CDFW have now joined together in a collaborative effort, called the "R3 program," to solve the state's decline in angling and hunting participation, access and opportunity.

## Hunting & Fishing Licenses vs. California Total Population



Percentage of Anglers	10.39%	7.54%	6.71%	4.85%	4.53%
Percentage of Hunters	2.34%	1.28%	0.94%	0.77%	0.70%
Total Population (in millions)	24	30	34	37	40



## Current CDFW Administered R3 Programs

- Fishing in the City
- Hunter's Education
- Fishing Passport Program
- Special Apprentice Hunts
- Youth Hunts
- Women's Hunts
- California Heritage Trout Challenge
- Trout Fest
- Vamos A Pescar Grant Program

## What is R3?

The Recruitment, Retention and Reactivation of hunters and anglers (R3), is a nationwide movement, "focused on strategically increasing participation in hunting, angling and the shooting sports" (CAHSS, 2017). The California R3 Program grew out of national R3 attention over the last decade, including research presented in the National Hunting and Shooting Sports Action Plan (2016), a collaboration between the Council to Advance Hunting and Shooting Sports (CAHSS) and the Wildlife Management Institute. In 2015, the Recreational Boating and Fishing Foundation (RBFF) also

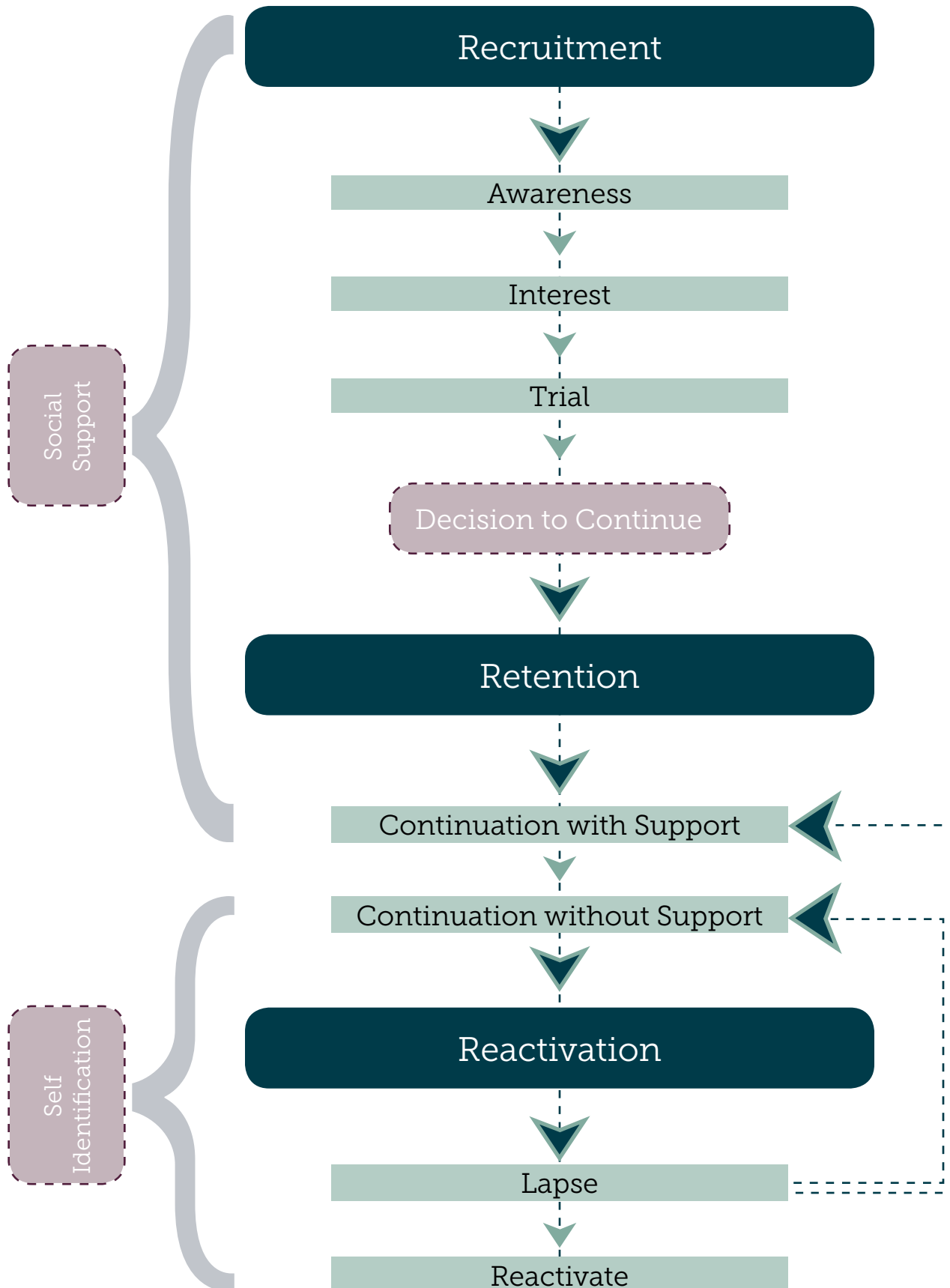
introduced a national R3 program to support states in initiatives and strategies to increase fishing license and boat registration revenues. The R3 movement encompasses a diverse range of actions from the hunting, fishing and conservation NGO stakeholders executing specific programmatic level actions all the way to state agencies developing statewide strategic plans.

National R3 efforts focus on using the Outdoor Recreation Adoption Model (ORAM) which is based on over 50 years of social science research. The ORAM illustrates the process an individual will take as

they transition from non-participant to a participant in hunting, fishing and the shooting sports. Starting from recruitment activities (e.g. awareness, interest and trial) and then moving into retention activities (e.g. deciding to continue participating with and without help), this model highlights the significant link between recruitment, retention and reactivation. For example, social support is having assistance and reinforcement from other people along an individual's journey, which helps ensure they are retained as participants and increases their likelihood of reactivation if they lapse.



# Outdoor Recreation Adoption Model



# Reversing the Trend

To address the continued decline in fishing and hunting participation, CDFW, along with other agencies, NGOs, Tribes, and members of the hunting and fishing community are committed to creating a statewide R3 program to improve recruitment, retention and reactivation of hunters and anglers. Together, with national leaders in R3, CDFW has moved forward with creating the very first statewide California R3 program.

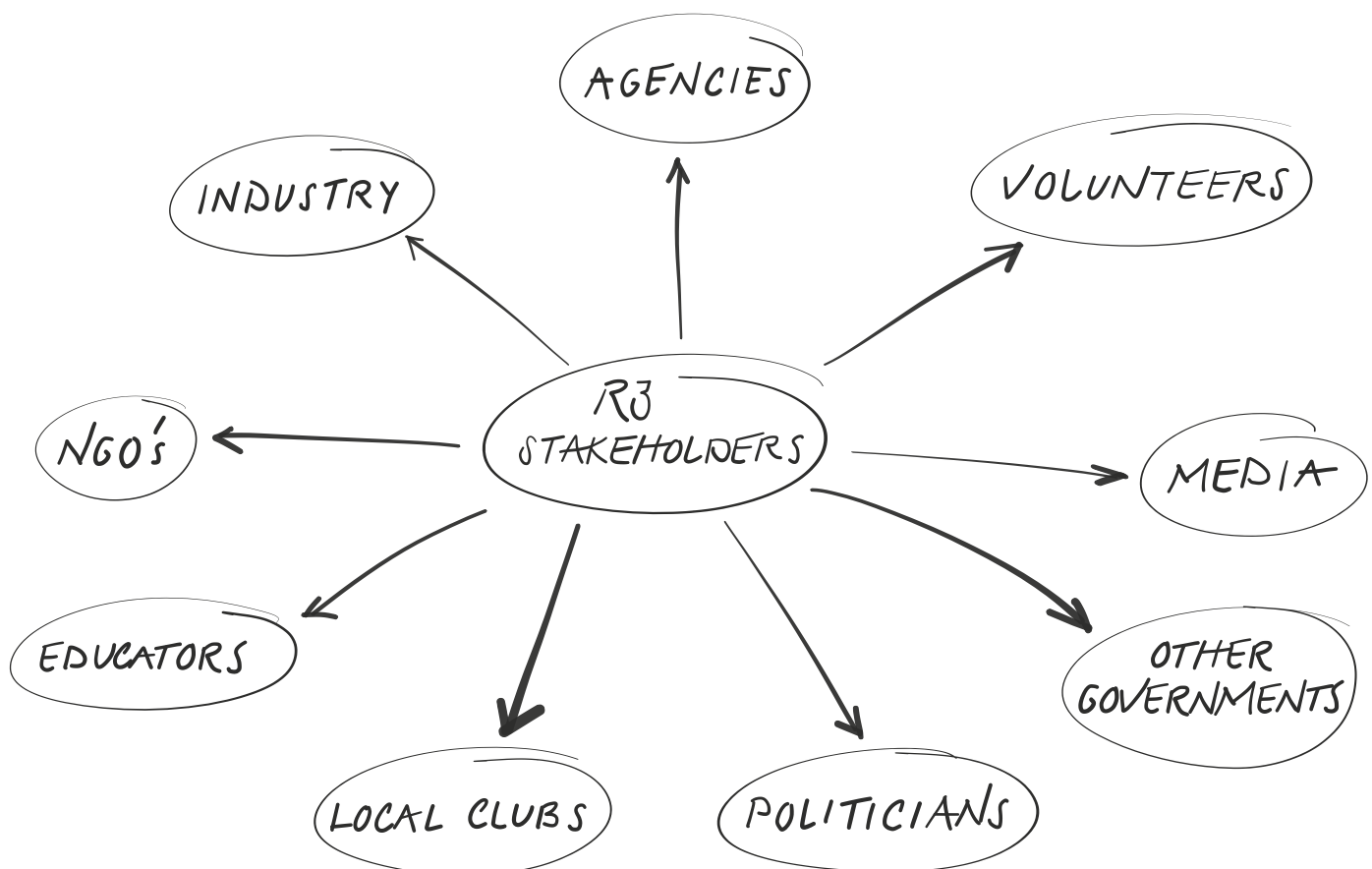
In 2017, CDFW began the first phase of the statewide R3 program and formed an internal executive-level R3 Task Force. The CDFW R3 Task Force began working with RBFF, CAHSS, the California Sportfishing League and the California Hunting and Conservation Coalition. In early 2018, the R3 Task Force created an internal R3 Team

and hired a full-time statewide R3 coordinator to oversee and coordinate the statewide California R3 efforts. The R3 Team held meetings to engage the fishing and hunting stakeholder community [See, Appendix II]. The goals of these meetings were to identify barriers to participation and to solicit ideas on how best to develop a plan to address these barriers in California.

After these initial meetings, eight R3 subcommittees were formed comprised of CDFW staff and fishing and hunting community stakeholders. The subcommittees convened over several months to discuss the state of fishing and hunting in California. The subcommittees evaluated and explored aspects of R3 specific to California. From this process, this California R3 Action Plan was created and is the final

document in successfully completing phase one of the CDFW R3 program.

This action plan will serve as the strategic framework for the development and implementation of a statewide California R3 program to improve recruitment, retention and reactivation rates of hunters and anglers. Reversing the trend in declining participation rates is important for California to help conserve and manage its natural resources and protect outdoor recreation, fishing and hunting activities for the future. CDFW cannot accomplish this task alone and is asking for full participation, pooled resources and a commitment from all stakeholders to fully execute the statewide R3 program successfully.

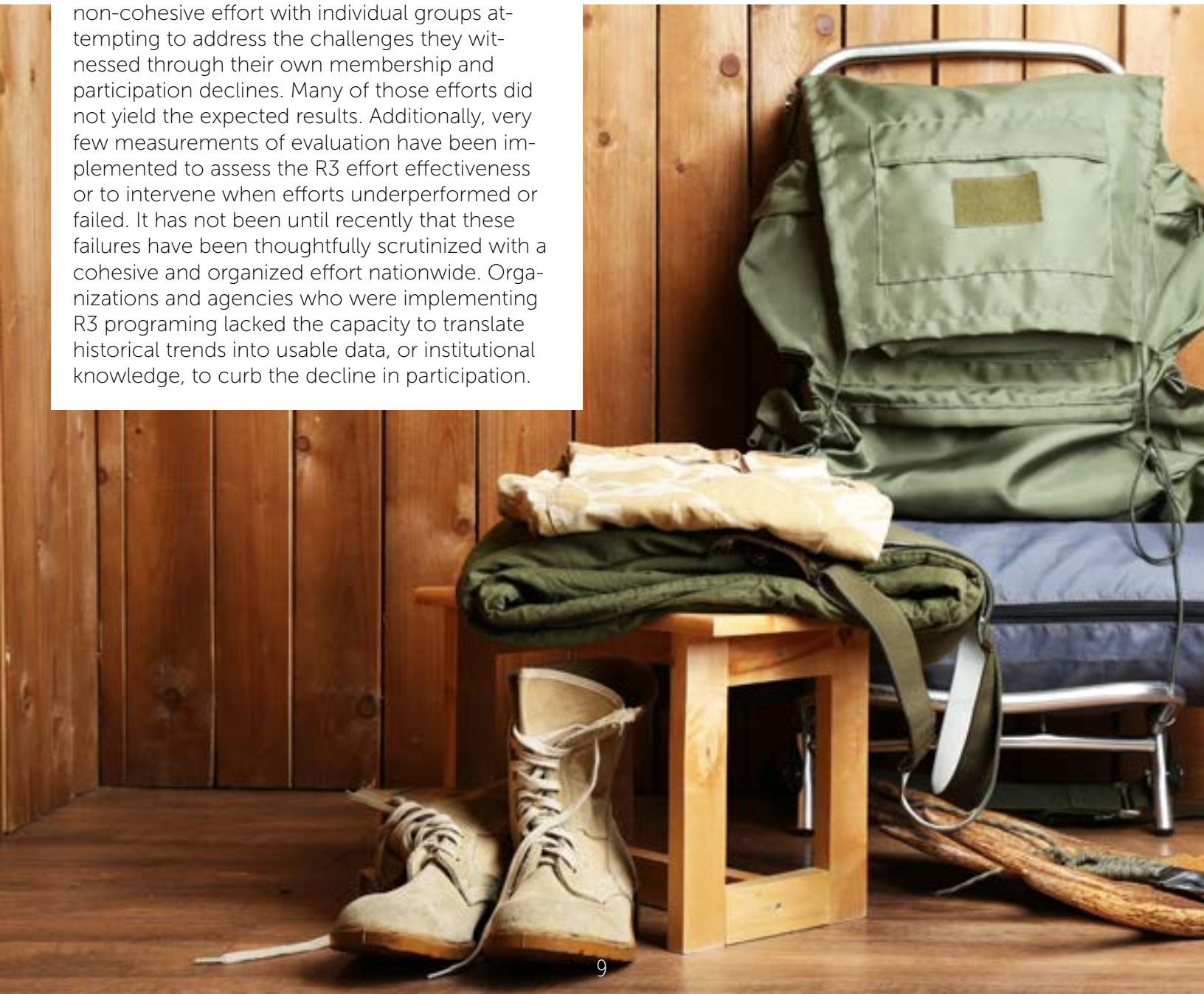


# Challenges to Developing a Statewide R3 Program in California

While many specific challenges to R3 work will be addressed in this plan, there are three over-arching challenges that are consistent throughout the national R3 framework that effect California: (1) lack of a cohesive national effort, (2) no historical data collection, methodology or metrics for evaluation, and (3) lack of institutional knowledge from translating historical data into useful knowledge as it pertains to hunting and fishing participation.

National R3 efforts have historically been a non-cohesive effort with individual groups attempting to address the challenges they witnessed through their own membership and participation declines. Many of those efforts did not yield the expected results. Additionally, very few measurements of evaluation have been implemented to assess the R3 effort effectiveness or to intervene when efforts underperformed or failed. It has not been until recently that these failures have been thoughtfully scrutinized with a cohesive and organized effort nationwide. Organizations and agencies who were implementing R3 programming lacked the capacity to translate historical trends into usable data, or institutional knowledge, to curb the decline in participation.

One of the main themes that has risen from the work of the broader R3 efforts has been the importance of understanding the difference between recruitment, retention and reactivation and how to address each. The progression for adopting fishing and hunting as an activity and then as a lifestyle, was not understood and is still not fully understood or widely implemented. Addressing barriers to participation for lapsed and existing hunters and anglers has been virtually non-existent in the R3 landscape. CAHSS (2016), writes,





*Prior to 2009, efforts to recruit, retain, or reactivate (R3) hunters, anglers, and recreational shooters were generally designed and implemented with very little consideration given to: a) identifying the audiences most in need of an R3 effort, b) the specific type of content or experiences a target audience needed before adopting the activity being promoted, or c) an evaluation system capable of documenting the effectiveness of the R3 effort being delivered.*

If the challenges that exist are to be addressed effectively, it

requires an entirely new approach contingent on an in-depth and innovative education process. This education process is two-fold. First, in addition to the traditional hunter education and community outreach efforts that have been available for decades, this new education process must reach not only potential, lapsed and current hunting and fishing participants across the state, but become socially relevant and inclusive. Secondly, this education process must challenge existing assumptions and stereotypes by educating CDFW, stakeholders

and community members about potential, lapsed and current participants, their barriers and interests. Both educational processes necessitate ways to measure not only quantitative data but also qualitative data about the human experience. Creating spaces where both traditional hunting and fishing identities are celebrated, and new identities, inclusiveness, and difference are embraced is imperative to the future of hunting and fishing in California.



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# Action Plan Design

This California R3 action plan serves as a macro-level adaptive, strategic framework to address the decline in hunting and fishing in California. This action plan paves a path for creating and executing phase two of the statewide R3 program, a micro-level implementation strategy, with efficacy, relevancy and efficiency.

This action plan will assist in tackling the three main challenges of R3 work – lack of a cohesive effort, data and institutional knowledge. It calls for a statewide effort among all participating stakeholders, initiates the creation of metrics for evaluation and data collection and helps establish and use institutional knowledge by establishing documented processes for the future.

The plan is structured under eight topics of interest that reflect the work of the R3 subcommittees: (1) Access and Opportunity, (2) Adult Onset Participation, (3) Mentorship, (4) Youth and Families, (5) Reactivation, (6) Marketing and Public Perception, (7) License Structure and (8) Funding and Grants. The topics were collectively chosen by CDFW staff and stakeholders based on observations, experiences, insight and sentiments. They are not meant to

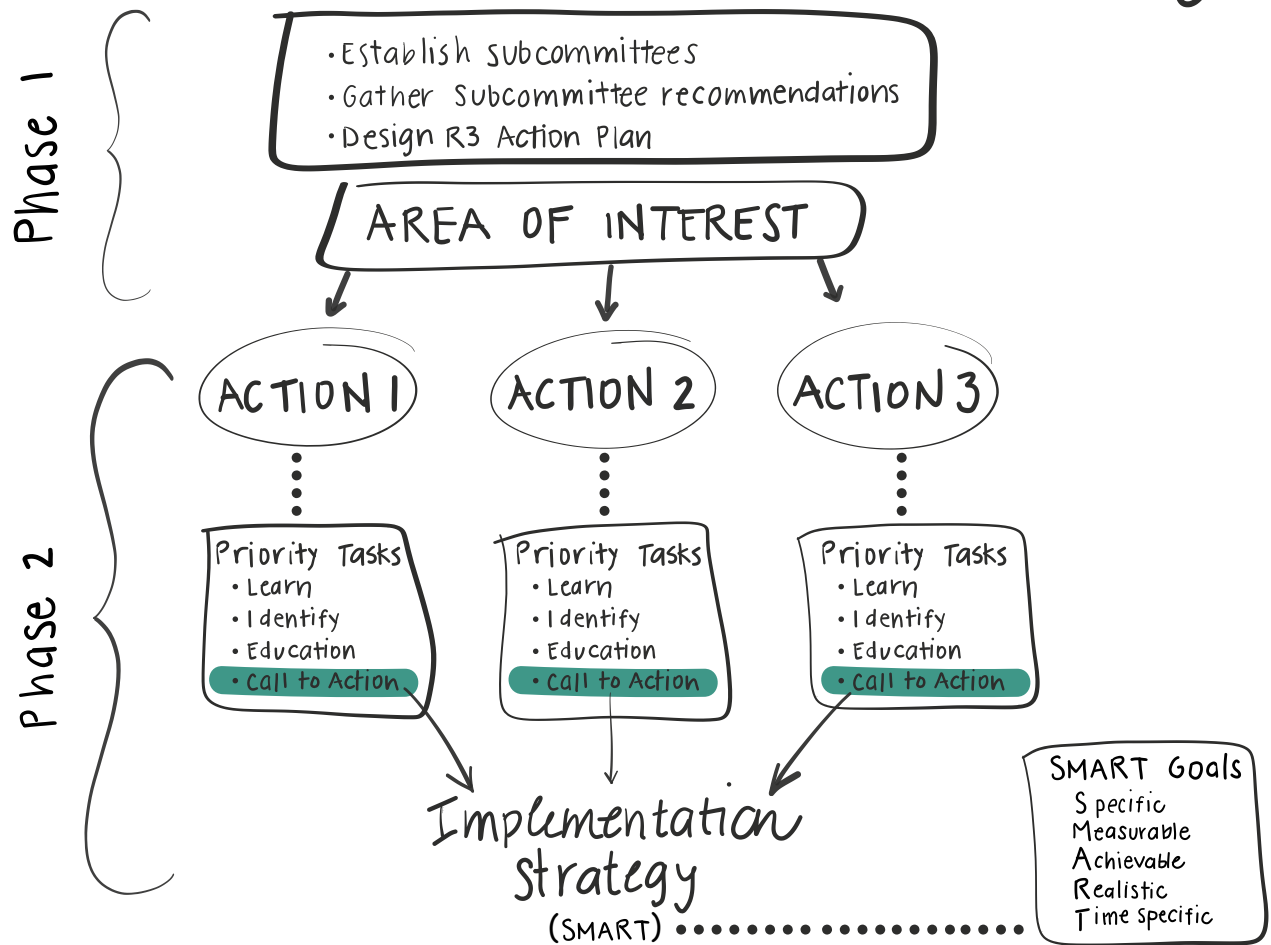
serve as an exhaustive list but rather were the most pertinent and complex R3 issues stakeholders were concerned about for California. Additionally, the topics are not mutually exclusive and often overlap. Each topic of interest is organized by three core actions or objectives. Each of the three actions will serve as a catalyst to address micro-level operations for an implementation strategy to be formulated in detail during the first 6 months of 2019 (See, timeline). These micro-level operations will be SMART (specific, measurable, achievable, realistic and time specific) R3 goals and have a direct correlation to the recruitment, retention and reactivation goal statement (see, page 2). Once the implementation strategy is fully developed, an ongoing metric-based evaluation of the R3 Program will occur to ensure continued progress.

# 8 Topics of Interest

- 1. Access and Opportunity**
- 2. Adult Onset Participation**
- 3. Mentorship**
- 4. Youth and Families**
- 5. Reactivation**
- 6. Marketing and Public Perception**
- 7. License Structure**
- 8. Funding and Grants**



# California R3 Action Plan Design



## PRIORITY TASKS: LEARN, IDENTIFY, EDUCATE AND CALL-TO-ACTION

Each action has a list of four types of priority tasks: Learn, Identify, Educate and Call-to-Action. The four priority tasks were developed by analyzing the data that came out of the subcommittee work around the topics of interest. Each of the four categories are intended to ensure an effective and efficient implementation strategy and are meant to be completed in order, with relational learning.

### 1. Learn

The Learn task is to explore topics that have not been historically addressed, have failed in previous applications, or require more understanding and information to be effectively applied.

### 2. Identify

The Identify task is meant to provide collaboration with existing relationships, resources and programs while utilizing current infrastructure to create community equity and forge new opportunities.

### 3. Educate

The Educate task is aimed at providing tools needed to participate in the R3 process.

### 4. Call-to-Action

The Call-to-Action task is how R3 efforts will be implemented to increase hunting and fishing participation and will create the well-informed and SMART final implementation strategy that will be developed in early 2019.





The approach to this plan is intentionally reflexive in nature and is an innovative tactic for solving the state's decline in hunting and fishing participation. Having reflexivity is understood as the ability to have awareness about the relationship

the stakeholders have to the field of study or problems presented and the ways that cultural practices involve consciousness and commentary. In general, it means that the data will allow for a more socially and culturally relevant approach

to implementation. Furthermore, each section of this plan should be utilized with consideration to what was learned and identified in the other sections before finalizing any implementation strategies.

## California R3 Action Plan Timeline

TASK	2019					
	JAN	FEB	MAR	APR	MAY	JUN
Final R3 Action Plan to Stakeholders						
Reconvene Stakeholder Subcommittees & Establish Priority Task Work Groups						
Build Broader Stakeholder Base for Implementation						
Priority Task: Learn						
Priority Task: Identify						
Priority Task: Educate						➤
Priority Task: Call-to-Action						➤
Finalize Implementation & Evaluation Strategies						➤





# Topics of Interest

## TOPIC 1: ACCESS AND OPPORTUNITY

Participation in hunting and fishing is limited by many types of access barriers. Access barriers include anything that prevents or obstructs participation. Opportunity barriers include circumstances that make it impossible to participate. Having access to fishing and hunting opportunities is contingent on addressing multiple types of barriers within both. For example, some

opportunity barriers are physical or related to resources, like having access to land and water, technical equipment, and the training or skill required for participation. Other access barriers are social and cultural and consist of inclusivity barriers, like feeling welcomed, supported and safe in the community and relevancy barriers, like social acceptability, cultural sensitivity, and creating a relatable and consumable lifestyle with identity buy-in to potential participants. Inclusivity barriers are usually experienced by those who know they are interest-

ed in participating but feel excluded while relevancy barriers are usually experienced by those who haven't given participation much thought because it's unknown or not salient to their lifestyle. By adopting actions under all three barrier categories, the California R3 efforts will address topics that have traditionally been unintentionally or unconsciously excluded. This translates into creating an inclusive fishing and hunting community where opportunity to recruit, retain and reactivate participants with past access barriers is possible.

# Action 1:

## Address opportunity barriers to make hunting and fishing more accessible

### PRIORITY TASKS:

#### Learn:

Learn about opportunity barriers, what they are, how they affect communities, why they should be addressed and how opportunities to succeed can be amplified.

#### Identify:

Identify how stakeholders can work together to address limitations, remove barriers and increase access and success.

#### Educate:

Develop resources for stakeholders to address opportunity barriers.

#### Call-to-Action:

Create new programming and implement changes to existing programs that address opportunity barriers in creative, relevant and inclusive ways.

## Opportunity barriers may include:

- land/water-use liability issues
- land/habitat availability
- opening land-locked areas
- working with private landowners to increase access through the SHARE program
- mobility limitations at facilities
- capacity building for programs
- coordinating agency and organizations collaboration efforts
- developing new special hunting and fishing programs
- addressing socio-economic needs of potential participants
- non-user education
- facility upgrades
- technology upgrades
- funding limitations of organizations and agencies, etc.

# Action 2:

## Address inclusivity barriers to make hunting and fishing more accessible

### PRIORITY TASKS:

#### Learn:

Learn about inclusivity barriers, what they are, how they affect communities and why they should be addressed.

#### Identify:

Identify how stakeholders can work together to create educational opportunities to address inclusivity barriers.

#### Educate:

Develop resources for stakeholders on addressing inclusivity barriers.

#### Call-to-Action:

Create and implement changes to make a more inclusive culture in social spaces for fishing and hunting.

## Inclusivity barriers may include:

- unintentional oversights like lack of signage or information in multiple languages
- historic or cultural bias (e.g. racism, sexism, ageism)
- hunting and fishing intra-community divisions
- communication
- support systems
- phobias (e.g. homophobia, Islamophobia, xenophobia, etc.)
- cultural and historical trauma
- other intolerances and prejudices

# Action 3:

Address relevancy barriers to make fishing and hunting accessible and relevant in 2019 and beyond

## PRIORITY TASKS:

### Learn:

Learn about relevancy barriers, what they are, how they affect communities, why they should be addressed and how to predict trends for the future.

### Identify:

Identify how stakeholders can work together to create educational opportunities to address relevancy barriers.

### Educate:

Develop resources for stakeholders on how to address and predict relevancy barriers.

### Call-to-Action:

Create and implement changes to lessen relevancy barriers and participate in emerging relevancy trends.

Relevancy barriers may include:

- cultural practices
- lifestyle choices
- societal pressures
- religious beliefs
- gendered spaces
- technological gaps
- competition for time







## TOPIC 2: ADULT ONSET PARTICIPATION

There has been much discussion in California and on a national level about how to connect with, encourage, and support potential and new adult participants. Adult onset participation already makes up a large percentage of the fishing and hunting community. Over the last four years in California, 90 percent of first time hunting license purchasers were over the age of 18 and only 10 percent were youth. Similarly, 97 percent of all first-time fishing license purchasers were 18

or older (CDFW, 2018). However, while the fishing statistic is not a true reflection of youth participants because only those 16 and older require a license, based on the 3 percent youth purchase rate it is likely that the majority of first-time anglers are adults. Focusing on adults is particularly important in the R3 landscape because adults have the means to make decisions with purchasing power and they make up the largest segment of the California population at 77.1 per-

cent. (Census, 2017). Furthermore, promoting adult onset hunting and fishing participation can indirectly increase youth participation in activities. Many adults have children who will organically engage if their parents are participating. Many fishing and hunting activities require adult supervision and provide critical opportunity to span across generations—if adults aren't engaged, it is less likely that youth will be supported to become engaged.



# Action 1:

Provide opportunity for the adult onset (AO) group to connect with the hunting and fishing community

## PRIORITY TASKS:

### Learn:

Learn about the social and community-based needs, interests, fears, challenges and motivations of the AO group.

### Identify:

Identify how stakeholders are providing community experiences, programming and resources to the AO group, and what gaps exist in these services.

### Educate:

Develop tools for stakeholders on how to develop community experiences that increase and maintain AO participation.

### Call-to-Action:

Create and implement new spaces (online and physical) to promote the collaboration and participation of adults in hunting and fishing activities.

Topics may include:

- perceived investment of time and money,
- community acceptance,
- lack of information
- identity and political hesitations,
- generational gaps
- lack of age or topic appropriate programming/ events
- safety
- field-skills and etiquette,
- laws and regulations
- access and opportunity barriers
- social media utilization, etc.



# Action 2:

Modernize educational tools to increase relevancy, appeal and accessibility

## PRIORITY TASKS:

### Learn:

Learn about the educational needs, interests and barriers of the AO group.

### Identify:

Identify how stakeholders can collaborate to address the educational needs and interests that exist for the AO group.

### Educate:

Develop an "educate the educator" series and continued educational support to help R3 educators make their classes, workshops and events relevant and interesting.

### Call-to-Action:

Create and implement appealing and relevant AO curriculums and tools for hunting and fishing educators that are both easy to navigate (online and physical) and address the educational needs of this group with the help of industry partnerships.

Topics may include:

- appealing to millennials
- resources outside the classroom
- field-skills
- technology and fishing/hunting
- advanced hunter education topics
- alternative topics in fishing
- foraging and wild food
- regulations
- community participation, etc.

# Action 3:

Create tools and resources to increase adult onset participation

## PRIORITY TASKS:

### Learn:

Learn about the strengths, weaknesses, opportunities and threats (SWOT Analysis) for the AO group

### Identify:

Identify how stakeholders can work together to analyze existing tools and resources and compare them to outcomes of the AO SWOT analysis.

### Educate:

Develop a toolkit for stakeholders to effectively create AO participation tools and resources.

### Call-to-Action:

Create and implement tools and resources that are useful and relevant to AO groups to increase participation.

Topics might include:

- DIY guides
- mentorship
- incentivized opportunities
- how-to videos
- developing a hunting passport program
- increasing cellular service ranges
- content database
- app development that includes fish stocking schedules and public access areas with location-specific information, etc.





### TOPIC 3: MENTORSHIP

In fishing and hunting, mentors are those people who act as advisers, guides or teachers formally, informally or both. Formal mentorship includes those who lead or volunteer through educational and outreach programming or technical workshops, and often require certification or formal training to serve. Informal mentorship includes those who offer to take new participants into the field through social or family connections.

The International Hunters Education Association (2000) found that the three motivations for becoming involved and staying involved include achievement, affiliation and appreciation. Mentorships provide new participants with the technical knowledge and skill that makes participation safe, fun, and often provides achievement or merit-based motivation opportunities (achievement motivation). Information is often passed down through

the oral traditions in the fishing and hunting community through community and organizational connection, story-telling, comradery and social knowledge (affiliation motivation). During this process, sporting ethics, appreciation for wildlife and conservation knowledge is often passed down from mentor to mentee (appreciation motivation). Along with establishing the three motivations to participation, mentorship is important in assisting participants through the stages of the ORAM that require social support (see, page 7).

The National Shooting Sports Foundation (2017) states that, “[The] most avid participants are those who were brought into the sports through mentors.” While much of the literature on the topic stresses the importance of mentorship, it is also commonly noted that there is a general difficulty in potential participant’s ability to find and connect

with a mentor. It is even harder to find a formal mentorship program that is not youth-oriented, leaving a gap in mentorship services. Current youth programming generally does not yield high recruitment or retention rates. The cause of this is multifaceted, but youth often do not control how resources, time and money is invested in their household. Therefore, mentorship efforts should be amended to include groups who control how their resources, time and money is spent, and youth will get involved as a secondary outcome of involving their parents or family members. Specifically, efforts should be focused on potential participants, adult onset, and retention and reactivation groups. The recruitment and mentoring of potential and new youth participants is still a vital component of California’s R3 efforts but further evaluation is needed to determine the most effective approach.

# Action 1:

Conduct a program evaluation process for current mentorship programs, analyze data, make and implement recommendations

## PRIORITY TASKS:

### Learn:

Learn about mentorship programs both inside and outside of hunting, fishing and shooting programs, the standards, modalities, models and techniques used and how they are evaluated to ensure sustainability and efficacy.

### Identify:

Identify how stakeholders can work together to identify the types of program evaluations that are needed and develop a continued evaluation plan to be effective, efficient, relevant, inclusive and forecast trends for the future.

### Educate:

Develop and provide stakeholders with guidance on how to create and participate in a program evaluation and analysis process.

### Call-to-Action:

Implement a statewide effort to conduct program evaluations of mentorship programming, pool data, identify gaps, successes, failures, forecast future evaluation needs and identify how future programs can be shaped from this information.

Examples may include:

- creating a program evaluation plan template
- standardized measurable metrics
- hire a program evaluation analyst
- statewide data pooling efforts
- statewide mentorship program standards
- producing an annual report on the status of hunting and fishing mentorship programming, etc.





## Action 2:

Improve mentorship programs to include methodologies that address the three motivations for fishing and hunting participation (achievement, affiliation and appreciation) and that develop social competence in addition to technical aptitude

### PRIORITY TASKS:

#### Learn:

Learn about social competence, how to integrate it into programs and how the three motivations inform participation for both mentees and mentors.

#### Identify:

Identify how stakeholders can work together to modernize mentorship programs to include social competence and the three motivations for participation.

#### Educate:

Develop and provide stakeholders with guidance on how to implement social competence techniques and new teaching modalities under the three motivations into their mentorship programs.

#### Call-to-Action:

Implement new mentorship experiences that address opportunities for currently excluded groups and expand existing programs to include components of social competence and all three participation motivations for both mentees and mentors.

Examples may include:

- online profile-match mentorship matching through the ALDS license sale platform
- ambassador programs
- achievement awards
- ongoing programs with skill/species/motivation/ideology-specific mentor tracks
- mentorship pledge program
- annual statewide awards banquet
- certification programs
- creating specific mentorship tracks
- adjust outreach and recruitment efforts for both mentors and mentees, etc.





## Action 3:

Provide greater access to and support for mentorship programming through increased time investment, tools and options that are effective, relevant and inclusive

### PRIORITY TASKS:

#### Learn:

Learn about what types of mentorship tools are effective, relevant and inclusive. This means they might take into consideration things like: access, skills, needs, limitations, expectations, value, generational and ideological appeal, learning styles, time, etc. for both mentors and mentees.

#### Identify:

Identify how stakeholders are currently prioritizing time spent on mentoring and mentoring programs, utilizing tools, and if they are effective/ineffective, relevant/irrelevant, and inclusive/exclusive and how to address the discrepancies

#### Educate:

Provide stakeholders with guidance on how to develop effective, relevant and inclusive mentorship opportunities and effective time investment strategies.

#### Call-to-Action:

Implement tools that are effective, relevant and inclusive to increase access to and support for mentorship programming.

Examples may include:

- different options to take hunter's education, mentorship matching tools
- hire a mentor specialist
- digital mentorship options
- defined and measurable goal setting techniques
- systems of mentorship evaluation and feedback
- reasonable time and resource commitments
- recruitment plans
- monthly newsletter, etc.





## TOPIC 4: YOUTH AND FAMILIES

Currently, there are a myriad of hunting and fishing programs and events surrounding youth and families through CDFW, NGO partners, Tribes clubs/organizations and the outdoor industry, but due to increasing options and demands on time, youth and families have become a challenging audience. Many kids are growing up in areas with limited access to nature and as society moves toward more structured group activities, higher expectations and increased safety concerns for youth, participation in fishing and hunting has become obsolete in many places. Even in areas with access and opportunities, there is less time for children to freely wander the parks, fields, streams, woods and lakes in their neighborhoods. Families have

become burdened with mounting responsibilities that limit the amount of free time available to be spent traveling to nature-rich destinations.

The decline in youth and family hunting and fishing is partially attributed to the fact that hunters and anglers are most often the children of other hunters and anglers or have relatives who hunt and fish. As overall participation has declined, hunters and anglers have not been able to reproduce historical participation rates themselves. Only one in 20 millennials (born 1981-1996) is a hunter, according to the 2016 National Survey of Fishing, Hunting, and Wildlife-Associated Recreation (USFWS, 2018). Larger participation numbers from millennials and their children could prevent the current

decline trends in lack of participation from generational trickle-down. Programs and education specifically geared toward millennials and Gen Z or the “iGen” (1997 to mid-2000s) group that can evolve relationships with nature and wildlife-based recreation in a safe and appealing way may also have positive long-term participation benefits to hunting and fishing. Likewise, as other generations retire and age, hunting and fishing can provide opportunities to spend positive entire-family time together spanning many generations. Awareness of various generational interests and the accessibility needs of youth and family programs as well as evaluating their efficacy will be imperative in increasing and maintaining interest across many generations.



# Action 1:

Conduct a program evaluation process for current youth and family (YF) programs, analyze data, make and implement recommendations

## PRIORITY TASKS:

### Learn:

Learn about both internal and external YF programs, the standards, delivery methods, models and techniques used and how they are evaluated to ensure sustainability and efficacy.

### Identify:

Identify how stakeholders can work together to identify the types of program evaluations that are needed and develop a continued evaluation plan to be effective, efficient, relevant, inclusive and forecast trends for the future.

### Educate:

Develop and provide stakeholders guidance on how to create and participate in a revolving program evaluation and analysis process.

### Call-to-Action:

Implement a statewide effort to conduct program evaluations of YF programming, pool data, identify gaps, successes, failures, forecast future evaluation needs and identify how future programs can be shaped from this information.

Examples may include:

- creating a skeleton program evaluation plan
- standardized measurable metrics
- creating a tracking system for participation
- statewide data pooling efforts
- statewide youth and family program standards
- producing an annual report on the status of hunting and fishing youth and family programming, etc.





## Action 2:

Create partnerships with youth and family programs outside of traditional fishing and hunting spaces

### PRIORITY TASKS:

#### Learn:

Learn about how external YF programs already collaborate with hunting, fishing and shooting sports programs, what other external YF programs may be interested in collaborating and what stigmas exist around hunting and fishing with each group.

#### Identify:

Identify stakeholders who are willing to collaborate with external YF programs to create new or alter their existing YF programming to break down stigmas and meet the needs of new partnerships.

#### Educate:

Develop tools for stakeholders on creating, maintaining and evaluating external partnerships.

#### Call-to-Action:

Implement a system to create and foster partnerships with external YF programs, especially with programs who serve populations with access barriers to hunting and fishing.

### Strategies might include:

- researching mutual benefits
- hiring organizational liaisons
- developing needs assessments
- developing a programs profile matching system
- co-marketing strategies
- co-funding opportunities, etc.



# Action 3:

Create statewide best practices for youth and family programming to help ensure programs are effective, relevant and inclusive

## PRIORITY TASKS:

### Learn:

Learn about best practices and guidelines currently used in external YF programs, how they maintain relevancy and inclusivity and if intended outcomes have been achieved.

### Identify:

Identify how stakeholders can work together to establish a set of effective, relevant and inclusive statewide YF programming best practices that are mutually beneficial to those who will institute them and those who will be served by them.

### Educate:

Develop and provide stakeholders resources on adopting best practices into YF programs.

### Call-to-Action:

Implement effective, relevant and inclusive statewide best practices at the YF program-level.

Strategies might include:

- developing tracking and idea worksheets
- templates
- best practices toolkit
- individualized guideline planning
- hiring a program guideline specialist, etc.







## TOPIC 5: REACTIVATION

Reactivation efforts are perhaps the most challenging of the “3 Rs”. There hasn’t been much in-depth research done on why people abandon participation in hunting and fishing. There are three categories of people who have ceased participation: (1) permanent non-participants, those people who no longer participate, no

longer wish to participate, and no longer consider themselves part of the lifestyle or community, (2) situational lapsers, those who no longer participate due to situational events like disability, relocation, lack of social network, time or economic constraints, reduced success rates, negative experience with the activity or with people they know,

etc. and (3) reactivators, those who were situational lapsers and now participate again but who don’t yet consider themselves fully transitioned into the fishing and hunting lifestyle or community. It’s important to note that those who no longer participate may still contribute to the social landscape and overall support of hunting and fishing.

# Action 1:

## Determine how situational lapsers can become reactivators

### PRIORITY TASKS:

#### Learn:

Learn about situational lapsers, why they cease participation, what could initiate renewed interest and what barriers exist to reactivate them.

#### Identify:

Identify how stakeholders can work together to address lapsed participants, renew interest, and overcome barriers through existing and new tools and programming.

#### Educate:

Develop and provide stakeholders with guidance on helping lapsers overcome barriers to reactivation.

#### Call-to-Action:

Implement a statewide marketing and outreach plan to address the identified barriers for situational lapsers.

### Tactics may include:

- workshops
- reactivation tool kit development
- adding program extensions
- cross-promotions and program integrations
- program evaluations
- targeted audience recruitment and outreach training, etc.

## Action 2:

Create programs to address the needs of reactivators and assist them in making a return to full participation

### PRIORITY TASKS:

#### Learn:

Learn about the needs, desires, interests and barriers for reactivators.

#### Identify:

Identify how a stakeholder can work together to develop or enhance resources and programs to address the needs, desires, interests and barriers for reactivators.

#### Educate:

Develop and provide stakeholders with guidance on how to develop effective reactivation resources, programs and outreach plans to assist reactivators in their return to full integration and participation.

#### Call-to-Action:

Implement new spaces (online and physical) and modify existing programming to address the integration needs of reactivators.

Tactics might include:

- hosting social events
- user-matching program
- organizing trips
- re-learning technical skills
- learning to hunt or fish for different species
- implementing a guided-trip/mentorship reactivation program
- maintaining better contact
- hiring a reactivation coordinator
- region-specific location access-guides
- CDFW experts at NGO events, etc.

## Action 3:

Create alternative participation options for situational lapsers who no longer can or want to be active hunters or anglers

### PRIORITY TASKS:

#### Learn:

Learn about participation opportunities and roles in the fishing and hunting community beyond the act of hunting and fishing, why these roles are important, what the incentives and positive benefits are, and how they can be used to re-integrate situational lapsers.

#### Identify:

Identify the needs of stakeholders and compare them to the needs of situational lapsers to determine how collaboration between stakeholders and situational lapsers can occur.

#### Educate:

Develop resources for stakeholders on integrating situational lapsers into alternative roles.

#### Call-to-Action:

Implement alternative participation options for situational lapsers.

Tactics may include:

- mentorship opportunities
- alternative hunting and fishing opportunities with adaptive technology
- becoming a hunter education instructor
- writing and story-telling opportunities
- volunteering with conservation projects
- developing programming or resources for other hunters and anglers, etc.





## TOPIC 6: MARKETING AND PUBLIC PERCEPTION

In recent years, R3 experts and researchers have begun to identify the complexity of the challenge facing stakeholders working to stabilize and increase the population of fishing and hunting participants in the U.S. There is a growing recognition that R3 efforts must expand beyond simply providing hands-on learning opportunities. Generating more supporters and participants from an expansive target audience will require multi-pronged marketing campaigns, outreach efforts and business practices that provide customer-centric resources such as easy-to-access and understandable information. By honing marketing strategies through stakeholder collaboration

and expertise, resources can be combined to connect potential participants to multiple opportunities. Furthermore, this type of approach will concurrently provide a larger public presence to educate and introduce hunting and fishing into spaces where conversation on these topics have been void.

Public opinion polls show that the public is generally in favor of fishing and hunting as a means of sustenance, invasive species/population control and habitat conservation. However, there is also strong indication that while the public is generally in support of fishing and hunting, support declines dramatically when asked about issue-specific topics. To garner

stronger public support for hunting and fishing activities, a social and cultural ideology shift around these activities is required. However, there are many limitations in this work because such a shift is contingent on large and seemingly impenetrable bodies of power, like the media and formal educational spaces.

The largest challenge of addressing and changing public perception is developing rapport and funding to shift media and educational content delivery on a large-scale. This challenge will be best addressed through concerted and organized efforts of many stakeholders presenting as a unified body with a clear and deliverable action plan and pooled resources.



# Action 1:

## Improve public perception of hunting and fishing activities

### PRIORITY TASKS:

#### Learn:

Learn about public perception, how it is formed, why opinion formation is dependent on individual experiences and group influence, and how framing methodologies can help change and influence perceptions and opinions.

#### Identify:

Identify how stakeholders can work together to determine who their target audience is and who it could be, what the assumptions, biases, factors of influence and heuristics are for each target audience, and how resources can be pooled to address improving public perception.

#### Educate:

Develop tools and guidelines for stakeholders to improve public perception.

#### Call-to-Action:

Create and implement a diversified and relevant marketing and media strategy that targets both internal and external media outlets and audiences.

### Approaches may include:

- how to appropriately and effectively engage with the public
- a set of community standards
- collaborating with mainstream media and public affairs groups
- working with first point of contact staff and law enforcement
- understanding trigger words/actions/ideologies, PSA's
- relevant messaging campaigns
- community outreach in non-traditional spaces
- using problem solving techniques and factors of influence
- impact trends of historically used marketing/messaging
- the use of media influencers, etc.





## Action 2:

### Update broad-scale content marketing and media strategies

#### PRIORITY TASKS:

##### Learn:

Learn about marketing and media strategies from companies and organizations that have maintained a relevant image, far-reaching platform and consumable lifestyle outside of the outdoors industry, what the marketing needs of the whole-industry are, what R3 target audiences' media and marketing preferences are and compile a cost-benefit analysis of the various marketing strategies for each.

##### Identify:

Identify how stakeholders can work together to develop new strategies and address the marketing and media needs of the future based on the cost-benefit analysis.

##### Educate:

Develop resources for stakeholders about marketing and media strategies appropriate to R3 target audiences.

##### Call-to-Action:

Implement an updated approach to marketing and media strategies with a focus on the whole industry.

#### Approaches may include:

- creating a media and messaging toolkit for various platforms
- branding new markets, rebranding existing marketing
- utilizing young adult and millennial-aged writers outside of the hunting and fishing community
- publishing in non-traditional spaces
- internet-driven media campaigns
- diversifying images/content
- collaborative advertising and marketing
- cross-marketing techniques
- 4P's: product, placement, price and promotion
- consumable lifestyle and emotional lifestyle marketing
- crisis marketing
- Hollywood influence and education



# Action 3:

Create marketing and outreach strategies that can be applied to the programming and resources developed through the Call-to-Action tasks in this plan

## PRIORITY TASKS:

### Learn:

Learn about marketing and promoting the outcomes of each Call-to-Action through appropriate, relevant and socially aware methods how to identify future market trends, what considerations should be made in developing marketing plans, and what limitations, barriers and negative implications may exist for each.

### Identify:

Identify how stakeholders can work together to develop and implement needed marketing plans and outreach strategies.

### Educate:

Develop resources for stakeholders on creating marketing plans and how to plan to evaluate efficacy and future market trends.

### Call-to-Action:

Implement a creative, relevant and inclusive marketing and promotions plan for any programming and resources developed through the Call-to-Action tasks.

Approaches may include:

- workshops
- toolkits
- professional development training
- hiring a marketing/promotions specialist
- utilizing human dimensions research
- using trend and analytic tools
- branding strategies, etc.







## TOPIC 7: LICENSE STRUCTURE

It is difficult to over emphasize the importance of funds provided to CDFW from the sales of hunting and fishing licenses, tags, validations and report cards. These funds provide over 20 percent of CDFW's overall budget and make fish and wildlife conservation projects, Fish and Game Code enforcement, and hunting and fishing access possible. The number of annual hunting licenses sold in the state has plummeted from a high of 850,000 in the 1970s to a low of 270,000 in recent years. The number of resident annual fishing license sales have dropped from a high of over 2 million to roughly 1 million over the same timeframe. This has happened when the state's population has increased from 20 million to 40 million.

Over the past several years, there has been much debate in California about the current hunting and fishing licenses structure and pricing. Sales of hunting or fishing licenses, like any consumer product, can

be significantly affected by pricing and packaging. California currently has the second most expensive fishing license in the country. Fees for annual hunting license, tags and validations are also among the highest in the country. These products should provide as much value, consumer choice and convenience to CDFW customers as possible. Currently, annual fishing licenses are valid from January 1 to December 31 and annual hunting licenses are valid from July 1 to June 30. There has been much discussion about offering a fishing license valid for 365 days from date of purchase, offering a combination hunting and fishing license, modifying certain hunting and fishing privileges, auto-renewal options, etc. Several bills sponsored by CDFW stakeholders have been introduced over the past few years aimed at addressing the issue. Many economic studies have been conducted in other states and nationally but there has not been a modern

economic analysis of fishing and hunting license structure and pricing in California. Likewise, the online Automated License Data System (ALDS) is not fully utilized in a way that meets today's technological purchasing culture.

More convenient purchasing and display options for hunting and fishing licenses are long overdue. Californians are more and more frequently using smartphones for commerce. As the state at the forefront of technological innovation, California needs to modernize the way we sell and display hunting and fishing licenses. Several states have implemented smartphone applications that make purchasing and displaying licenses much more convenient for hunters and anglers, while improving customer service and compliance with regulations. Customer expectations are changing and there is increased reliance on mobile apps with more convenient, relevant and connected user experiences.

# Action 1:

## Reassess License Pricing

### PRIORITY TASKS:

#### Learn:

Learn about the optimum pricing for license, tags and report cards by utilizing an outside contractor who will work with CDFW License and Revenue Branch and ALDS staff to conduct a California-specific economic impact and viability study.

#### Identify:

Identify the impacts of license, tag and report card pricing along with alternative pricing authority options and carefully analyze the data using statistical processes that consider the various factors that are pertinent to both California residents and out-of-state users.

#### Educate:

Provide the outcome of the economic study along with the various possibilities to adjust the license, tag and report card pricing and alternative pricing authority options to the Legislature, Fish and Game Commission, CDFW and stakeholders.

#### Call-to-Action:

Implement changes to the CDFW license pricing structure and potentially shift pricing authority based on results of a California-specific economic impact and viability study.

### Options may include:

- changing the pricing on certain items to accommodate current consumer trends
- providing more flexibility to change pricing annually based on wildlife management plans
- offering savings programs through bundling options
- shifting the who has authority to determine pricing options, etc.

# Action 2:

## Reassess License Configuration

### PRIORITY TASKS:

#### Learn:

Learn about optimum configuration and structure for license, tags and report cards by utilizing an outside contractor to work with CDFW License and Revenue Branch and ALDS staff to conduct a California-specific evaluation.

#### Identify:

Identify the impacts of license, tag and report card configuration and carefully analyze the data using statistical processes that consider the various factors and trends that are pertinent to both California and out-of-state users.

#### Educate:

Provide the outcome of the evaluation along with the various possibilities to adjust the license, tag and report card configuration to the Fish and Game Commission, CDFW and stakeholders.

#### Call-to-Action:

Implement changes to the CDFW license configuration based on results of a California-specific evaluation.

### Options may include:

- combination packages for both hunting and fishing
- salt or fresh water angler only packages
- small game packages
- learners permit
- total sports package with all hunting and angling options
- draw packages
- mentorship and new participant packages in conjunction with hunter's education and NGO programming, etc.



## Action 3:

### Modernize License Technology

#### PRIORITY TASKS:

##### Learn:

Learn about the technology needs of both resident and non-resident users in California.

##### Identify:

Identify how the technology needs of users can be met through stakeholder collaboration and outside vendors to determine the best option to address user needs.

##### Educate:

Develop tools/training for stakeholders, outside vendors and users to acclimate to new technologies before they've been integrated.

##### Call-to-Action:

Implement new license technologies to increase engagement and ease of access to make purchases, renewals and streamline the user experience.

#### Options may include:

- smart phone applications for draws
- downloadable license and tags for smart phone wallets
- individual QR codes for GO-IDs
- linked zone maps to each tag
- linked species identification guides
- hunting and fishing regulations
- photo and video upload with liability release capability
- ability to sign up for educational events
- links to outside resources
- location amenities list





## TOPIC 8: FUNDING AND GRANTS

One of the most visited, but ultimately unresolved issues is how to provide CDFW with sustainable financing. It is not a new problem. Since at least the 1950s, countless reports identify funding as the most important problem to solve. This issue certainly carries over to how CDFW and stakeholders might fund R3 activities.

There are several existing grant programs that can provide funds for R3 activities. The U.S. Fish and Wildlife Service, Wildlife and Sport Fish Restoration Program (WSFR) works with states to conserve, protect and enhance fish, wildlife, their habitats,

and the hunting, sport fishing and recreational boating opportunities they provide. RBFF currently offers two R3 grant programs, the State R3 Program Grants that help fund state programs that are sustainable and replicable, and the George H.W. Bush Vamos a Pescar™ Education Fund grants awarded to organizations bringing conservation, education and fishing and boating experiences to Hispanic families.

A CDFW R3-specific grant program could award funding to projects aimed at helping further CDFW R3 goals. The grant program would be focused on increasing partic-

ipation in hunting and fishing by funding projects that specifically address barriers as they pertain to recruitment, retention and/or reactivation throughout the state. Similarly, funding that has not been fully utilized is currently available through the CDFW Hunter Education Program to modernize, enhance and build new archery and gun ranges and training facilities. Gun and archery ranges are key to developing the skills of current and future hunters as well as providing recreational opportunities. Ranges funded through this program should be available to hunter education classes at low or no cost.



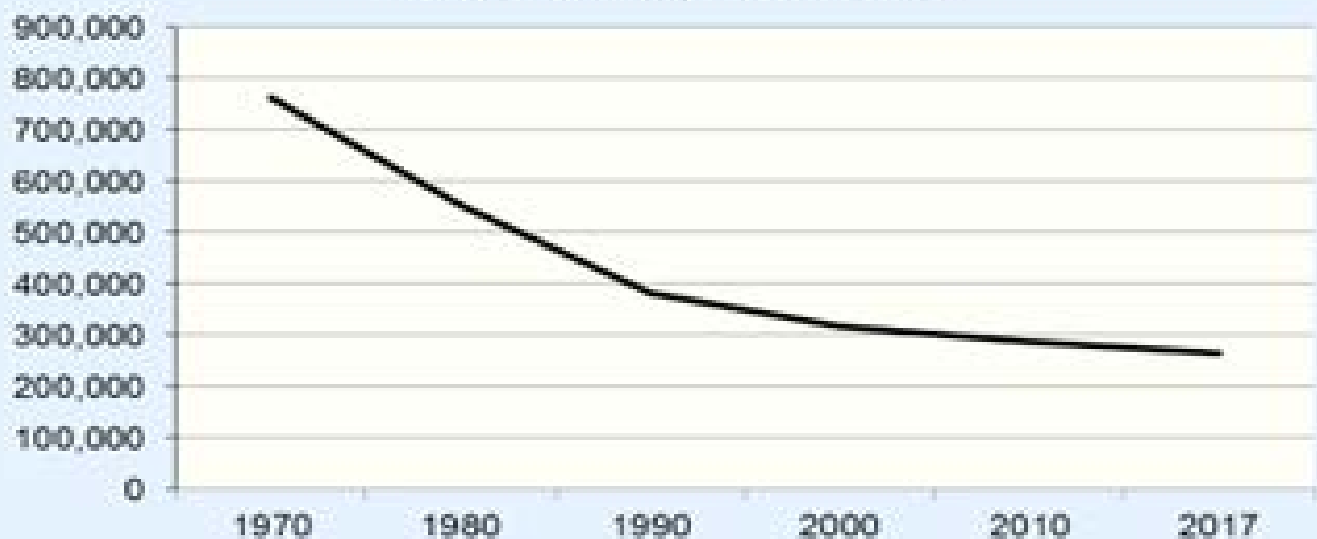
## All Sport Fishing Licenses

1980-2017 Licenses in Millions



## Total Hunting Licenses Sold

1970-2017 Licenses Issued



# Action 1:

## Establish a California Department of Fish and Wildlife R3 grant program

### PRIORITY TASKS:

#### Learn:

Learn about available R3 funding, how it can be utilized, and what the benefits and limitations are for each option.

#### Identify:

Identify a set of standards and/or project criteria that grant applicants must meet, an appropriate RFP process, and a program evaluation model for grant-funded projects.

#### Educate:

Develop resources for stakeholders to help navigate the grant application process and developing programs for unmet R3 needs.

#### Call-to-Action:

Create and implement a CDFW R3 grant program to address R3 barriers in California, under advisement of a grant advisory committee.

### Methods may include:

- RFP guide
- grant calendar
- hiring a grant coordinator
- programmatic ideas
- increasing access to and building more shooting and archery ranges
- outreach to underserved communities
- marketing/communications, etc.

# Action 2:

## Utilize existing grant opportunities to increase R3 activities

### PRIORITY TASKS:

#### Learn:

Learn about existing R3 grant opportunities, how R3 activities may meet criteria for applying to non-R3 specific grants, what the RFP or application requirements are, and what the annual funding calendar looks like.

#### Identify:

Identify how stakeholders can collaborate to create competitive R3 programs and apply for funding.

#### Educate:

Develop resources and tools for stakeholder collaboration on developing R3 programming and navigating grant processes.

#### Call-to-Action:

Implement a collaborative grant identification and application process where partner organizations can leverage staffing, expertise and resources to apply for existing grant opportunities to increase R3 activities.

### Methods may include:

- grant think tanks
- shared grant RFP and funding calendar
- hiring a grant writer
- collaboration toolkits, etc.





## Action 3:

### Integration of resources to leverage additional R3 funding

#### PRIORITY TASKS:

##### Learn:

Learn about other resources available for R3 funding, how partnerships can help leverage resources, and discover benefits, opportunities, limitations and barriers.

##### Identify:

Identify stakeholders interested in collaborating to leverage resources and in what capacity.

##### Educate:

Develop resources for stakeholders on opportunities to collaborate and the positive benefits of joint R3 efforts.

##### Call-to-Action:

Implement a process to leverage available funding through integration of resources and partnerships.

#### Methods may include:

- create R3 funding campaigns through ALDS license sales and organizational membership fees
- partnerships with the federal government and NGOs to helping fund R3 events
- increase funding for outdoor K-12 education
- leveraging NGO money and volunteer hours to provide match
- toolkit securing collaborative funds for R3 projects
- utilizing non-hunting and non-fishing outdoor recreation industry partners, etc



# Conclusion

This macro-level action plan is a representation of diversified interests and community collaboration and is only the beginning of the statewide California R3 effort. It is meant as a guide to develop and deliver implementation strategies with thoughtfulness and consideration to the gaps identified from previous R3

efforts without making assumptions about how to best solve R3 issues. It is not exhaustive and cannot possibly predict every barrier to participation in hunting and fishing. But, for the first time in California history, this plan allows for place to learn, identify, educate and call into action sustainable and well formulated solutions to address fishing and hunting recruitment, retention and reactivation barriers.



# Next Steps

Phase 2 of the CDFW statewide California R3 program will begin in early 2019. The CDFW R3 Team will create the necessary strategy and planning tools for stakeholders to start Phase 2. Concurrently, invitations to participate in statewide R3 efforts will be extended to potential stakeholders who were unintentionally excluded or who are not yet involved. The goal to embrace Tribes and more diverse stakeholders, including industry, volunteers, educators and media, in Phase 2 is to expand R3 equity, resources, reach and reputation. CDFW will use Tribal Notifications to extend participation invitations to Tribes. Additionally, engaging more diverse stakeholders can create a mutually-beneficial collaborative approach that considers varied interests and perspectives to ensure long-term viability and success of the statewide California R3 Program.

CDFW will then begin to reconvene stakeholders to start completing the priority tasks listed under each action in February 2019. Once the first three priority tasks (learn, identify and educate) have been completed, the creation of in-depth micro-level implementation strategies will occur to fulfill the call-to-action tasks over the next several years. The micro-implementations will include SMART (specific, measurable, achievable, realistic, and time specific) R3 goals. These goals will be based on what was learned collaboratively during the first three priority tasks and will fulfill the call-to-action statement listed. In addition to overseeing these efforts, CDFW will continue to provide resources, develop various tools for success and act as a liaison on all national R3 initiative findings and R3 science during this time.

CDFW is committed to reversing the declining fishing and hunting participation trends by executing this R3 Action Plan into implementation strategies that will create a sustainable environment for community-driven processes. CDFW is hopeful that mutually-beneficial successes with stakeholders will be fostered through this Action Plan. To protect the future of hunting, fishing and conservation, identifying recruitment, retention and reactivation barriers and turning those barriers into opportunities is imperative. In conclusion, the CDFW is confident that with the full engagement and support of stakeholders, the California R3 program will pave the way to address the decline in hunting and fishing across the state.

## SMART Goals

**S**pecific  
**M**easurable  
**A**chievable  
**R**ealistic  
**T**ime specific





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# Appendix I: Key Terms

**R3** the 3 “Rs” stand for: Recruitment, retention and reactivation. They are the three most influential factors determining participation in hunting and fishing activities in the Outdoor Recreation Adoption Model (ORAM). They were established to create a shared nationwide vocabulary and unified effort for R3 work.

**Factors of Influence** are aspects of life that include past-experience, cognitive bias, age and individual difference, belief in personal relevancy, and an escalation of commitment.

**First Point of Contact** is any person who the public has direct contact with as a first line of communication. Examples include wildlife officers, interpreters, front desk representatives, those who answer telephone and email inquiries, hunter education instructors, program or event coordinators and volunteers, etc.

**Framing Methodology** In the social sciences, framing comprises a set of concepts and theoretical perspectives on how individuals, groups and societies, organize, perceive and communicate about reality, situations and activities. Framing methodology involves intentional social construction of a social phenomenon – by mass media sources, political or social movements, political leaders, or other actors and organizations.

**Group Influence** is when two or more people share a set of norms, values, ideologies, social or cultural beliefs, or sentiments and convey them to others who can be persuaded to join their thinking, practice and behavior. Typically group influence produces an interdependent set of social norms that inform everyday decision making from purchasing power, social activities and sometimes political or religious beliefs and practices. This term should be utilized with the understanding of social influence.

**Heuristics** is an approach to problem solving, discovery, inquiry and learning that utilizes practical self-educating methods often through experimentation or trial-and-error, not guaranteed to be optimal, perfect, logical or rational, but instead reasonable and actionable to reach immediate goals that can satisfy multiple interests. Heuristics can help lead groups to quicker decision making without the limitations of other models of problem solving but participants of heuristics should be aware that unconscious and cognitive bias is sometimes a limitation.

**Institutional Knowledge** is the ability for organizations to utilize preserved memory or historical data to determine usable information and knowledge to improve the organization’s effectiveness.

**Permanent Non-Participant** are people who no longer participate in hunting and/or fishing, no longer wish to participate and no longer consider themselves part of the community.

**Reactivators** people who stopped participating in hunting and/or fishing and now participate once again but who don’t yet consider themselves fully transitioned into the fishing and hunting community.

**RFP** is an initialism for “Request for Proposal”, a document that is used to solicit proposals for funding opportunities.

**Three Participation Motivations** consists of achievement, affiliation and appreciation. **Achievement** defines those who participate based on merit opportunities like awards, size/weight/species records, becoming an instructor/guide/coach, or otherwise meeting performance-based markers. **Affiliation** defines those who participate because of others they know, like family or friends, or because of organizational or group membership. **Appreciation** defines those who participate based on the appreciation of sport, nature, wildlife, food acquisition, and other mental, emotional or spiritual connections to participation. People who participate because of multiple motivations are more likely to stay engaged in an activity and participate in multiple activities.

**Shooting Sports** refers to the recreational shooting of various types of targets with firearms and/or archery.

**Situational Lapsers** are people who no longer participate in hunting and/or fishing activities due to situational events like disability, relocation, lack of social network, time or economic constraints, reduced success rates, negative experience with the activity or with people they know, etc.

**Social competence** consists of social, emotional, cognitive and behavioral skills needed for successful social adaptation. Social competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions.

**Social Influence** is when a person's opinions, emotions, beliefs, ideologies and behaviors are influenced and changed by others.

**Social Landscape** is the context, situation and understanding that an event, activity or lifestyle takes place in.

**Stakeholders** include government agencies, non-governmental organizations, Tribes, industry, media, educators, local clubs, politicians and volunteers with an interest in increasing fishing and hunting participation who are also willing to invest in time and resources into the R3 effort.

**SWOT Analysis** (alternatively SWOT matrix) is an initialism for strengths, weaknesses, opportunities, and threats—and is a structured planning method that evaluates those four elements of a project, program or business.



# APPENDIX II: Acknowledgements

## **CDFW R3 Task Force**

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