Angler R3 Program Funding Needs Assessment: Survey Results and Scorecard

Conducted by Responsive Management and the Recreational Boating and Fishing Foundation under Multistate Conservation Grant F20AP00169

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ANGLER R3 PROGRAM FUNDING NEEDS ASSESSMENT: SURVEY RESULTS AND SCORECARD CRITERIA

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EXECUTIVE SUMMARY

State agencies, organizations, and industry partners with grant programs are often faced with the challenge of determining which angler R3 (recruitment, retention, and reactivation) programs and projects to fund. The impetus for this project was the need for better and more specific and objective criteria for awarding grants. The culmination of this project is the section of the report on the implications of the findings to assist the R3 community, as well as a scorecard for those with grant programs to use in scoring proposals and prioritizing angler R3 programs to fund and support.

The project consisted of several components:
- Review of research to date pertaining to angler R3, encompassed in a separate report; its findings were used to develop the survey questionnaires and the implications in this report.
- A survey of professors and academics with angler R3 expertise.
- A survey of agency personnel.
- The compilation of data and analyses into this report.
- The development of a funding scorecard that incorporates the qualities of successful angler R3 initiatives that can be used for scoring grant proposals.

METHODOLOGY OF SURVEYS

Responsive Management and Recreational Boating and Fishing Foundation (RBFF) staff developed the survey questionnaires, based on the extensive review of research for this project as well as their knowledge of the angler R3 grant process and R3 in general. The survey questionnaires were coded for online surveying, to be supplemented by telephone interviewing. The researchers surveyed state agency R3 coordinators and other agency personnel with substantial angler R3 responsibilities as well as a sample of academic researchers with experience in R3 and those who had volunteered in the past to review RBFF grant proposals. The overall analysis included both quantitative and qualitative methods.

HIGHLIGHTS OF THE RESEARCH

➢ **Regarding the elements involved in respondents' most successful angler R3 efforts, three elements of angler R3 compose the top tier–the large majority of successful angler R3 efforts entail email blasts/email communications, basic skills training/fishing education, and/or websites/webpages.**
The agency personnel survey started by asking about the most successful angler R3 effort in which respondents had been involved, and then the survey asked questions about that particular angler R3 effort. About two thirds or more of successful angler R3 efforts involve those three aforementioned elements.

➢ **The majority of successful angler R3 efforts entail providing information or assistance with where to go fishing, license purchasing, and some skills building–particularly beginning skills.**

➢ **In angler R3, the most common approach for targeted marketing characterizes the audience by its place within the Outdoor Recreation Adoption Model (ORAM) rather than by a demographic characteristic. The top target markets include new anglers and novice anglers at the top, with short-term lapsed also high on the list–all based on their place within the ORAM. Other common markets not based on the ORAM are families, urban residents, and people within a specific geographic area.**

➢ **Objectives of those most successful angler R3 efforts that were commonly mentioned include those that obtain customer information for further tracking and communications and those that tie-in to license databases. These types of objectives are also measurable. The recommendation is that these receive high priority.**

➢ **Agency personnel rated five aspects of their most successful angler R3 effort using a 0 to 10 scale, with 0 being *not well at all* and 10 being *very well*, as shown in the table below. Agency personnel rated their most successful angler R3 efforts highly in defining objectives, meeting those objectives, and reaching their target market. Lower ratings–meaning that work needs to be done to better these areas–were given to having efforts be supported by adequate agency resources and having the efforts be properly evaluated.** The ratings are in the table below, clearly showing that proper evaluation had a low rating. This is particularly interesting because in a later part of the survey, the criteria with the highest importance rating was that the effort include an evaluation component–with a mean rating of 9.1. Compare that to the 6.2 rating given to how well their most successful angler R3 effort was actually evaluated for effectiveness.

Ratings of Agency Personnel's Most Successful Angler R3 Efforts

Regarding the most successful angler R3 effort, ratings of...	Percent rating it higher than the midpoint	Mean rating
How well the objectives of the effort were defined	87	7.6
How well the effort met its objectives	87	7.9
How well the effort reached its target audience(s)	92	8.2
How strongly the effort was supported by resources, including budget and staff, at the agency	79	7.5
How well the effort was evaluated for effectiveness	66	6.2

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.

➢ **A measurement approach that used a tie-in to a license database was one of the top ways that the most successful angler R3 efforts were properly measured. Other approaches, such as number of participants, surveys, purchase rate comparisons, and satisfaction of participants, can be used but have challenges (discussed in detail in the body of the report).**

➢ **The top grant scoring factors should be, according to agency personnel and academics, that the effort have an evaluation component, have established goals and objectives, that it have defined metrics to measure, and that it have a properly identified market.**
The top factors in the rankings pertain to the evaluation of the angler R3 effort: that the effort have an evaluation component with clear objectives and with defined metrics to allow for an evaluation—with mean ratings of 8.27 or higher among agency personnel and 9.75 or higher among academics. Also important to both groups is that the target market is clearly defined and that the angler R3 effort be replicable. The tables that follow are abridged from the full tables shown in the body of the report; these tables are limited to those factors rated at 8.00 or higher.

Please rate the importance that you think the following grant scoring factors should be on a scale of 0 to 10, where 0 is not at all important and 10 is extremely important, for scoring a potential grant. (Agency personnel)	Mean Rating
That the R3 effort includes an evaluation component	9.14
That goals and objectives of the R3 effort are clearly established	8.82
That there are defined metrics that can be measured to evaluate the R3 program's effectiveness	8.27
That the R3 effort has a likelihood of being replicated in the future	8.16
That target audiences are defined for the R3 effort	8.08

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.

Please rate the importance that you think the following grant scoring factors should be on a scale of 0 to 10, where 0 is not at all important and 10 is extremely important, for scoring a potential R3 angler grant. (Academics)	Mean Rating
That the R3 effort includes an evaluation component	10.00
That there are defined metrics that can be measured to evaluate the R3 program's effectiveness	9.77
That goals and objectives of the R3 effort are clearly established	9.75
That the applicant demonstrates sufficient capacity exists to complete the R3 effort	9.62
That target audiences are defined for the R3 effort	9.31
There is an explanation of why the target audience was selected for the particular funding effort	9.15
That the budget is appropriate for the R3 effort	9.08
That the R3 effort has a feasible timeline	9.08
That the R3 effort has a likelihood of being replicated in the future	8.54
That the R3 effort has a component for follow-up communications with the target audience	8.54
That the R3 effort addresses constraints to participation	8.38
That the R3 effort obtains information that can be used in other R3 efforts	8.25
That the R3 effort enhances the applicant's future R3 capabilities	8.00

Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

➢ **There is consensus among both agency personnel and academics that the grant funding cycle should be longer than 1 year. Most commonly, both groups selected a 3-year cycle in the question.**

SCORECARD

The commentary below is based on the research—particularly the words of the agency personnel and academics through their survey responses, but also including the extensive review of research that was conducted as part of this project.

➢ **Ensure that each criterion contain a single idea or factor so that rating the item is not complicated by two or more ideas.**
Some of the criteria in scorecards currently in use that were reviewed have two factors being rated as one.

➢ **Some of the scorecards that were reviewed had all criteria being weighted the same—for instance, one in which they were all based on a potential score of 10. However, the research suggests that some criteria should be worth more than other criteria.**

The suggested criteria that compose the scorecard are shown in the table that follows—the goals and objectives criteria adhere to the "SMART" principles: specific, measurable, attainable, relevant, and time-specific. The table also shows the suggested number of points for each item, and not all are worth the same. Scorers will be instructed that each item can be scored from as low as 0 up to the maximum for that item. The researchers' rationale for including the criteria are shown in the blue column. Note that this is a single table (starting on the following page) that spans several pages. A scorecard in Excel was also created that has cells to be filled in (i.e., that can actually be used for scoring).

Scorecard Criteria, Points, and Rationale

PROPOSAL SCORING CRITERIA	POTENTIAL POINTS	EXPLANATORY COMMENTS (SHOWN HERE BUT NOT INCLUDED IN THE ACTUAL SCORECARD)
GOALS AND OBJECTIVES (30 POINTS)		
Goals and objectives are specific. 0=no goals or objectives are given, or they are too vague or confusing 5=goals/objectives are well defined	5	Keep it simple to make it easier to measure success and guarantee feasibility of completing the effort (this was commonly mentioned or implied in the agency personnel survey results).
Proposal explains the reasons for those goals and objectives. [Why are the goals and objectives of the R3 effort important to the applicant?] 0=need for the program or effort is not given 5=need for the program or effort is clearly stated	5	Helps to understand the larger picture within the state and why the effort was chosen knowing that all states are in different stages of implementing their R3 programs (also helps ensure the agency effort aligns with the ORAM).
The goals and objectives are measurable. 0=goals and objectives cannot be measured 10=goals and objectives can be measured	10	It is important to be able to have measurable goals and objectives in order to determine if the program or effort is successful.
The goals and objectives are attainable. 0=goals and objectives would be quite difficult to reach 5=goals and objectives are likely to be reached	5	It is important that goals be robust yet realistic.
Program is relevant—goals and objectives match focus areas of the grant guidelines/request for proposals. 0=does not match any focus area 5=matches very well with one or more of the focus areas	5	It is important that grant scorers review the focus areas each year, particularly since the types of favored programs and objectives may change from year to year.
EVALUATION (25 POINTS)		
Evaluation metrics are defined. [What will be measured to determine program success?] 0=no metrics for measurement are discussed 10=metrics for measurement are defined	10	Data points have been identified that match up to the goals.
Evaluation metrics are obtainable. [Where is the applicant getting datapoints for measurement?] 0=the metrics are not likely to be obtained 10=the metrics are very likely to be obtained	10	It is clear how the measures will be obtained during the effort.
Evaluation strategies are feasible. [Does the applicant have demonstrated ability to conduct an evaluation?] 0=the feasibility of the strategies are not discussed 5=the proposal demonstrates that the strategies are feasible	5	Making sure evaluations can be completed. Creates a higher likelihood of completing it, which is used for case studies and ideally reported back to grant reviewers before the next grant cycle.

Scorecard Criteria, Points, and Rationale (continued)

PROPOSAL SCORING CRITERIA	POTENTIAL POINTS	EXPLANATORY COMMENTS (SHOWN HERE BUT NOT INCLUDED IN THE ACTUAL SCORECARD)
TARGET AUDIENCE (20 POINTS)		
Target audience is well defined. [Who is the effort trying to reach?] 0=no target audience defined 10=target audience is completely defined	10	Some scorecards that were reviewed had a single line devoted to the target audience (e.g., Target audience is reachable/attainable). Sometimes a problem in a program is that it does not first establish a well-defined target audience. Additionally, the research points to the importance of meeting the customer where they are (within the ORAM)—of being customer-focused in agency R3 efforts.
Proposal describes the reason for selecting the target audience. [Why was this audience selected for the planned effort? For instance, was it selected based on the ORAM to continue customer experience? Or was it based on other criteria, such as a geographic area?] 0=no explanation given for selecting the target audience 5=complete explanation of the rationale for selecting the target audience	5	There needs to be a compelling reason that a target audience is selected for a well planned R3 effort. The effort should be connected to other angler R3 efforts to help move the customer through the sales funnel or the ORAM.
Proposal includes an indication of the target audience size. 0=target audience size not given in proposal 5=target audience size is specified in the proposal	5	The target size must be stated to fully evaluate the proposal (an estimate must be made if the actual target size is not precisely known).
PROGRAM STRATEGIES (10 POINTS)		
Proposal describes how the target audience will be reached. [How will the applicant reach/market to the target audience based on the effort described?] 0=no details on how the target audience will be reached 10=complete explanation of how the audience will be reached	10	Determines feasibility of the effort. Having this separate from defining the target market allows for a proposal that has a well-defined audience that is, nonetheless, hard to reach to still get points.
BUDGET (20 POINTS)		
Proposal provides a clear budget. 0=proposal does not describe the budget 10=proposal describes the budget and includes line items for each component of the budget	10	A clear budget is essential to evaluate proposals.
Budget provides a good Investment per Person, measured as a cost per person reached.* 0=the investment per person is not calculated in the proposal or is extremely high in per-person cost 10=the investment per person is included in the proposal and is low in per-person cost	10	This calculation is shown in the footnotes.

Scorecard Criteria, Points, and Rationale (continued)

PROPOSAL SCORING CRITERIA	POTENTIAL POINTS	EXPLANATORY COMMENTS (SHOWN HERE BUT NOT INCLUDED IN THE ACTUAL SCORECARD)
TIMELINE (10 POINTS)		
Timeline is feasible. 0=program is not likely to be completed in the given time 10=program is very likely to be completed in the given time	10	This prompts scorers to examine the timeline as a reality check.
REPLICABILITY OF PROGRAM (10 POINTS)		
Program can be replicated in the future, or in other communities or other states. 0=program would be difficult to repeat 10=program would be easily repeatable	10	This is highly ranked by agency personnel and academics.
CLARITY AND PRESENTATION OF PROPOSAL (5 POINTS)		
Proposal is clear and presented well. [Were the elements of the proposal clearly written?] 0=proposal is poorly written or unclear 5=proposal is presented well and is clear	5	This allows points to be awarded for a well written proposal.

Note: Total of these mandatory items shown above = 130

*Investment per person (IPP) shows the amount spent per person reached by the effort. The formula is shown below:

$$IPP = grant\ amount\ /\ number\ of\ people\ reached$$

For instance, a grant of $20,000 that expects to reach 800 people has an IPP of $25 per person.

$$IPP = \$20,000\ /\ 800$$
$$IPP = \$25$$

Note that the number of people reached is an *output* (e.g., the number who received an email). Ultimately, the effort should have a positive *outcome* (i.e., the number of people prompted to action, such as buying a license), but the outcome cannot be determined until after an effort is implemented. This formula simply asks for the number of people reached by the effort.

The last part of the scorecard, shown on the following page, is envisioned as malleable–this allows factors for a particular year to be included. All or parts of it can be included in the scorecard in any given year, but they do not necessarily need to be included.

Receiving funds from a cost-sharing agreement would *not* be required but could add value to an effort–the first item on this bonus portion of the scorecard. A second item on this portion of the scorecard addresses the goal that the effort be continued in the future without grant funding. However, there may be worthwhile efforts that are not designed to continue into other years–it may be that the one-time effort addresses a temporary barrier or need. This allows those proposals to be considered while at the same time still giving higher scores to those that will continue without grantee

support. The third item is that the effort is proven by success in the past. This simply is a way to leverage efforts—no use re-creating the wheel each time. Other rows may or may not be included in a given year for more barriers, more needs, or new circumstances.

Scorecard Criteria, Points, and Rationale (continued)

PROPOSAL SCORING CRITERIA	POTENTIAL POINTS	EXPLANATORY COMMENTS (SHOWN HERE BUT NOT INCLUDED IN THE ACTUAL SCORECARD)
POTENTIAL BONUS POINTS (POINTS TO BE DETERMINED)		
Budget includes cost-sharing funds. 0=no cost-sharing funds included in the proposal 5=cost-sharing funds are robust for the proposal	5	Leverages the value of the grant funds.
Program can be carried on in the future without grant funding, if applicable. 0=program is fully dependent on the grant 5=program can easily be continued without the grant funding	5	This prevents continuing programs to be dependent on grant funding; they have future viable funding sources.
R3 program has been known to be effective in the past. [Does the effort use proven strategies taken from case studies or prior research?] 0=no instance of such a program being tried before, or it has been tried but not shown to be effective 5=program has been proven to be effective elsewhere	5	This gives points for building on work done previously by same or other agencies.
Program addresses a current barrier to fishing participation or fills a current need: _____. 0=TBD 5=TBD	5	This allows particular problems that arise to be addressed. For instance, when the Covid pandemic hit, many people who had not fished or had not done so in a long time took up the sport, prompting a focus on retention the following year.

CALL FOR PROPOSALS

The final consideration is the call for proposals, which will need to be adjusted to ensure that proposals include all the criteria on any new scorecard that is adopted. The body of the report outlines what the proposals should include.

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BACKGROUND

State agencies, organizations, and industry partners with grant programs are often faced with the challenge of determining which angler R3 (recruitment, retention, and reactivation) programs and projects to fund. The impetus for this project was the need for better and more specific and objective criteria for awarding grants. The culmination of this project is the section of the report on the implications of the findings to assist the R3 community, as well as a scorecard for those with grant programs to use in scoring proposals and prioritizing angler R3 programs to fund and support.

The project consisted of several components:
- Review of research to date pertaining to angler R3, which is encompassed in a separate report titled *Angler R3 Program Funding Needs Assessment: Review of Research*. Pertinent findings of that report were used to develop the survey questionnaires and the implications in this report.
- A survey of professors and academics with angler R3 expertise and several volunteer grant proposal reviewers (whether they actually work in academia or not). This is referred to as the survey of academics. The results of this survey are detailed in this report.
- A survey of agency personnel, specifically state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities, the results of which are also encompassed in this report.
- The compilation of data and analyses into this report.
- The development of a funding scorecard that incorporates the qualities of successful angler R3 initiatives that can be used for scoring grant proposals. The scorecard is a separate document from this report, although the rationale for the elements included in the scorecard, as well as the data that support the rationale, are included in this report in the implications.

Because the survey research includes references to "the ORAM model," a discussion of it is included as Appendix A (it is more thoroughly discussed in the aforementioned review of research). Briefly, "ORAM" stands for the Outdoor Recreation Adoption Model (sometimes called the "ORAM model" even though the "M" already stands for "Model"), which provides a framework for R3 efforts. It models the way that people become participants in outdoor recreation, such as fishing.

This report starts with the methodology of the study. It next looks at the results of the survey of agency personnel, followed by the results of the survey of academics. The report then includes a comparison of the results of the two surveys. The final major section of the report presents the implications and discusses the scorecard that accompanies this report.

METHODOLOGY OF SURVEYS

The project entailed two surveys. One survey consisted of state agency personnel—state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities. The second survey was of academics—professors and academics with angler R3 expertise and several volunteer grant proposal reviewers (whether they actually work in academia or not). Specific aspects of the surveys are discussed below.

DESIGN OF QUESTIONNAIRES

Responsive Management and staff from the Recreational Boating and Fishing Foundation (RBFF) developed the survey questionnaires, based on the extensive review of research for this project as well as their knowledge of the angler R3 grant process and R3 in general. The survey questionnaires were coded for online surveying, to be supplemented by telephone interviewing. The questionnaires for the two surveys had some questions in common. The questionnaires are shown in Appendix B.

SURVEY SAMPLES

The sample of state agency personnel was compiled by Responsive Management and the RBFF. It consisted of state agency R3 coordinators and other agency personnel who had substantial angler R3 responsibilities. The final sample had 60 potential respondents.

The sample of academics, which consisted of academic researchers with experience in R3 and those who had volunteered in the past to review RBFF grant proposals, was provided by the RBFF. This sample had 27 potential respondents.

CONTACT PROCEDURES AND ADMINISTRATION OF SURVEYS

To be most convenient to the respondents, the survey was conducted using a dual mode technique. Survey respondents had three options for completing the questionnaire:
1. They could fully complete the questionnaire online, with a follow-up call conducted by Responsive Management staff for clarification and any further elaboration they wished to add to their responses.
2. They could partially complete the questionnaire online and then fully complete it by telephone with a member of Responsive Management's professional staff.
3. They could review the survey questions prior to their telephone interview (i.e., not complete any online) and then fully complete the survey by telephone with a member of Responsive Management's professional staff.

Those using the third option above were also allowed to take the survey even if they had not reviewed the questionnaire beforehand, although the research team encouraged potential respondents to review the survey first. It is important to note that all respondents were contacted for a telephone interview, even if they had

completed all questions online. In this way, responses were made to be thorough and clear for the subsequent research, and the method could be said to be a combination of surveying and personal interviewing.

Each potential respondent was contacted up to three times by email with an invitation to the survey (the survey was closed; only invitees could take it). The initial email message was tailored to the specific person (the email messages are shown in Appendix C). The message informed the potential respondent of the purpose of the project and the sponsoring organizations, provided a link to the survey for either completion or review, provided contact information for any questions about the project to an RBFF staff member, and provided contact information to Responsive Management staff for any questions or assistance with the survey itself as well as to schedule a telephone interview.

The first two email contacts were made via the online survey platform. The third email contact (if necessary) was made through Responsive Management's Outlook email system, therefore outwardly looking different than the previous emails as a way to help the message get through to the potential respondents. Similar to the other emails, it provided links to the questionnaire and contacts for any questions or assistance. Only those who had not responded to previous emails received follow-up email invitations. Finally, up to two telephone calls were attempted to any potential respondent who had not answered any of the emails, and messages were left on their voicemail, when available.

As indicated, all respondents were contacted for a telephone interview. Those who had partially or fully completed the survey were called to review their responses, and those who did not take the survey online were called to complete the survey by telephone. And as noted above, those who had not responded in any way to the emails were also called (or an attempt was made to reach them by telephone) to encourage their participation in the survey.

Responsive Management obtained 38 completed questionnaires from agency personnel, well more than half of the sample provided. Likewise, 13 completed questionnaires were obtained from the sample of academics, just under half of the sample provided.

QUALITY CONTROL

The surveys included a link that could not be shared, thus ensuring that only those invited to take the survey could do so. Although online, the survey was closed (i.e., invitation only) and could not be accessed by the general public.

The follow-up interview for those who completed any portion of the survey online served as quality control by clarifying any responses that were unclear, and it allowed for elaboration of the responses as well. For those who had not completed any portion of the survey online, the telephone interviewer clarified responses when entering them into the questionnaire.

ANALYSIS OF DATA

The overall analysis included both quantitative and qualitative methods. Some of the data collected were analyzed quantitatively as percentages or means, shown in graphs and some of the tables, using IBM SPSS as well as proprietary software developed by Responsive Management.

Other data—the extensive responses to open-ended questions (those questions that did not have an answer set but allowed respondents to say whatever came to mind)— were analyzed qualitatively. For these questions, Responsive Management's research associates reviewed the completed responses and made general notes and observations based on them, known as qualitative research. In a few instances, some open-ended questions were also quantitatively examined.

INFORMATION ABOUT THE PRESENTATION OF RESULTS

In examining the results, it is important to be aware that the questionnaires included several types of questions:
- Open-ended questions are those in which no answer set is presented to the respondents; rather, they can respond with anything that comes to mind from the question.
- Closed-ended questions have an answer set from which to choose.
- Single or multiple response questions: Some questions allow only a single response, while other questions allow respondents to give more than one response or choose all that apply. Those that allow more than a single response are indicated on the graphs with the label, "Multiple Responses Allowed."
- Scaled questions: Many closed-ended questions (but not all) are in a scale, such as a 0 to 10 ratings scale.
- Series questions: Many questions are part of a series, and the results are primarily intended to be examined relative to the other questions in that series (although results of the questions individually can also be valuable). In this report, these series of questions asked respondents to rate the importance of various criteria for scoring a grant proposal, and the results are shown in tables rather than graphs because of the large number of criteria that were rated.

RESULTS OF THE SURVEYS

The results section comprises three sub-sections: the results of the survey of agency personnel, the results of the survey of academics, and then a comparison of results of the two surveys.

RESULTS OF THE SURVEY OF AGENCY PERSONNEL

Under the umbrella of agency personnel for this survey were state angler R3 coordinators as well as other state agency personnel with substantial duties related to angler R3.

Elements and Components of Angler R3

The survey asked agency personnel to name the most successful angler R3 effort in which they had been involved, and then the first part of the survey was specific to that most successful effort. The most successful angler R3 efforts discussed in the survey are predominantly involved with retention and recruitment, with reactivation last in the ranking, as shown in the graph at right. On this question, 42% chose all three.

The second graph shows the component of angler R3 that the most successful effort applies to primarily, if one can be selected. Substantial percentages of the programs primarily apply to recruitment and retention, while a very low percentage primarily apply to reactivation. About a fifth of the programs cannot be categorized as primarily applying to a single component of R3.
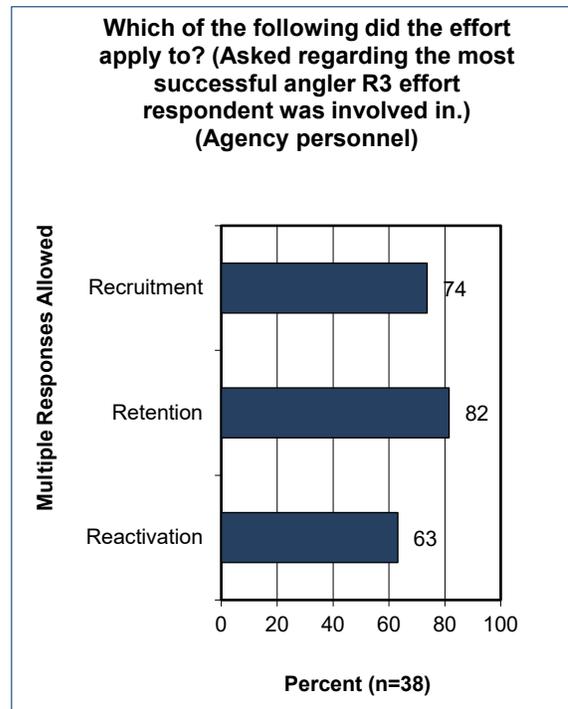
Which of the following did the effort apply to? (Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.

Which would you say the effort MOST applied to? (Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)
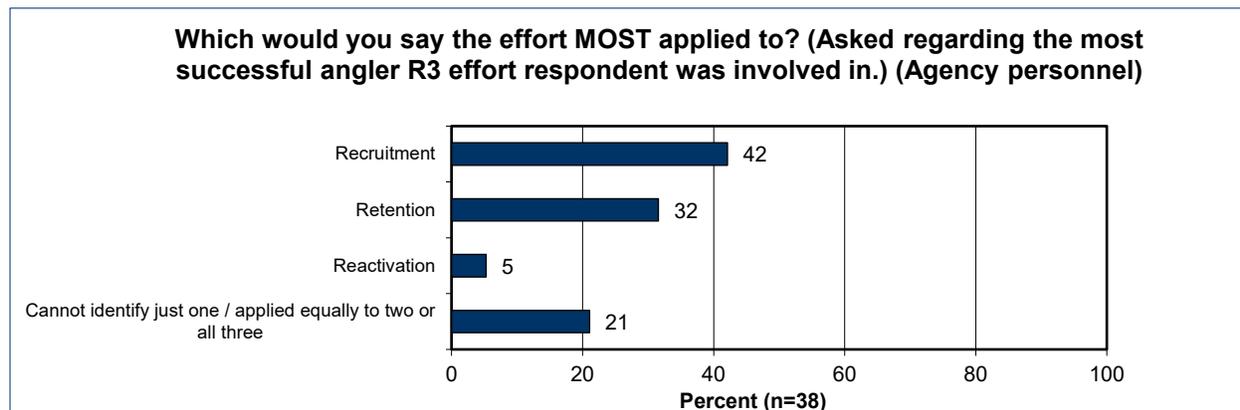
Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.

The majority of the most successful angler R3 efforts did not involve any other type of R3, as shown in the graph to the right. Otherwise hunting and boating are the most common other R3 efforts, rather than sport shooting.
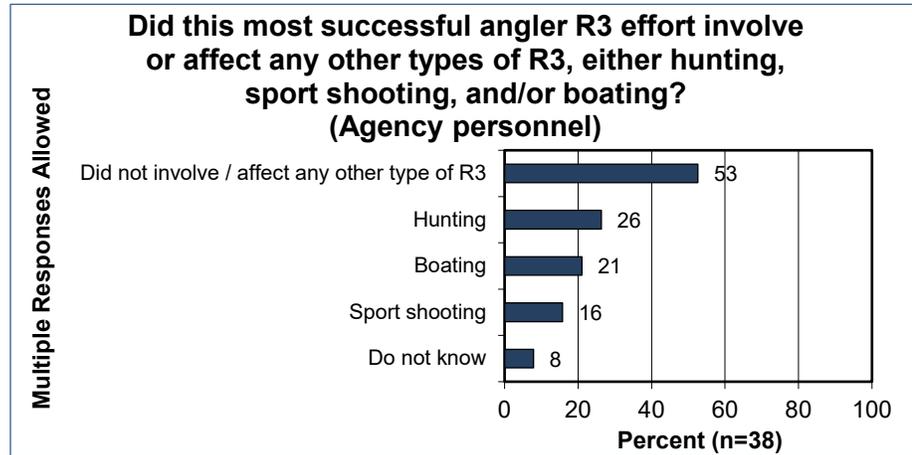
Did this most successful angler R3 effort involve or affect any other types of R3, either hunting, sport shooting, and/or boating?
(Agency personnel)

Multiple Responses Allowed

	Percent
Did not involve / affect any other type of R3	53
Hunting	26
Boating	21
Sport shooting	16
Do not know	8

Percent (n=38)

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.

As shown in the graph on the following page, three elements of R3 predominate in these most successful angler R3 efforts: email blasts/email communications, basic skills training/fishing education, and websites/webpages. A majority of agency personnel indicate that their most successful angler R3 effort involves one or more of these.

A middle tier consists of several disparate things: advertising in various media, fishing events/tournaments/camps, in-person training, and stocking programs. There is no common theme to these elements. The graph on the following page shows the full listing, which encompasses nearly two dozen elements.

The second graph that follows shows the types of assistance offered to the target audience(s) in the most successful angler R3 efforts. Again, the results suggest no clear type that predominates over all other types. Rather, a top tier includes where to fish, license purchasing, skills development, and instruction on equipment—a disparate list.

The middle tier in the graph includes information on regulations, species identification, and baits/lures as well as provision or assistance with access (as opposed to simply information on access that is included in the top tier).

Which of the following elements of R3 did this effort involve? (Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)

Element	Percent
Email blasts and email communications	74
Basic skills training and/or fishing education	63
Websites or webpages	61
Advertising in various media	45
Fishing events, tournaments, and/or camps	42
In-person training	39
Stocking programs	37
Use of or development of marketing toolkits and templates	32
Advanced skills training and/or fishing education	29
Social media influencing without advertising	26
Giveaways (equipment generally, but including other items)	21
Access programs and efforts	18
Promotions / raffles / sweepstakes	16
Training programs for professionals and volunteers	16
Loaner programs	13
Licensing programs and license purchase incentives and outreach	13
Self-learning modules	8
Communications technology improvements	8
Awards and recognition	3
Fishing passports and other introductory licenses specifically targeted at novice anglers	3
Other	13

Multiple Responses Allowed

Percent (n=38)

As stated in the survey:

Advertising in various media includes print, online banners and ads, social media, radio, television, billboards, and on-site signage.

Fishing events and tournaments includes Free Fishing Days and Expos.

Licensing programs and license purchase incentives and outreach excluded introductory licenses that were considered separately.

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**Did this effort provide information about or assistance
with any of the following to the target audiences?
(Asked regarding the most successful angler R3 effort
respondent was involved in.) (Agency personnel)**

| Category	Percent
Where to go fishing / fishing locations	76
License purchasing (where and how to buy a license / what licenses to buy)	74
Fishing tips / how to fish / beginning skills development	71
Equipment and how to use it	68
Regulations	61
Species identification	58
Bait, lures, or flies	53
Getting access to fishing locations	50
Preparing the catch for cooking and eating	47
Conservation awareness	45
Fish habitat and fish behaviors	42
Catch and release and care of fish released	39
Angler ethics	39
Advanced fishing tips / advanced skills development	37
Mentors / fishing clubs	24
Fishing from a boat (any type of boat)	21
Boating safety education	11
None of these	5

Multiple Responses Allowed

Percent (n=38)

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Target Markets

Most commonly, according to agency personnel, the most successful angler R3 efforts target new anglers (or non-anglers to get them to start) or novice anglers (just the next stage beyond new), families, short-term lapsed anglers, urban residents, or residents of specific areas. Note that more than one target audience could be selected in the question.

What were the target audiences that the effort was intended to reach?
(Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)

Target audience	Percent
New anglers / non-anglers to get them to start	63
Novice anglers	63
Families	53
Short-term lapsed anglers	50
Urban residents	39
People living in a specific geographic area	37
Long-term lapsed anglers	29
Women	29
Youth up to 12 years	24
Hispanics	21
Teens	18
Blacks / African Americans	18
People visiting a certain location	13
Other	29

Multiple Responses Allowed

Percent (n=38)

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Objectives of Angler R3 Efforts

The objectives of the efforts were explored. Several findings emerged from the responses. First off, the responses in general were detailed, which suggests that the efforts had defined objectives. Additionally, nearly all the efforts included as one of their objectives *to increase license sales*, whether that be among new anglers (recruitment) or among established anglers (retention and reactivation). In some cases, more avidity is the objective rather than specifically an increase in license sales–such as access programs or informational efforts designed to build skills.

Many times the objectives included measures, such as renewal efforts that are tied to angler information (such as an angler ID); however, some efforts do not lend themselves as well to measurement. These latter include programs that provide access but do not track who fishes at those access spots or, in some cases, skills building. The table below shows objectives that can be measured in a straightforward way. These include many that are tied to license databases or other digital fields that allow measurements to be conducted.

What were the objectives of the effort?
The first objective is to motivate current fishing license holders to send a referral code to a non-angler to create an account and purchase their first fishing license. This effort seeks to increase the number of new anglers and also encourage the current and new angler to fish together, which increases fishing participation.
To retain and reactivate license holders
To retain folks who purchased fishing licenses the previous year but had not yet purchased fishing licenses this year.
Make license holders aware their license is about to expire and encourage them to renew. Our hope was this would help to minimize the number who lapse
Retain/Reactivate license buyers with targeted messaging. just trying to sell licenses and find out who are lapsed recently and make sure we can get them to buy again. We have an easy time tracking and finding out whether or not an effort worked. It may not be the most feel-good R3, but it doesn't cost as much or track participation, it is cost effective and helps us track license buying. We feel solid about this effort.
To retain license holders who had purchased the year before for the first time or had been reactivated from a 3+ year absence through email marketing, mail marketing, and digital re-targeting with an emphasis on increasing online sales. Also, up-selling short-term license holders to annual or lifetime license holders.
We have a 365-day license and no autorenewal option. Folks don't remember to renew, so we started an email campaign that reminds them their license is expiring and then, if they have not renewed, reminds them again a week later.
For recruitment, we targeted new people who never fished before. The goal for this new audience was primarily increasing awareness and driving traffic to our website so interested people could learn more about fishing, what's needed to get started, and also how to buy a license. For this awareness group, key metrics analyzed were impressions, reach, click-throughs to website, time spent on webpages, resource links clicked on page, etc. We also target returning and lapsed customers with the primary goal of reducing churn rate and increasing license sales. For this renewal group, the primary metric was sales. Now that we have been conducting marketing campaigns for a few years, we are able to use previous years to benchmark from.

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Other efforts could not be easily measured. Some informational efforts, for instance, produce outreach that may be quite beneficial but still not be measurable. Access programs that do not require any sign-in would be another example of an effort that

may not be easily measured. (Indeed, some access programs would be most effective without any kind of sign-in simply because requiring a sign-in can be a constraint or a dislike that would be counterproductive because it could possibly inhibit participation.)

What were the objectives of the effort?
To introduce and assist persons in learning and engaging in angling activities.
Fishing opportunities in urban areas.
Remove barriers to participation by providing locations close to our densest populations that are attractive and regularly stocked with catchable fish.
Provide simple instructions for how to ice fish on our website that would be easy to understand and promote on social media/email.
Increase awareness of fishing as a recreational option. Increase awareness of fishing opportunities. Provide basic content/skill knowledge for novices. Large-scale campaigns have been especially effective.

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The objectives also reflect that some efforts are small scale, reaching a relatively small number of people, while other efforts have quite extensive reaches. For instance, the next table shows some of the efforts that had relatively small reaches in the first part of the table, followed by wide-scale efforts at the bottom of the table (note that some of the efforts highlighted above would also be considered wide-scale).

What were the objectives of the effort?
Provide beginning anglers fishing equipment free of charge for a period of no more than 3 days. This is an ongoing effort. Intended more as a holistic effort for beginning anglers, but available to all anglers.
Create new anglers. Focused on adults with little to no fishing experience. Took them though a 5-day course spread out over 2 months. Ended with two fishing trips. One on an inland lake and the other on Lake [name redacted].
Beginners fly fishing programs to hikers.
Provide on-line digital mentors to answer beginning angler's questions. These questions could be on a variety of topics related to angling and answered by any number of seasoned, veteran angling mentors. Especially during Covid, the virtual (Zoom especially) opportunities for Gen Z and millennials to engage with mentors was important.
Teach them everything: gear they need, how to get set up, trial experience, cleaning the fish, social components. All women, all in the same house.
Participants learn more about fish species, where to catch fish, how to tie knots. They also learn hands on how to clean a fish. We also cook fish during the in-person classes. We also have fishing tackle and rods at the lake where we are fishing. They get the whole experience. The objectives are for them to learn more about fishing that they may lack, gain hands on skills, and to see how to fish from the lake to the table.
R3 through targeted marketing via digital strategies including email/text/social media ads/Google display network ads. We wanted to keep churn low and increase revenue and participation overall.
Recapture newly lapsed anglers.
Reactivate lapsed fishing permit holders.
Increase the number of new millennial aged license holders (18-34 age group).

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The objectives shown above also include those aimed at all components of R3: recruitment, retention, and reactivation. In short, the objectives reveal a wide array of efforts aimed at various aspects of R3, at various scales, and using various elements of angler R3. The table that follows includes other objectives not tabulated above that demonstrate this diversity in the angler R3 efforts.

What were the objectives of the effort?
To provide first-time experience to catching a fish to a large audience while educating the public about conservation.
To engage current anglers in fishing who wanted to expand their fishing skill and knowledge.
Encourage lapsed anglers to come back to the water and purchase a license.
To provide virtual social support to beginning adult audiences new to fishing. These were created during the pandemic when our R3 partners were unable to provide social support due to in-person limitations. To track and better develop R3 metrics, including qualitative and quantitative data, from the onset of a fishing R3 program and to use the findings as a learning opportunity to carry through future R3 programs. - To use the ideas of inclusiveness, identity, and belonging as a measurement of success. When we looked at who our audience was, we found out that though we targeted new adult audiences, we attracted people who haven't yet purchased a license but who are interested in learning more (recruit), newly purchased licenses (recruit/retain), cross-over participants within fishing interests (retain), cross-over participants from other consumptive use activities (recruit/retain), and reactivated participants (reactivate).
Increase angler participation, focusing on retention and reactivation efforts This includes Facebook and Instagram ads, SEM (Search Engine Marketing, which is paid search advertising campaigns) marketing through both Google and Bing, YouTube pre-roll ads, and microsite development to allow for further engagement. The effort was aimed at three groups: 1. Beginner anglers—calling demographics include minority communities, women, and families to learn about fishing and make it a hobby. 2. Fishing enthusiasts—calling advanced anglers to be ambassadors for the fishing tradition. 3. Reactivating anglers—calling anglers who fished as children to pick it back up again with their families and calling people who are retired but used to fish to pick it up again.
Over the past several years, we have been working to set up a wide range of digital marketing efforts that work in concert. We started with retention and lapsed angler social campaign. We then diversified it across more digital media and tied them together. From there, we set up an integrated email campaign with triggers off of past buying habits. In this next phase, we are building in text components for reminders on retention and lapsed anglers and a new lead generation funnel through text for recruitment. At each layer, we are using fishing events, stockings, fishing reports, and cross-promotion of other recreational activities as key content types.
Teach basic and advanced fishing skills to youth in a fun yet educational setting that fosters excitement. Arm participants with resources, practice, and equipment to get them comfortable fishing in the future, with or without assistance, and have the highest chances for success. Ensure participants use our events system database to register for event so we can track contact information and future fishing license purchases/renewals or event registrations. The target audience included teens under the age of 16 since fishing licenses are required for ages 16 and up.

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Ratings of Various Aspects of Angler R3 Efforts

Agency personnel also rated various aspects of their most successful angler R3 efforts using a 0 to 10 scale where 0 is not well at all and 10 is very well:

- How well objectives were defined.
- How well the effort met those objectives.
- How well the effort reached its target audience.
- How strongly the effort was supported by resources, including budget and staff, at the agency.
- How well the effort was evaluated for effectiveness.

What rating would you give to how well the objectives of the effort were defined? (Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)

Rating	Percent
10	18
9	8
8	32
7	24
6	5
5	8
4	3
3	3
2	0
1	0
0	0

87% (for ratings 6 and higher)

Mean: 7.6
Median: 8

Percent (n=38)
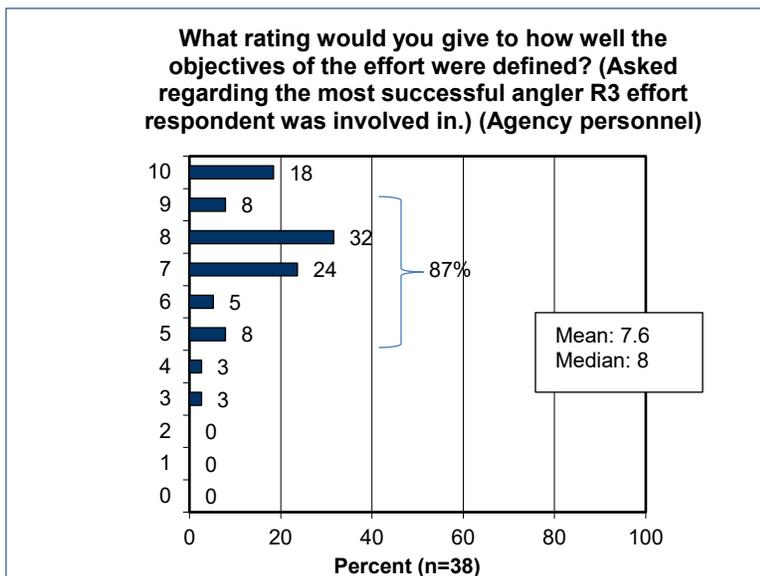
Nearly all of the agency personnel (87%) gave a rating above the midpoint (6 or higher) regarding how well the objectives of their most successful angler R3 effort were defined. Nonetheless, within that group, ratings of only 7 and 8 are much more common than ratings at the very top. The mean rating was 7.6, and the median was 8.

What rating would you give on how well the effort met its objectives? (Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)

Rating	Percent
10	13
9	16
8	34
7	16
6	8
5	5
4	0
3	0
2	0
1	0
0	0
Do not know	8

87% (for ratings 6 and higher)

Mean: 7.9
Median: 8

Percent (n=38)
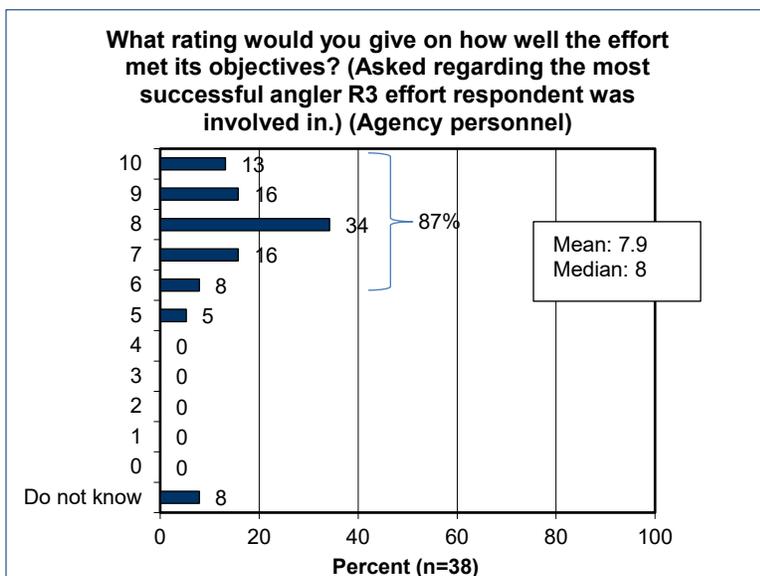
The ratings of how well those objectives were met are quite similar, with 87% giving a rating above the midpoint and a relatively high percentage in the rating of 8 rather than 9 or 10. For this, the mean rating was 7.9, and the median was 8.

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Ratings are quite strong for how well the most successful angler R3 effort reached its target audience, with 92% giving a rating above the midpoint and none giving a rating below the midpoint. The mean rating was 8.2, and the median was 8.

How well would you say the effort reached its target audience(s)? (Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)

- 10 — 21
- 9 — 21
- 8 — 21
- 7 — 21 } 92%
- 6 — 8
- 5 — 3
- 4 — 0
- 3 — 0
- 2 — 0
- 1 — 0
- Do not know — 5

Mean: 8.2
Median: 8

Percent (n=38)
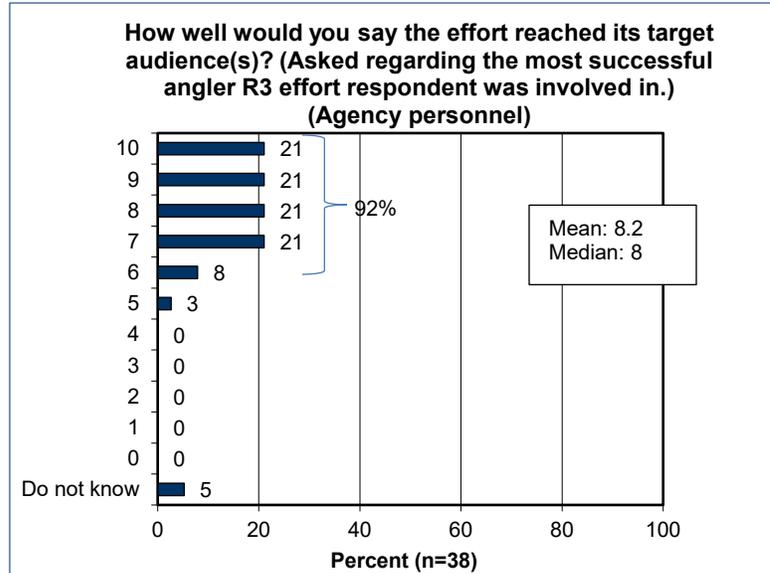
The ratings are shown for how strongly the effort was supported by resources at the agency, with 79% giving a rating above the midpoint, and about one fifth giving a rating of the midpoint or below. Nonetheless, almost half gave a rating of 9 or 10, with 9 being the most common rating (29% gave it this rating). The mean rating on this was 7.5, and the median was 8.

How strongly was the effort supported by resources, including budget and staff, at your agency, on a scale of 0 to 10 where 0 is not at all supported and 10 is very strongly supported? (Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)

- 10 — 18
- 9 — 29
- 8 — 16 } 79% *
- 7 — 11
- 6 — 5
- 5 — 11
- 4 — 0
- 3 — 5
- 2 — 0
- 1 — 5
- 0 — 0

Mean: 7.5
Median: 8

* Rounding on graph causes apparent discrepancy in sum; calculation made on unrounded numbers.

Percent (n=38)

Finally, of the five aspects that were rated, the lowest ratings were for how well the effort was evaluated. Only 66% gave a rating above the midpoint—mostly ratings of 7 and 8. Furthermore, both the mean and the median were the lowest of the five aspects: the mean was 6.2, just above the midpoint, and the median was 7.
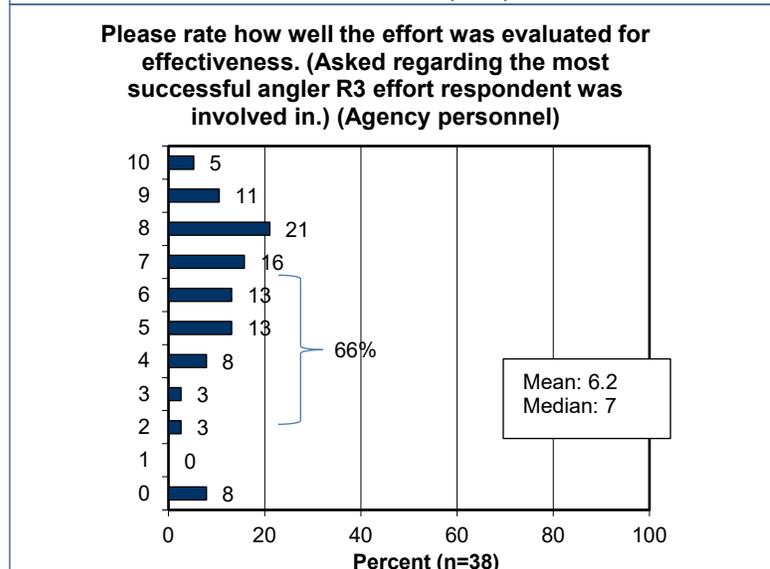
Please rate how well the effort was evaluated for effectiveness. (Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)

- 10 — 5
- 9 — 11
- 8 — 21
- 7 — 16 }
- 6 — 13
- 5 — 13 } 66%
- 4 — 8
- 3 — 3
- 2 — 3
- 1 — 0
- 0 — 8

Mean: 6.2
Median: 7

Percent (n=38)

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Evaluation of Angler R3 Efforts

Evaluation measures that were typically collected and the method of collection are detailed in the next few tables. Digital efforts have measures of purchases through the digital software itself–such as click-throughs that result in license purchases. Measures tied back to license databases also can be tracked. These are in the first of these tables, which includes only a sampling of the responses pertaining to this, as quite a few of the efforts entailed these digital methods and use of license databases.

Please describe the measures that were considered in the evaluation of the effectiveness of the effort.	How were the measures collected?
The number of referral codes generated by current license holders. The number of successful referral codes used by new anglers to purchase a license (license sales).	Analysis of the license database for participation measures and surveys were administered to collect qualitative information.
Program was evaluated based on digital metrics including ad clicks/impressions as well as license purchases, visits and CTR on microsite.	In partnership with advertising agency, Google and Facebook Analytics, and the license vendor.
For new audiences, the goal for this audience was primarily increasing awareness and driving traffic to our website so interested people could learn more about fishing, what's needed to get started, and also how to buy a license. For this awareness group, key metrics analyzed were impressions, reach, click-throughs to the website, time spent on webpages, resource links clicked on the webpage, etc. For returning and lapsed anglers, we primarily analyzed license sales.	UTM codes, pixels, Google Analytics, analytics dashboards provided by Facebook and Google ad platforms. Analysis of license database.
We are using a variety of measurement tools. Each digital channel has its own engagement key performance indicators. Then we have implemented end-to-end tracking of buying habits to indicate lifts and Return-on-Investment.	The digital information was collected through digital media software measuring tools and analyzed through an aggregate of Google Analytics, Google AdWords, and Facebook.
Clicks to license purchase website and a license purchase.	Google Analytics.
Purchase rates.	Evaluation by outside vendor.
We have open and click-through rates from Constant Contact.	Measures used were open and click through rates from Constant Contact. I would like to be able to get more to the heart of figuring out if the information provided in the reports actually help new and inexperienced anglers get out and fish more often and be more successful, and continue participating as anglers.

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Number of participants in some events is the primary measure. At times, however, little information is obtained about participants' characteristics or subsequent behaviors, as demonstrated in the table below.

Please describe the measures that were considered in the evaluation of the effectiveness of the effort.	How were the measures collected?
Number of participants. Email follow up.	The Expo involves more than just anglers. All are invited to follow-up events, but there is no way to measure whether they participate in those or not.
Simply evaluated by numbers.	Evaluated only by attendance numbers, but no surveys or metrics for evaluation yet.
Total fishing effort at stocking sites. Proportion of new and youth anglers.	Angler creel surveys at each site.

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Surveys are used, as well, to evaluate angler R3 efforts.

Please describe the measures that were considered in the evaluation of the effectiveness of the effort.	How were the measures collected?
Number of participants, satisfaction of participants, response of participants to incentive programs.	Participant surveys and registration.
Follow-up(s) with participants; parental suggestions/input; surveys administered to participants before and after program; number of returning participants; number of fish caught; number of first fish caught; number of angler award participants; number of people registered in our event system database for the first time; number and type of licenses purchased.	Participant surveys; follow ups via email and in-person with participant and parent; parental surveys, data collected from our fishing license and events system database.
We asked anglers to complete a post loan survey. Occurred in one office, so the results are only indicative of one year and one office out of six.	Data from survey was summarized by staff.
Survey sent out to women who signed up in each session that asked about interest in going again, whether they had fun, etc.	Survey and registration online.
Pre- and post-event survey asking about knowledge and skills. The surveys also evaluated customer satisfaction.	Eventbrite [a company that assists clients with event planning and execution] with extra questions to register and a follow-up email with a link to Survey Monkey for those who attended.
Number of participants, customer satisfaction, customer engagement, and customer's confidence to replicate the experience after the event.	Via follow-up surveys after the events.

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At times, rates of purchase are compared from one year to the next. This is an imperfect measure because increases in purchases are not necessarily tied to the effort.

Please describe the measures that were considered in the evaluation of the effectiveness of the effort.	How were the measures collected?
Compared purchases to the same period the previous year. Also looked at click rates, but at the time didn't have the ability to track all the way through to purchase.	
License sales data compared to the previous year for the target audience. Digital metrics (email, landing page, re-targeting).	Through the license database and IT. The digital metrics were collected by the software utilized.

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Some of the angler R3 efforts relied on comparison of results to a control group. This undoubtedly includes some of the digital efforts previously described, even if not explicitly stated.

Please describe the measures that were considered in the evaluation of the effectiveness of the effort.	How were the measures collected?
Measuring the target group against a control group and also using A/B testing. Trying to narrow down that audience and target a random group of lapsed anglers. Track control.	Collected through license database and monthly reporting.

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Finally, some evaluations are clearly lacking, as evidenced by some of the comments in the table below as well as the one on the next page. There are a variety of reasons for the lack of or lackluster evaluation, including software limitations, privacy concerns of people participating in the efforts, and simply the lack of an evaluation component to the angler R3 effort.

Please describe the measures that were considered in the evaluation of the effectiveness of the effort.	How were the measures collected?
Overall lapse rate. We can't track each individual without a data dashboard.	We do not have a data dashboard, so the lapse rate is not calculated for us—we have to do that ourselves. Our lapse rate went down with this program, so we deem it a success, but we are not tracking individuals, which would be more accurate.
Almost no effort was put towards evaluation. In recent years, a small number of surveys were completed in conjunction with special events held at fishing locations.	Surveys.
Participants take a pre- and post-survey on Survey Monkey. Not everyone takes the pre- and post-surveys though, so we lack some information per event.	Surveys answers are stored per event. We look at surveys to help put on the next event. As far as induvial responses to measure results, we use the graphs from Survey Monkey for a generalized measure from the class.

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The last table for this question contains more comments about shortcomings of evaluation efforts, including some shortcomings pertaining to surveys that should be considered. For instance, surveys given by an interviewer will have different wording than a survey that is self-administered—i.e., in which the respondent is reading the questions. The order of questions may also bias responses to those questions.

Please describe the measures that were considered in the evaluation of the effectiveness of the effort.	How were the measures collected?
We were working with youth and recent immigrants. For both those populations, data collection is challenging. Parents are reluctant to provide personal information on their children, and recent immigrants are extremely reticent to provide any personal information due to the hostile attitudes toward them as a group. As for school-based efforts, teachers were not going to provide that information about their students with the exception of high school teachers who were seeking the license waiver, and we had poor compliance with that until we made it a requirement before they get the waiver instead of reporting it after the fact.	Event registration.
Basic skills based on learning objectives. Have you fished in the last 5 years? Are you willing to go fishing on your own after this?	We had a paper survey that we had given the participants. We wanted to do an online survey, but it was changed by the person that helped create it, and it did not read the same and have the questions answered by some of the participants.
None.	None.

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Regarding the effectiveness of the effort, were there any measures that you would have liked to have that were not collected? (Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)

Percent (n=38)

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An additional question regarding the evaluation of efforts asked if there were measures that were not collected but that respondents had wished had been collected. A large majority of agency personnel (71%) indicated wanting some other measures collected.

Some of the measures not collected (in the follow-up question) pertain simply to the number of people reached by the effort. The actual effect of the effort—such as license sales—could not be definitively determined, as shown in the table that follows.

What were those measures that you would have liked to measure that were not measured? (Agency personnel)
It is difficult to measure and track how many participants went fishing together as a result of this effort. The surveys we sent revealed some of this information, but it was a small sample size that doesn't capture the scope of all participants and potential experiences.
License purchases as a result of activity.
Purchases as a result of clicking through on the email.

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Responses to the same question also show that the characteristics of people reached by the effort were sometimes unknown. This includes whether the effort is reaching truly new anglers or lapsed anglers, for instance. One aspect of this information about people reached is their contact information for follow-up evaluation (to see if they purchased a license) and outreach (in particular, their email contact for future email campaigns).

What were those measures that you would have liked to measure that were not measured? (Agency personnel)
Of licenses directly purchased through this campaign (ad clicks, microsite), how many were new anglers, current anglers, short-term lapsed, or long term lapsed?
Are we creating new license buyers with these community fisheries.
Demographic breakdown of users to include race, ethnicity, and gender
I would like to track as a group the folks that receive the email each month and how many then renew. We just don't have the staff or license system to do this.
Names or contact information for long term tracking of individuals.
In the past, some participants were not registered into our events-system database since it required a full social security number (this has since changed). Therefore, I was not able to know if those participants purchased or renewed fishing licenses or attended future R3 events, unless they responded to follow-ups or returned to the program. I also had youth completing a survey so I had to analyze that data with a grain of salt. We are adding a more formal parental survey. When I reached out to parents, it was not a formal evaluation--it was more let me know your input and suggestions. Something more formal would have been beneficial.

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The analysis of information collected is also sometimes a shortcoming. Some responses suggest that analysis procedures and software need to be refined or developed/purchased–in one case, the R3 event platform did not communicate with the license database. Evaluation against a control group sometimes cannot be performed because of a lack of information either about the treatment group or because no control group was used. This table continues on the next page as well.

What were those measures that you would have liked to measure that were not measured? (Agency personnel)
Lift (comparing effect of marketing to a control group who did not receive marketing materials). For example, we have great tracking in place to tell us which ad a person engaged with before making a purchase, but limited information on incremental benefit of that ad (what percentage of people would have bought without any ad). We would need additional expertise/funding to set up a project to specifically evaluate lift/ develop attribution model.
Actual dollars - sale prices. Our license vendor can't track this.
Rate of renewal for those who received and opened messages versus those who did not.

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What were those measures that you would have liked to measure that were not measured? (Agency personnel)
We don't have any direct support to show how an increase in knowledge and skills results in an increase in participation. Our events platform does not link to our license database.
All participants register through an in-house database that is connected to their license history. The main gap that we have in seeing effectiveness of these programs is to find a smooth way to look at a group of participants who attend the Hook and Cook events to see if they have continued buying licenses. Right now, we have to look up individuals one at a time to find this data, which isn't time effective. It is the only way to see if the Hook and Cooks are impacting the participants in the right way for them to continue fishing and growing as an angler.
We chose appropriate measures but didn't fully pursue the data collection infrastructure to make them reliable (i.e., the campaign was publicized with and without UTMs, and some UTMs were used incorrectly making interpretation more difficult).
Pixel tracking to tie advertising to a purchase. UTM tracking to track advertising clicks to a purchase.
Partners that took their own registrations would sometimes forget to collect all important pieces of info.

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Some of the desired information simply would not be available from event registrations or license purchases (these types of actions are good at obtaining email addresses, gender, and age but not in-depth information), such as subsequent frequency of fishing, money spent on fishing, and satisfaction. Obtaining that type of information would likely necessitate follow-up contact for a survey.

What were those measures that you would have liked to measure that were not measured? (Agency personnel)
Distance traveled. Fishing frequency. License purchase history. Money spent per trip. Catch rate. Satisfaction.
What caused those that responded to respond?
Qualitative responses for why customers chose not to renew and why they chose to renew
As I said, how do we get information on whether these reports actually help new and inexperienced anglers fish more, be more successful, and continue participating as anglers. I have lots of unsolicited 'testimonials' from anglers who have felt compelled to email me to tell me a story on how much they love the reports, but it's hard to get something more evaluative.
How many people from the group bought licenses? How much additional knowledge was obtained by the angler? Did the program make them want to learn more?
Perhaps build in time for a quick 5-Q survey at workshop end concerning overall satisfaction, quality of instructor, 'aha' moment, recommendation for future changes, etc. Perhaps asking participants to complete full Post Survey at workshop before participants leave.

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Factors of Successful Angler R3 Efforts

After the sections on evaluation measures, the agency personnel survey then asked respondents to indicate the factors of design and implementation that made the effort successful. Responses touched on many of the aspects of the angler R3 effort discussed previously.

One theme that emerges as fairly common is having clear objectives at the start, as well as having objectives that are measurable—that the effort can be evaluated. In this vein, having objectives that are not too overwhelming, for instance not having a focus that is too broad, was mentioned as well.

What do you see as the factors regarding design and implementation that made the effort your most successful angler R3 effort? (Agency personnel)
The objectives were clear and established early in the process, which made it easier to understand what we are trying to accomplish. The objectives were also measurable, and I had help from various staff members during planning, implementation, and evaluation phases of the project. The call to action is also simple for the target audience to understand and participate in through their online license account page. This project would not have been possible without having a license vendor with the ability to add this feature to our online license system or partners who provided incentive items to motivate current anglers. RBFF was also key in providing funding early in the development process.
I feel this campaign was one of our most successful since I started with the agency in 2018 because it allowed us to be more intentional about experimenting with SEM and Social Media Advertising. We were also more intentional about tracking direct sales as a result of the campaign, included better, more diverse imagery, and formed a greater partnership with our license vendor and advertising agency.
Narrow focus, well thought-out and planned.
Specific goals and target market. Working with a professional marketing agency. A dedicated budget.
Clear, measurable objectives. Evaluation to measure success. Resource support.
Simple focus on the lowest hanging fruit. Takes very little manpower and dollars, and we know if it works. Some of the other programs, we don't know if they work or they are not scalable.
We are able to evaluate the events that we hold to see how much knowledge and skills were increased.
We are in our 5th year of implementing marketing campaigns. Over time, we've been able to learn more and improve our tracking/evaluation methods. I think the key factors were identifying goals, and working to ensure we had the tracking in place to measure specific campaign goals.

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No other theme was mentioned as frequently as having clear and measurable objectives, as shown above. Other than this, responses were quite varied, as demonstrated by the findings that follow.

Agency personnel mentioned specific aspects of advertising campaigns as being the factor making the angler R3 effort successful.

What do you see as the factors regarding design and implementation that made the effort your most successful angler R3 effort? (Agency personnel)
The more dynamic that we make the advertisements to the audiences, the better we see the performance (age, gender, race, geographic regions of the state, type of fishing, etc.). We also have seen higher success from ads with small anglers included and ads with adjacent outdoor activities.
Using more diverse photos. Being on platforms where people are. Trying new platforms and using the tried and true methods both together. Team experience doing this for years.

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Agency support is deemed critical for some of the agency personnel, as well as support, when appropriate, from non-governmental organizations. This includes not only moral support but, more importantly, staff and resources.

What do you see as the factors regarding design and implementation that made the effort your most successful angler R3 effort? (Agency personnel)
Staff and resources to implement; simplicity of implementation; ability to automate process.
Agency support.
Support from the Governor and Tourism office. Additionally, the event was cancelled in 2020 due to COVID, so people were extra excited to participate again this year. The Governor does support the program and helped us roll it out. We were able to utilize all of his platforms.
Having quality volunteers that had buy in to the R3 programs who understand why we are doing these style of programs.
It is a team effort. IT and Communications and Fisheries Service staff are all needed for this effort. We work as a team and get it done. Nothing R3 is ever done well alone.

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Other agency personnel discussed an approach to angler R3 that addressed the barriers to participation.

What do you see as the factors regarding design and implementation that made the effort your most successful angler R3 effort? (Agency personnel)
It considered major barriers to participation and tried to minimize them. This program has been around since 2003, and unfortunately we have not done full evaluations, but we are sure it is having a positive impact.
Comprehensive in addressing barriers. Integrated—linking content, marketing, overall approach (targeting social networks) for promotion of events, classes, etc.
This program was made with specific intentions to address a problem. Rather than creating a general 'fishing program', we were specific in what the program would provide under the assumption that it will be a temporary program until the problem resolves. In this case, the problem was COVID and the limitations of organizations that typically provide social support and the increase in participation with no available social support. We also designed the program to act as a pilot to learn more about metrics, adult target audiences, and other factors that we thought might be important for our partners to consider when they start their social support programs again post-COVID.

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Some agency personnel indicated that having an effort that is adaptable–where course corrections can be made if necessary–is an ingredient for success.

What do you see as the factors regarding design and implementation that made the effort your most successful angler R3 effort? (Agency personnel)
Adaptability of the program elements that allowed for adjustments for participant satisfaction, and ability of agency staff to adjust for budget and staff adjustments to continue with the program through the use of volunteer and community involvement.
Different messaging for each email blast.

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Many of the angler R3 efforts detailed in the survey were large-scale efforts that did not provide hands-on interaction with fishing. However, among those that did, this human interaction was seen as highly important. By their very nature, these efforts are typically at a small scale.

What do you see as the factors regarding design and implementation that made the effort your most successful angler R3 effort? (Agency personnel)
One on one instruction. Near guaranteed positive experience (catch). Clear consistent messaging.
Trained, engaging instructors. Good fishing access. Structured outline. Good balance of 'classroom instruction' and hands-on learning. Helpful volunteers. Connecting efforts to get folks to next step and next time opportunities.
Arming students with resources and tools. Each participant received their own fishing pole and tackle to keep. The program lasts three days to ensure participants have time to practice and get comfortable with plenty of assistance. Teaching them different ways to fish, places to fish, and about fishing licenses and their impacts on conservation. The small size of the group helped make it successful: 15-25 sized group helped for more one-on-one attention.
For classroom-based efforts, teachers had a captive audience so the kids got several opportunities to practice their skills. Oftentimes, parents were invited to the outings. The effort pitched a big tent so we got kids from families who fished and from those who did not, unlike some of the hunter ed efforts that served kids of hunters.

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Nonetheless, a less rosy view among some was expressed, as shown below.

What do you see as the factors regarding design and implementation that made the effort your most successful angler R3 effort? (Agency personnel)
Frankly, we haven't had many successful R3 efforts during my tenure. So it's the lack of competition that made this our most successful. Participation is way up, but I don't think our programs played a role in that.
Our website and license purchase process are very difficult to navigate, and we are unable to survey those that purchased. There is a lack of support from select senior staff (no longer an issue within agency).
We have very few efforts, so this could definitely be improved upon. But this was easy and virtually free.

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Within this theme of factors that facilitate having success with an angler R3 effort, the survey asked agency personnel to name the qualities common to successful angler R3 efforts. This slightly differs from the above: the tables above pertain to the single most successful angler R3 effort in which the respondent had been involved, while the table below shows the qualities of successful angler R3 efforts in general. (The bulk of the survey had agency personnel responding about their most successful angler R3 effort; toward the end of the survey, questions were about broad topics and were not tied to this single most successful angler R3 effort.)

The factors that make angler R3 successful discussed above were broken into themes, with multiple tables for the question. As the question below largely mirrors those results of the question above, the results are shown together in one table. Note that a thematic breakdown also would be difficult because many responses encompass more than one aspect. This table spans two pages.

What would you say are the qualities that successful angler R3 programs and efforts have in common? (Agency personnel)
Clear objectives to establish what this program is trying to do and buy-in from staff in order to implement. Efforts that are approached with a clear vision and a strong team behind it are much more likely to succeed.
Connection to social support and next steps.
Successful angler R3 programs are measurable, replicable, and leverage available data and tools. They also have agency buy-in and support, with potential for participant follow up.
Dedicated staff with strong agency support.
That it reaches an appropriate audience and gets them to buy a license and actively fish on their own in the future.
Measurable efforts with dedicated staff to implement.
Scalable, moves someone along the adoption model or helps to sustain their current positioning, results in a net positive return on investment, aligns with agency's values and mission.
A program that touches participants at a min of two R's.
Regular funding and dedicated staff.
Budget and buy-in at the agency. A marketing team or coordinator to lead it.
Simple structure: not a lot of moving parts. Can't rely on a lot of people.
Address barriers. Repeatable. Simple.
Great customer service; passionate and knowledgeable instructors/leaders. Evaluation is also important. Need follow-up.
I feel like certain R3 efforts are so tailored that I don't think they should be broadly defined. Get people fishing.
Opportunities for multiple fishing experiences to hone skills.
Measurability. Sustainability. Flexibility. Strategy.
Staff to actually implement good ideas.
Hard to say since some efforts are marketing, some are licensing, some are programs, some are management. So much fits into an R3 effort. Qualities: 1) Does not increase staffing requirements 2) Does not increase budgets 3) The connection to increase participation is a direct connection.
(1) They address a specific issue or problem (e.g., turns barriers into opportunities). (2) They are collaborative and mutually beneficial to organizers, participants, and the consumptive use community at-large. (3) They have real measurements of success built in to the evaluation (read: success that isn't measured by # of participants as the sole measurement). (4) They are flexible so they can wax and wane with participant needs and what is learned along the way. (5) There is a plan in place to document programmatic/institutional/organizational culture and knowledge so that it is not lost if the person running it leaves. (6) It is an ego-free space.
That can be fit to multiple audiences to those that are brand new to fishing or those that have some general idea. This helps to have larger classes and for participants to feel like they have learned something.
Well thought out and supported. Addresses identified barriers using logical, practical approaches/tools. Comprehensive, appropriate assessment for approach (not just pre/post/follow-up surveys). Integrated with other efforts (not stand alone).
Measures; ability to track.

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What would you say are the qualities that successful angler R3 programs and efforts have in common? (Agency personnel)
Good staff that was given the freedom to try a new program and not have an expectation to scale it statewide too fast. All of our successful efforts have been small and worked well. There is still communication between some of our staff and the first group of participants. A license is not a measurable item in the fishing world. You can fish in [state] all your life and never buy a fishing license. I am sure that other states are the same way.
Goals, objectives, target audience. Passionate, respected, internal advocate. Buy-in from top to bottom in agency (and even across agencies). Passionate partner with effective communication avenue(s). A champion in target audience community. Sufficient internal capacity. Time. Evaluation.
Clearly defined program. Success can be evaluated with metrics or analytics. Organization buy-in (in the form of leadership support and/or resources).
Good evaluation. Multi-touch point. Have a team doing the work that cares about R3.
They are targeted, clear in their intent and purpose, supported throughout the agency, effectively evaluated, and incorporate the larger conservation community.
Well planned/thought out. Target market is identified. Utilize marketing expertise. Measurable metrics.
SMART objectives [SMART = Specific, Measurable, Attainable or Achievable, Relevant or Realistic, Time-Specific]. Evaluation component. Control group. Targeted audience. Resources/capacity available. Pilots can be scaled up or replicated.
Follow ORAM model. Cost effective. Address recruitment, retention, reactivation or all three. Produce trackable results.
Quality evaluation, and not being afraid to go back to the drawing board and redesign a program.
Evaluation pre-, during, and post-event. Targeted communication efforts. Follow-up with participants. Agency buy-in. We want to make sure things are supported internally for the most success possible.
Agency support from the top down. Clear vision on expected outcomes and willingness to change program to be more effective. Built around the research, existing resources and with the evaluation in mind. Flexibility within a program is needed in order to adapt to changes. Just because you have a good program now doesn't mean it will work next year. We all have ownership of our programs, and it's easy to stay with things that worked in the past, but we must adapt.
Well organized. Inclusive. Thorough.
They are evaluated.

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A question that may indicate successful aspects of angler R3–because respondents are not likely to name an effort that was previously unsuccessful–asked agency personnel if there were any angler R3 efforts that their agency had not implemented that they would like to see implemented. A sampling of the varied responses is instructive.

Are there any angler R3 efforts that your agency has not implemented that you would like to, based on your knowledge of efforts being implemented by other agencies or organizations? If so, what are those efforts and why would you say they haven't been implemented? (Agency personnel)
Targeted digital marketing towards angler customer segments, such as promoting a trout license to an avid bass anglers, or targeting female anglers with strategic communication and resources. I think lack of staff time is the likely reason for not doing this more or lack of prioritization of digital outreach tools. Social media influencer campaigning is another gap and perhaps it is for similar reasons as above. Development of self-learning tools and educational resources that are communicated to a target audience of new anglers. I think we lack the direction within our outreach division to make this a priority and focus the necessary staff members on a common goal or project.
A true integrated campaign that follows new anglers for first license year with how-to's, where to go, regulations, etc.

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Are there any angler R3 efforts that your agency has not implemented that you would like to, based on your knowledge of efforts being implemented by other agencies or organizations? If so, what are those efforts and why would you say they haven't been implemented? (Agency personnel)
We are always envious of the great R3 efforts we read about in case studies. Unless we have grant funding (which we have received recently), they can't be completed. I would like a small budget for regular Google search ads and would really like to geo-target our many outdoor festivals in the summer and fall across the state.
Multi-year license, auto-renewal of licenses.
1. Connecting our events to one another and to our license database. We have bigger IT issues that have taken priority over this effort. 2. In-the-field advanced clinic efforts. We have not had the time/staff to focus on small groups of people that require much personalization/individualized attention. 3. Partnering with retailers for end-cap displays. We haven't focused the attention to this effort, and our leadership is not aware of the effort/return on investment. 4. Mentoring for anglers. We are not sure how to set up a program that doesn't add additional responsibilities on our staff. 5. Advanced targeting of nonanglers. We are still dialing in our marketing with our current anglers and haven't expanded to new audiences. Some of this might be because we don't know how, given our policies/procedures. 6. Using influencers. I think, we don't trust public figures enough and are worried about them representing and supporting us.
Auto-renewal and customer relationship management. Not possible with current license system. Hoping these changes will be incorporated into the new licensing system that is currently under development.
More hands-on learn-to-fish programs. Would like to dust off our tackle loaner program too. Need more partners to help and biologists/officers to buy into R3 and stop wanting to just teach 'kids to fish' and throwing fishing rodeos.
Additional marketing efforts, especially cross-marketing with partners. Making a more concerted effort to be at the forefront of information and communications regarding fisheries science. State government is traditionally risk adverse. Also, targeting non-traditional audiences such as urban and BIPOC [Black, indigenous, and people of color]. We touch on these audiences occasionally but don't put forth a great effort. I think it's due to not wanting to segment the constituency base and provide specific programming for specific demographics.
License auto-renew. Digital harvest tags. Both are pending due to contractual obligations with current license vendor but are future targets for implementation.
Automatic renewal for fishing license—internal resistance. Making all fishing licenses under 18 free (currently under 12); this would require lots of political steps to pass and would require Commission action as well, multiple hoops to pass.
Fishing clinics and follow-up with participants. Our agency is missing a mentorship component, and I know that has been easier with anglers than with other groups. I would like to see more of that. There should be more evaluation of programs and participants.
Tackle loaner program, resident price fishing licenses for college students, paid search and/or social media advertising. Tried tackle loaner program previously but didn't have the resources to keep it sustainable. Our partners weren't able to maintain and track all the gear, and we didn't have staff to provide support. Resident or otherwise reduced price licenses for college students would be too much of a bureaucratic nightmare to be worth doing given the likely small return on the effort. Paid social ads don't happen because A) we don't have a marketing budget, B) the process of getting a marketing vendor for large-scale projects is onerous, and C) we don't have in-house marketing experience.
A statewide hunter and angler mentor challenge. More of a marketing thing than an event. More how-to videos for state residents. Family community fishing days (new and lack of other staff are the barriers to implementation).

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Problems With Angler R3 Efforts

In contrast to the question asking about the qualities and factors common to successful angler R3 efforts, the survey asked about problems that agency personnel saw with less successful angler R3 efforts. Again, the responses were quite varied, but some common themes are detailed below. In fact, most of the responses did not dwell on a single issue but included multiple issues.

As with factors that play into a successful R3 effort, this section starts with measurable objectives. More specifically, the lack of measurable objectives is seen as a problem. This includes the lack of ability to analyze the measures if they exist.

What would you say are the problems that less successful angler R3 programs and efforts have in common? (Agency personnel)
Lack of objectives and measurables are the most common problems.
Not able to be measured (example: fishing festival where no registration information is collected, no ability to follow up). Also, staffing/resource constraints.
No way to measure short- and long-term effects.
They are not clear in their target or targeting the inappropriate audience, they are implemented to have something implemented, they are poorly evaluated, and they rely solely on staff.
Lack of metrics and access to investigate metrics (i.e., someone dedicated to creating metrics and able to pull data from licensing sites).
No way to track the results. Don't address the support network. Don't increase the number of fishing licenses sold.
Poorly defined. Success can't be measured. No plan or ability to incorporate effort, if successful, into ongoing operations.

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Another common problem is a lack of agency support. As shown in the table below, this is sometimes paired with a lack of clear objectives, as well.

What would you say are the problems that less successful angler R3 programs and efforts have in common? (Agency personnel)
I think programs and efforts that are given to a single employee to implement are difficult without strong leadership or a team. Lack of funding, resources, or staff are also consistent problems that could lead to failed efforts.
Lack of all-agency buy in, lack of support or follow-though in long-term metrics and participant follow up.
Lack of long term administrative or agency support.
Lack of agency commitment and capacity.
Little to no agency or staff support; little to no evaluation or plan to evaluate. They don't have the right people leading them, they have people who don't know how to fish and have bad customer service.
Lack of resources (funding, staff, equipment, etc.). Lack of support from leadership. No clear objectives or goals. Lack of assessments or feedback mechanisms.
Lack of administrative support and staffing. We've had a revolving door of limited-term employees (LTEs) in the Angler Ed/Angler R3 program, so long-term planning is a challenge. Once LTEs are trained, they move on to permanent full-time employment.

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Another common problem was a lack of follow-up. This could include stand-alone events that are not part of a cohesive strategy, as well as sporadic efforts. This also includes angler R3 efforts that do not obtain information for following up. One aspect of events seen as a problem is when they do not reach their intended audience (recruitment) but instead reach people who are already established, avid anglers.

What would you say are the problems that less successful angler R3 programs and efforts have in common? (Agency personnel)
Single stand alone events.
One-and-done kids fishing days/derbies.
Sporadic campaigns that are not built around an annual or multi-year campaign strategy.
Lack of a cohesive strategy, lack of leadership support, lack of staff, lack of priorities from management.
Poorly defined strategy (how does it fit into the larger R3 picture?). Focus is too much on recruitment instead of retention and reactivation. It is significantly cheaper to retain a customer than to recruit, and many agencies are misaligned with that industry-known fact. The agency tends to focus on recruitment at the expense of retaining and reactivation, which is directly opposed to known norms. Sales conversions matter—we need to keep the funnel flowing and stop the hemorrhage.
We would say kids events that are one-and-done.
Events that attendees are already anglers.
Lack of following up with participants. Unable to survey or track participants. Funding that does not support marketing communications efforts.
While it's easy to offer programs, the structure of any R3 effort should be more cohesive and part of a larger outreach campaign with goals supported by digital media, and hands-on programs where applicable, relying heavily on partners.

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Technology limitations also were mentioned as a problem.

What would you say are the problems that less successful angler R3 programs and efforts have in common? (Agency personnel)
Budget or technology (license system).

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Some comments addressed a mind-set that does not facilitate successful angler R3 efforts, when programs that have existed for years are carried on without proof that they are effective or programs that are referred to as feel-good programs that are essentially immune from criticism.

What would you say are the problems that less successful angler R3 programs and efforts have in common? (Agency personnel)
Chasing every feel-good event that looks fun.
They are feel-good programs.

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The last table for this question is included to show the breadth of reasons that angler R3 efforts might be unsuccessful. They include some aspects mentioned in the previous tables as well as some new ones (expense, for instance, was mentioned in the table below but was not otherwise mentioned very often). They illustrate that many responses included multiple issues.

What would you say are the problems that less successful angler R3 programs and efforts have in common? (Agency personnel)
Upside down on resource demand vs. Return-on-Investment; fails to be realistically scalable; isn't working towards developing an independent angler; isn't positioned well for the target; only helps someone participate and fails to teach along the way; lacks broader awareness and marketing support; doesn't work on connecting pathways to direct a participant to another event or resource to help to encourage their adoption journey (cross promotion of future event or content).
Not having all the pieces in place. Good campaign, but no landing page or poor website type issues.
Complex. Hard to evaluate. Expensive.
Lack of organization, poor implementation, and no follow-through.
1) Don't reach many people. 2) Require resources to start up. 3) Don't have buy-in from leadership. 4) The return on investment is indirect or more social in nature.(Sometimes we need empowerment from agency leaders, and sometimes that isn't forthcoming, and sometimes that is because legislation does not permit it.)
Too simplistic in approach (implementation, assessment) (e.g., using only license sales as a measure or relying on surveys, not addressing barriers to participation in context). Lack of connection to the overall R3 process, not building on other efforts, etc. Too many assumptions versus engagement of target in development.
Not having goals; objectives; target audience; passionate, respected, internal advocate; buy-in from top to bottom in agency (and even across agencies); sufficient internal capacity; time; evaluation.
Work culture doesn't value R3. Lots of in-person effort with no evaluation. Too much investment and not enough Return-on-Investment. No continued support for anglers.
Budget does not match the number of people that will be reached by the effort. Poor metrics planning. Lack of marketing expertise.
Cant be flexible and pivot and or changed when needed. Problems are also linked to other in house 'buy in' issues and barriers.

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In a similar vein, the survey asked about angler R3 efforts that should not be funded. The responses, by discussing what should *not* be done, shed light on problems with R3 efforts that may occur, and the responses somewhat mirror those above regarding problems of less successful efforts.

Being able to measure the success (or failure) of the angler R3 effort is important, as evidenced by the responses in the table below.

What types of programs or activities should angler R3 grants NOT be funding and why? (Agency personnel)
Primarily, ones that can't be measured. R3 grants should support projects that follow the SMART criteria [SMART = Specific, Measurable, Attainable or Achievable, Relevant or Realistic, Time-Specific]. This helps other state agencies learn from the projects, know what can/should be replicated, and makes us all more effective.
One-time, or no measures.
Events that are not easily replicable. Efforts without a very strong evaluation component.

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One type of R3 effort that was quite commonly mentioned as not worth funding was the one-and-done event. These events are often for youth (who are often not required to purchase a license to fish). These are sometimes felt to lack sufficient follow-up to be integrated into a cohesive strategy for angler R3.

What types of programs or activities should angler R3 grants NOT be funding and why? (Agency personnel)
One-off fishing programs and efforts that are reaching an audience that is likely to fish anyway.
Free fishing days or events that waive license requirements. As far as why these should not be funded: the science shows that free events do not result in new license purchases.
Youth one-and-done events where parents or families are not included. Youth are limited financially and do not have access to a car. Youth participation is also difficult to track when youth licenses are free or only required at a certain age.
Single or once-occurring events, prizes not associated with fishing activity or incentive to continue, singular or narrow target audience programs.
Kids fishing derbies—these one-and-done items don't work and are a waste of time and resources; unfortunately, our volunteers and wildlife groups think they are great.
Solitary efforts not related to ongoing work. Efforts that are not used for learning that will inform changes in practice, OR build foundations that can be sustained beyond the grant period (e.g. funds for one-time campaigns or events). Efforts that do not demonstrate reasonable approaches to addressing identified barriers to participation. Efforts that are not scalable, or are cost prohibitive in light of ROI (e.g. efforts that are more labor, resource, cost intensive than they are worth - unless those efforts are used to develop models or intently research a demographic so they can inform development of approaches that can have wider ranging impacts and are more feasible in terms of cost/personnel.
One-and-done events because after initial interaction, no follow-up is done.
Activities that are one-time giveaways.

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A sampling of additional responses are included below that touch not only on the issues above but include other issues. Many of the individual responses mention more than a single issue. The table is shown below and on the following page.

What types of programs or activities should angler R3 grants NOT be funding and why? (Agency personnel)
Programs that do not have end to end tracking mechanisms and programs that don't have planned ways to ensure a high enough level of reach and frequency to be effective. That can be a marketing plan that is trying to reach too large of a target with the funding and has inefficient reach and frequency to be effective. That can be events without a plan to obtain information and follow up. Building ways to connect people across the sales funnel in the most efficient way with a mix of promotions and engagement should be our collective path.
Programs that we know are not effective, reach a small number of people, or are designed for a low-priority target audience. For example, very advanced fishing camps/clinics for youth that require more staff members than there are participants.
We have a variety of efforts that target different audiences. ... Family programming is key, but there are challenges with that, too. We avoid the one-and-done, although they do have their place.
Fishing rodeos for kids, shooting-fish-in-a-barrel kind of stocking programs for one day events. SEM marketing should stop being funded. We are giving marketing a bad name with these efforts by over reporting attributable revenue. If someone is already Googling 'fishing license' or something close, you didn't affect that license sale. If the search term is 'what to do when camping' or 'kayak accessories', then SEM can be attributable to a license sale. Otherwise, it shouldn't be. You are going to discount what marketing return-on-investment is supposed to look like if you keep showing these efforts with hundreds of dollars for every dollar invested. It just isn't true.

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What types of programs or activities should angler R3 grants NOT be funding and why? (Agency personnel)
Efforts that are not meaningful, cannot be measured, are not repeatable, and are small scale.
A balance of programs that are not able to be duplicated across states/agencies/programs.
Programs that are gendered (It's soooo last year). Women's programs are unintentionally exclusive in that they don't provide opportunities for adult-onset males and those who identify as non-binary. I realize that many people love women's programs, and I'm not suggesting they be eliminated, but moving forward, I believe it's important to have apprentice programs where all adults are welcome. Offering a grant opportunity to develop these programs will help encourage open, safe spaces that are DEI [diversity, equity, inclusion] conscious. Pros: all genders need the same skillset to get started, the programs provide an opportunity for couples of any sexuality and gender identity to learn together, they aren't unintentionally exclusive, and they provide a way for adult males and non-binary folks to get started.
Foundational programming. Allow these grants to fund innovation and solve new problems.
Programs that target long-time license holders or audiences with great social support. These audiences already have what we can offer or know how to get it and have very little return on investment.
Unsuccessful pilots. Unmeasurable. Lacking clear objectives. Lacking ability to scale up.
Stocking activities—these are already funded by other means. Access to private ponds—an open gate program already exists for this purpose.
Large-scale in-person events like fairs etc.

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One of the problems identified previously was a lack of follow-up in angler R3 efforts, and the survey explored in more depth whether follow-up contact was made: just under half of agency personnel (47%) indicated that their most successful angler R3 effort included follow-up with participants. Common reasons for *not* following up relate to some of the topics discussed above: not obtaining the information to do follow-up contact, not having staff to conduct the follow-up contact, not having the procedures in place. Some efforts were not designed for follow-up with participants. The table for this spans two pages.

Why would you say this effort did not include follow-up with participants? (Agency personnel)
We have never tracked participants in the past and are just starting to implement it.
We did not follow up with those that purchased. Once web redesign is done, we will repeat with an immediate thank you and follow up on where to fish.
The campaigns were not sophisticated funnel campaigns, just a single email blast.
Actually, follow-ups have been occasionally implemented but, due to staff and cost limits, have not been effectively accomplished.
Staff time (sigh).
No staff capacity.
That was not the plan - it was a marketing effort designed to be easy and quick.
We collect email information and do plan to follow-up with anglers in the future. However, at this point, our agency has not quite formulated a plan to guide our post-loan messaging. This should happen in the near future.
It was not discussed in the planning or set as an objective before the effort began.
This was primarily an online and social media advertising campaign, and while we measured the number of new millennial-aged license buyers, we did not necessarily know if their purchase was a result of our efforts (if the purchase was a direct result of the social medial efforts, or if it leveraged other entry points as well).

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Why would you say this effort did not include follow-up with participants? (Agency personnel)
Technically could go in to registration to see who they were. parks handles the event overall.
Outside of the snapshot angler creek surveys and utilization estimates by trail cameras, we didn't interview participants or collect personal information.
We sent a survey, but that wasn't a follow up that provided any further content. There's an immediate assessment but no long-term follow-up as far as providing the respondent with more options, resources, or content for additional skills and knowledge.
As it was entirely digital marketing driven, we did not follow up with viewers or license purchasers directly through the campaign.
It was not a program; therefore, there were no participants. It was content marketing.
More follow up is almost always better, but was not the focus of this effort. Time/resources are finite. We always like to build a relationship with the customer. Sometimes we do a good job and sometimes we do not, but this effort was about sales today, no upselling. In a perfect world, we would know when they bought a license and help them in the process.

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Criteria for Funding Angler R3 Efforts

The survey approached this topic in two ways. The first asked agency personnel in an open-ended question (i.e., a question with no answer set that allows respondents to give whatever response comes to mind) to name the most important criteria for selecting angler R3 efforts to fund. The second way presented a series of possible criteria and asked respondents to rate the importance of each criterion.

The results below first look at the open-ended question. It is helpful for understanding the results of the series of ratings questions to first examine the responses that are top-of-mind among agency personnel. Again, as has come up in other questions, having clear and measurable objectives is seen as important. A component of measurable objectives is that they are measured—that the effort is evaluated.

When considering whether or not an angler R3 program or activity should be funded, an organization must consider many factors across a wide range of potential projects. What do you think should be the most important criteria for angler R3 grant selection? (Agency personnel)
Ability to measure and track program success. All data is good data.
Documenting impact of effort (evaluation).
Measurable objectives.
Will the program ultimately lead to more fishing licenses being sold?
Clear set goals for programming and evaluation.
Measures.
Ability to measure effectiveness.
Is the program growing the activity of fishing by gaining licensed anglers? Is the program clear in its objectives? Are the methods clear and reproducible? Is the evaluation sound and reproducible?
Successful implementation and concrete measurement of results. I think that these should be results-driven in order to make sure the investment is worth it.

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Also of importance are issues pertaining to being able to replicate the effort. (It is important to note that many of the responses contain more than one issue, including some below that, for instance, also mention clear, measurable objectives as discussed above. The same applies to most of these tables that break up the responses into themes—many responses apply to more than one theme.)

When considering whether or not an angler R3 program or activity should be funded, an organization must consider many factors across a wide range of potential projects. What do you think should be the most important criteria for angler R3 grant selection? (Agency personnel)
Efforts should be repeatable and committed for long-term implementation to allow for a true fleshing out of the program concepts and goals. Program concepts and goals should be clearly defined.
The most important criteria should somehow suss out ease of duplication across states/agencies/programs. Our technology supports are different, our fisheries are different. Funded projects should be able to be generalized across the different situations. I realize funders aren't 100% aware of the different capacities of the state, but, on balance, each round of funded programs should have activities that can be executed by a diverse sample of the states.
Potential to inform activities across the country. Repeatability. Return on investment.
Must be replicable, must be scalable, must be open to adults.

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Having defined target markets is an important factor, as evidenced by the following responses. An aspect of having defined target markets is that the effort also be tailored to that target market. Indeed, the identification of a target market means that the effort will fit that market.

When considering whether or not an angler R3 program or activity should be funded, an organization must consider many factors across a wide range of potential projects. What do you think should be the most important criteria for angler R3 grant selection? (Agency personnel)
Clear objective with measurable outcomes and evaluation plan that shows participation increases. Ideally, the effort is scalable and has the potential to reach a lot of people, given agency's limited staff time and budgets. The target audience is identified and chosen based on research that shows they are receptive to fishing and primed for taking on this new activity. The effort considers and is tailored to the audience's needs, barriers and motivations

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Some responses indicated that the angler R3 efforts collectively need to address all parts of the ORAM, even if the model was not specifically mentioned but was implied. This is not to mean that a single R3 effort should address all parts of the ORAM but that each R3 effort should address a part of the model and all the R3 efforts together should move people through the model to the adoption stage. Likewise, follow-up with anglers and potential anglers is seen as important among some respondents—to ensure that they keep moving through the ORAM. The reasoning is that multiple contacts are needed to encourage fishing participation; single contacts are not felt to be effective.

When considering whether or not an angler R3 program or activity should be funded, an organization must consider many factors across a wide range of potential projects. What do you think should be the most important criteria for angler R3 grant selection? (Agency personnel)
License purchases, connection to social support for next steps. Mechanism to measure affinity.
Long-term engagement over one-and-done events. Efforts working through the 3 R's, not just one.
Education series, multiple interactions with customers.
Does it integrate (where possible) multiple efforts to address movement of individuals/social groups along the R3 continuum?

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Using a proven angler R3 method was seen as important to some, balanced by use of innovative efforts as well. This would appear to be advocating for mutually exclusive things (nothing can be both tried-and-true and completely new), but the point was that a balance needed to be reached that used scientific evaluation of the efforts.

When considering whether or not an angler R3 program or activity should be funded, an organization must consider many factors across a wide range of potential projects. What do you think should be the most important criteria for angler R3 grant selection? (Agency personnel)
Is this a proven technique that has already worked somewhere else? Does this effort expand what an agency wants to do or just let them do more of the same they are doing anyway? Does this have the potential to put research findings into 'real world' action? Ideally, these funds should not just supplement the same things. They also should not fund every wild and crazy idea. It should be down the middle in terms of taking on more experimental ideas that are based on science and research.
Estimated return on investment for programs that are similar to existing or past efforts, with innovative programs with high potential also being considered.

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The remainder of the responses are shown in the table below that continues on the next page, demonstrating that many people gave multiple factors that they would consider. Some respondents mentioned factors that were unique to their experience and were not reflected in others' responses.

When considering whether or not an angler R3 program or activity should be funded, an organization must consider many factors across a wide range of potential projects. What do you think should be the most important criteria for angler R3 grant selection? (Agency personnel)
A balance between scalability, impact to long-term adoption, and resource allocation to return-on-investment.
Current sales trends (priority based on need) as well as budget (does the agency already have budget for R3 programs?).
Overall impact/lift on recruitment, reactivation, retention. Something that the agency can't try without the grant.
If there is high public demand for the particular program/activity? Also, the program should have a solid plan that includes evaluation and plenty of agency/staff support.
R3 efforts should be designed and implemented based on target audience, with the overall purpose of getting more people on the water with a fishing rod in hand. I hesitate to use only license sales as a metric for a successful R3 endeavor. In my opinion, the most important criteria for R3 grant selection would be that ultimately the R3 effort being funded gets more people fishing who have never fished before, or who have very little fishing experience. I personally prioritize Recruitment over Retention or Reactivation efforts. Having said that, I see the inherent value and purpose behind Retention and Reactivation efforts and feel these efforts are absolutely necessary in the overall R3 spectrum. In terms of potential R3 funding, it is my opinion that Recruitment efforts should take more of a broader priority, with case-by-case instances of Retention or Reactivation efforts receiving necessary attention.
Does it address identified barriers? Does it lay a foundation that can be sustained beyond the grant? How invested is the grantee (not just in $$, but personnel commitment, overall integration with other efforts and support from sectors within the agency/organization (e.g., management, field staff)   If someone writes a grant like that, it should be funded
Capacity for a small staff to deliver quality programs because of solid relationships with partners who can help.
Why can't the state agency do it on their own? What does the RBFF funding allow them to do differently? Has another state in the same micro-region already completed a grant for the same thing in the last 3 years?
Public interest.

When considering whether or not an angler R3 program or activity should be funded, an organization must consider many factors across a wide range of potential projects. What do you think should be the most important criteria for angler R3 grant selection? (Agency personnel)
Programs that focus on adult apprentice participants. DEI [diversity, equity, inclusion] work, including creating physical access and space inclusive—not just focusing on being programmatically inclusive. For example, it's great if a program has an inclusive target audience but it's useless if programs take place at physical locations that aren't inclusive (e.g., the need for portable toilets/handicap accessible toilets/family toilets at boat launches or wildlife areas). Programs that have a strong relationship to data/metrics and cross-reference multiple sources of data collection.
What the organization's biggest need is, since all different agencies and organizations may struggle with different barriers.
There is not one thing that I would say has to be funded. We do give a few grants, and our scoring favors smaller groups and multiple contacts with the same group. It also favors if you will need a license. This is fundamentally making some programs score higher. But is going fishing more times better that spending money on [fish species] in the classroom? I don't know.
Meaningful (to participant AND agency leadership). Measurable. Repeatable. Scale.
Leadership support and resources for continuing the program after the grant ends; a well developed proposal that demonstrates clear and specific objectives and measures of success.
Helping states test programs to help determine effectiveness to continue on their own. This could be because of budget, perceived risk, etc.
Which 'R' does it target? We need to be focusing on retention post-COVID. Does it have measurable objectives? And can it be evaluated against success metrics? Do we have the resources and capacity to implement? Is it a proven technique with a measurable ROI?
Actually have a trial experience (more hands on).

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The second way that this topic was approached in the survey was through a series of questions, the results of which are shown in the table that follows. For each possible criterion, agency personnel rated its importance for scoring a potential grant, with 0 being not at all important and 10 being extremely important. Using a wide scale that includes 0 through 10 allows for nuanced differences to emerge, and the rating of "5" is the true midpoint. The table is shown on the next page, with the discussion to follow.

Please rate the importance that you think the following grant scoring factors should be on a scale of 0 to 10, where 0 is not at all important and 10 is extremely important, for scoring a potential grant. (Agency personnel)	Mean Rating
That the R3 effort includes an evaluation component	9.14
That goals and objectives of the R3 effort are clearly established	8.82
That there are defined metrics that can be measured to evaluate the R3 program's effectiveness	8.27
That the R3 effort has a likelihood of being replicated in the future	8.16
That target audiences are defined for the R3 effort	8.08
That the budget is appropriate for the R3 effort	7.84
That the R3 effort has a feasible timeline	7.81
That the applicant demonstrates sufficient capacity exists to complete the R3 effort	7.68
That the R3 effort fills an ORAM need in the suite of angler R3 efforts (ORAM is the Outdoor Recreation Adoption Model)	7.58
Focuses on retention	7.50
That the R3 effort addresses constraints to participation	7.49
That the R3 effort obtains information that can be used in other R3 efforts	7.47
That the R3 effort is replicable across other states and agencies	7.43
That the R3 effort demonstrates a likelihood of generating license sales	7.39
That the R3 effort is cost-effective	7.39
That the R3 effort be convenient to participants	7.26
That the R3 effort is replicable across other communities	7.11
That the R3 effort collects participant data and contact information of the target audience	6.95
That existing technology and systems/structures are leveraged to communicate with the target audience about the R3 effort	6.92
Focuses on reactivation	6.86
That there is an explanation of why the target audience was selected for the particular funding effort	6.84
That the R3 effort enhances the applicant's future R3 capabilities	6.81
That the R3 effort is sustainable without future grant funding support	6.62
The number of people to be reached relative to the funding amount	6.57
That the R3 effort has a component for follow-up communications with the target audience	6.57
That the R3 effort has a likelihood of being funded internally	6.47
Focuses on recruitment	6.44
That the R3 effort leverages resources of partners or other agencies other than funding	6.34
That the R3 effort complements other programs and efforts within the agency or organization	6.26
The number of people to be reached by the R3 effort	5.94
That the R3 effort has a budget that is cost-shared	5.89
Acquires technology resources that can be used for future angler R3 efforts	5.61
That the R3 effort develops new R3 content and strategies	5.47
That the R3 effort uses matching funds	5.31
That the R3 effort is innovative	5.24
That similar R3 efforts exist that are successful	4.75
That the R3 effort leverages existing templates and materials	4.72
Acquires fishing equipment (loaner tackle, etc.) that can be used in future angler R3 efforts	4.50
That the R3 effort is unique	4.49
That the R3 effort is being carried out by an applicant with a history of past success	3.83
Acquires fishing equipment to be given away to participants	3.22

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At the top of the ratings are three factors that pertain to the evaluation of the angler R3 effort: that the effort have an evaluation component (mean rating of 9.14), that it have clear objectives (so that it can be evaluated) (8.82), and that it have defined metrics to allow for an evaluation (8.27). Also important, with ratings of more than 8.00, are that the effort can be replicated in the future–so that efforts can build on one another–and that it have a defined target market.

Ensuring that the effort is well defined in its purpose is highly rated, as evidenced by the second item—that it have clearly established goals and objectives (mean rating of 8.82)—and the fifth item—that the target audience is defined (8.08).

Agency personnel are also pragmatic in that they want the angler R3 efforts to be feasible. At a fairly high rating is that the budget and timeline are realistic and doable. Having an appropriate budget has a mean rating of 7.84, and having a feasible timeline is rated at 7.81—both relatively high ratings.

Being able to build on the effort is important, as well. That the R3 effort be replicable was very highly rated (8.16), and three other factors in the top portion of the table pertain to this as well: that the effort obtain information that can be used in other R3 efforts (7.47), that the effort is replicable across other states and agencies (7.43), and that the effort is replicable across other communities (7.11).

Also of note is that retention (mean of 7.50) is rated higher than reactivation (6.86) and recruitment (6.44). This might be a product of the surge in fishing that occurred during the Covid pandemic, as many respondents expressed the need to focus on retaining these people who joined or rejoined the fishing community during the pandemic. In other words, an opportunity presented itself—this surge in participation caused by outside forces rather than through R3 efforts—that should not be squandered. It may be that the relative ratings of these would have been different had there not been the "Covid surge" that occurred in 2020.

It is interesting that the general goal of R3 is to increase the number of participants, yet the number of people to be reached by the R3 effort is in the lower portion of the ranking as a factor: the number of people to be reached by the R3 effort has a mean rating of only 5.94, just above the midpoint of the scale (but below the "midpoint" of all of the ratings—as discussed further on). The bottom of the ranking (below the rating scale midpoint of 5) include two factors pertaining to equipment: that the effort acquires fishing equipment for use in future angler R3 efforts and that the effort acquires fishing equipment to be given away.

In examining the table of mean ratings, there are two midpoints to consider. The first is the actual midpoint of the rating scale: 5.00 is the true midpoint of the 0 to 10 scale. (note that in a 1 to 10 rating scale, 5 is not the midpoint; instead, the midpoint is 5.5 in such a scale). Anything above 5.00 is above the midpoint of the scale. The second midpoint to consider is the average rating, which is 6.61 (i.e., the mean of all the scores).

Other Types of R3 in Which Respondents Are Involved

All of the agency personnel had to work on angler R3 to qualify for the survey. None of them work *solely* on angler R3, however, as *all* of them indicated doing other R3 work, most commonly hunter R3—two thirds say that they also work on hunting. Half of them also work on sport shooting. It would seem intuitive that boating would be at

a higher percentage, given the overlap of fishing and boating among recreationists; however, only a quarter of the fishing R3 personnel also work on boating.
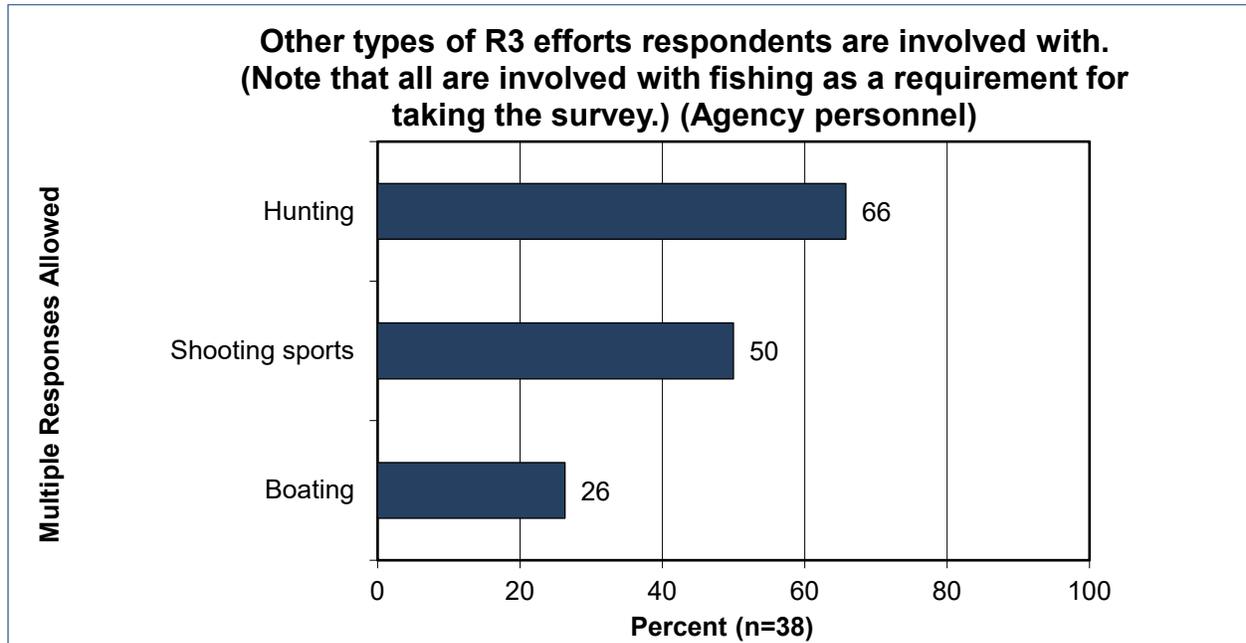
**Other types of R3 efforts respondents are involved with.
(Note that all are involved with fishing as a requirement for
taking the survey.) (Agency personnel)**

Category	Percent
Hunting	66
Shooting sports	50
Boating	26

Multiple Responses Allowed

Percent (n=38)

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Opinion on Grant Funding Cycle Among Agency Personnel

The survey asked about the funding cycle, as this could be a possible limitation to effective angler R3. The results suggest that a 1-year cycle is not considered long enough. Only 16% of agency personnel felt that a 1-year cycle was conducive to effective angler R3 efforts. Most commonly, they felt that a 3-year cycle was the best, with the next most common response being a 2-year cycle.
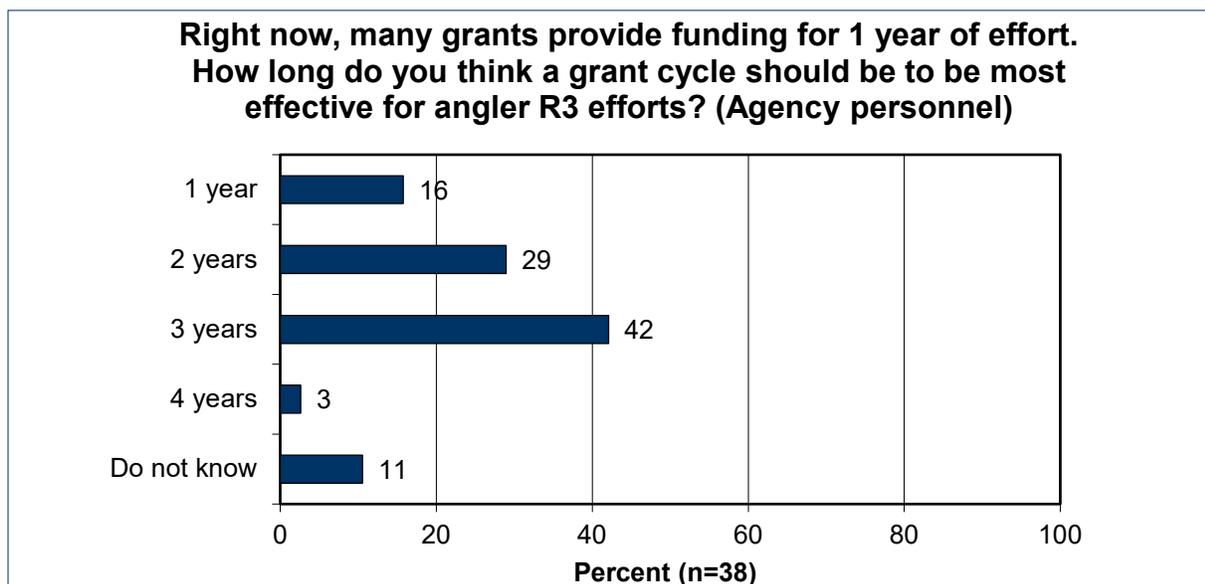
**Right now, many grants provide funding for 1 year of effort.
How long do you think a grant cycle should be to be most
effective for angler R3 efforts? (Agency personnel)**

Category	Percent
1 year	16
2 years	29
3 years	42
4 years	3
Do not know	11

Percent (n=38)

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RESULTS OF THE SURVEY OF ACADEMICS

The sample for this survey included both those in academia with expertise in R3 in general (including R3 devoted to hunting, sport shooting, or boating in addition to fishing) as well as some of the volunteer RBFF grant reviewers, regardless of whether they worked within academia. The roles of the two groups are similar for the purposes of this survey, so the two groups are referred to collectively as "academics" in the tables and graphs. Following a discussion of the results of the academics survey will be a section that compares the results of the two surveys.

Obstacles to Conducting Angler R3 Grant Evaluations

The issues raised in answer to the question about obstacles to conducting angler R3 grant evaluations were numerous, but none predominated. Among the responses were the following:
- Not knowing the proper weighting of the factors.
- Not having criteria that differentiate projects.
- Not having criteria that are separate and individual (i.e., not having "double-barrel" criteria, such as "clear and appropriate objectives" together, which should be separated into "clear objectives" and "appropriate objectives" since they are two things). As the respondent indicated, "If it's a clearly written objective but not appropriate, how do you rate it?" In fact, the respondent raised the possibility that a "proposal that's a bad idea but is clearly written could get a higher score than it should."
- A lack of skill among the volunteers in conducting evaluations.
- Standards and benchmarks that are not clear.
- A lack of sharing information on successful R3 efforts.
- Not knowing if the expected results (particularly the number of people affected) are commensurate with the amount of funding being requested.

Another question asked about ways to make the review process easier, and it illuminates some of the possible obstacles. One of those problems is reviewer fatigue–in response to the question, the respondent indicated that the review process and scorecard should not be so exhaustive that it actually exhaust the reviewer. The scorecard for reviewing grant proposals cannot be too long; there has to be a balance between getting the necessary ratings of factors while at the same time not having so many fields to complete that the reviewers get too tired to do it properly.

There were several suggestions that focused training of reviewers might be necessary. A concomitant idea was that perhaps professional reviewers (i.e., experts paid for their expertise) be used.

Finally, one respondent felt hampered by not knowing if those applying for grants had previously performed well. There was concern that this factor was not well known by the grant reviewer but should be.

Obstacles to Conducting Angler R3 Program Evaluations

There is a nuance difference here compared to the above question. The former asked about obstacles to conducting *grant* evaluations, while this asks about conducting *program* evaluations. By learning about program evaluations, insight can be gained about grant evaluations. Among the responses were the following:

- Lack of confidence of the reviewer in evaluating programs.
- Lack of time to be devoted to evaluating programs.
- Not being able to translate the data into actionable program recommendations.

In the companion question about ways to make evaluating programs more manageable, advance planning for the evaluation, use of professional or otherwise trained reviewers with background in human dimensions, having discreet criteria (i.e., not double-barreled as discussed previously), and being able to link to agency databases were the top suggestions.

Qualities of Successful Angler R3 Efforts

No single quality was commonly mentioned. Rather, the responses were quite varied, as shown in the table of responses. Instead of breaking the responses thematically, the table below contains all of the responses to the question, as the survey was of a small population.

What would you say are the qualities that successful angler R3 programs and efforts have in common? (Academics)
Multiple and consistent touchpoints. Good communication.
Demonstrates achievement of desired outputs and outcomes and is replicable elsewhere. Doesn't have to be replicable everywhere, but at least similar situations elsewhere.
Well planned, run by individuals with ability to work with people, engaging evaluators from the beginning, clear objectives tied to program design.
They provide in-depth knowledge and experience. They are organized and commit to the participants for more than a few hours.
Great instruction. Hands-on learning. A way for participants to continue.
They have a person with authority/experience responsible for implementing them. They have significant buy-in from the people who have to carry them out. They are designed to meet specific objectives in discrete timeframes.
Demonstrates why they succeeded or why they did not, clearly.
They address known barriers to participation that impact a defined audience. That they have outcome-based evaluation systems in place to prove or improve effort effectiveness. They result in either making a new angler (who wouldn't have been one without the effort) or a more avid one.
Matching Funds = real commitment.
They are targeted; involve the participants; thoughtfully evaluated; and adaptive.
The kids enjoyed the experience. The parents or guardians participated to the point where they go fishing again. That they share their experiences with others. That they buy fishing tackle for future participation.
Focus on customers, reaching them where they are, educating them on resources and opportunities, provides value.

Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

Problems With Angler R3 Efforts

Responses regarding problems are also varied, although a few themes were given by more than one respondent. For instance, having one-and-done events is seen as a problem by several respondents, a lack of clear objectives and a lack of evaluation of the objectives were mentioned by a few, and a lack of support from the agency was also mentioned by a few.

What would you say are the problems that less successful angler R3 programs and efforts have in common? (Academics)
Poor communication. A one-and-done project with no follow up. Preaching to the choirs. Trying to do too much at once.
Dependent solely on volunteers, insufficient resources, money, and equipment to have an effect.
No evaluation and no use of the insights from the evaluation to improve the effort. No tracking of participants over time to see if there is an impact.
They just scratch the surface by providing only a brief introduction to fishing.
One-off events.
They have no clear objective or reason for being. They are done because they 'feel good' only. If they do have an objective, they have no one tasked with seeing the work is accomplished on time.
Failure to identify what is holding them back. Failing is not a very good lesson—they often don't study when they fail.
Too limited to provide enough return on investment.
No relevance to follow up and future participation. No engagement with information to continue the path of angling. No connection with the community to assist in their future participation.
Are not thought through, have no concrete and measurable goals set, are focused on agency promotion and not customer service.

Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

Similar to the above was the question that asked if there are angler R3 efforts that should not be funded. This line of questioning gives insight into problems. The table spans two pages.

What types of programs or activities should angler R3 grants NOT be funding and why? (Academics)
A one-and-done program (single touchpoint). These have been shown not to make lasting anglers. A program with no required evaluation.
"Feel good" fishing day-type of exercises. The focus should be on what factors are affecting R3 or at least one aspect (one R).
Too many R3 programs serve the kids of avid anglers/hunters. They don't need to be recruited! They already have their 'in'. We should be focusing on recruiting adults and kids who are not in angling households.
One-off programs for kids with no way for the kids to continue the activity.
I don't think any program or activity should be off the table, so long as it can be shown to help the organization achieve specific objectives. So maybe the answer is any program that does not have some assessment/evaluation component to measure success.
Programs that encourage people to fish who don't need to purchase licenses—excluding kids. This is a minor thought. It depends on what they have in front of them, and it is a case-by-case basis.
Efforts that offer singular interaction and that do not take into the process required to adopt an activity (no one-and-done's). Take barriers into consideration and a participants' needs after the trial experience.

Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

What types of programs or activities should angler R3 grants NOT be funding and why? (Academics)
Those who don't come to the table with 'matching funds.' Those that are only one-time events with no repetition or on-the-water experience. One-time events are a waste of money. People need repetition to learn fishing. Uninformed people like to do 'feel good' events.
Any program or activity that does not have an evaluation component built into the project. It should also have an evaluation line-item in the budget.
Programs that don't actually teach the kids how to fish or don't actually go fishing. These are not aquatic education classes.
Programs that don't have the ability to support large numbers of customers (only support a few dozen anglers, for example, like a lot of catch/cook classes).

Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

Criteria for Funding Angler R3 Efforts

As with the survey of agency personnel, the academics survey first asked about criteria for angler R3 grant selection in an open-ended question before providing a list of possible criteria for rating. The responses are again varied, so the full scope of responses are presented below.

What do you think should be the most important criteria for angler R3 grant selection?
A project that is not one-and-done. In order to make a lasting impact, there needs to be multiple touchpoints. I also think a project needs a proper (and required) evaluation process.
A well-planned evaluation of metrics of success. What is the expected or desired effect and how well was that achieved?
Clear rationale, based on social science research insights; clear objectives that are measurable; an evaluation plan.
Does it truly act to bring in people that would not be fishing otherwise?
Emphasis on angling as a way to enlarge environmental literacy.
That it provides information that causes R3 programs to become more effective.
How well does the proposed project help the organization achieve its objectives? (Assuming objectives have even been set, but that's another story...).
Methodology and true control groups. Too many projects fail to consider all of the variables and come to false conclusions. The time of the evaluation is important, too. They need to look at everything over the course of an entire year. Time frame and scope are important.
Likelihood of impacting the ultimate impact of all R3 efforts. (Making a new angler, or making a more avid one.)
The opinions and input of RBFF staff, much more knowledgeable than the committees about the subject matter and less opt to rely on personal 'agendas' (for instance, where one member wants to see a certain grant get funded because of personal interests). Those with the best return on investment!
The proposal has a very specific defined need that is reasonably well documented and has a process to measure whether it can meet that need.
Did they find new anglers.? Did the anglers fish more over the next year? Did they take others fishing? Did they buy fishing equipment? Did they get involved with conservation efforts? Their parent should buy a license!
Impact on customers.

Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

Following the open-ended question, the series of questions were asked wherein respondents rated various criteria. The table is presented followed by observations about the results.

Please rate the importance that you think the following grant scoring factors should be on a scale of 0 to 10, where 0 is not at all important and 10 is extremely important, for scoring a potential R3 angler grant. (Academics)	Mean Rating
That the R3 effort includes an evaluation component	10.00
That there are defined metrics that can be measured to evaluate the R3 program's effectiveness	9.77
That goals and objectives of the R3 effort are clearly established	9.75
That the applicant demonstrates sufficient capacity exists to complete the R3 effort	9.62
That target audiences are defined for the R3 effort	9.31
There is an explanation of why the target audience was selected for the particular funding effort	9.15
That the budget is appropriate for the R3 effort	9.08
That the R3 effort has a feasible timeline	9.08
That the R3 effort has a likelihood of being replicated in the future	8.54
That the R3 effort has a component for follow-up communications with the target audience	8.54
That the R3 effort addresses constraints to participation	8.38
That the R3 effort obtains information that can be used in other R3 efforts	8.25
That the R3 effort enhances the applicant's future R3 capabilities	8.00
That the R3 effort is replicable across other states and agencies	7.77
That the R3 effort is replicable across other communities	7.58
That the R3 effort be convenient to participants	7.54
That the R3 effort is cost-effective	7.50
Focuses on recruitment of new participants	7.17
That the R3 effort demonstrates a likelihood of generating license sales	6.92
The number of people to be reached relative to the funding amount	6.67
That the R3 effort is sustainable without future grant funding support	6.62
The number of people to be reached by the R3 effort	6.54
Focuses on retention of existing participants	6.50
That the R3 effort collects participant data and contact information of the target audience	6.38
That the R3 effort develops new R3 content and strategies	6.31
That existing technology and systems/structures are leveraged to communicate with the target audience about the R3 effort	6.27
That the R3 effort has a likelihood of being funded internally	6.08
Focuses on reactivation of former participants	6.08
That the R3 effort fills an ORAM need in the suite of angler efforts (the Outdoor Recreation Adoption Model)	5.92
That the R3 effort leverages resources of partners or other agencies other than funding	5.77
That the R3 effort complements other programs and efforts within the agency or organization	5.46
That the R3 effort is being carried out by an applicant with a history of past success	4.69
That the R3 effort is innovative	4.62
That the R3 effort leverages existing templates and materials	4.46
That the R3 effort has a budget that is cost-shared	4.45
Acquires technology resources that can be used for future angler R3 efforts	4.00
That the R3 effort uses matching funds	3.75
That the R3 effort is unique	3.54
That similar R3 efforts exist that are successful	3.50
Acquires fishing equipment (loaner tackle, etc.) that can be used in future angler R3 efforts	3.25
Acquires fishing equipment to be given away to participants	3.08

Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

Among the academics, that the R3 effort have an evaluation component (every respondent rated it 10), having defined metrics that can be measured (mean rating of 9.77), and having goals and objectives that are clearly established (9.75) top the ranking, holding the top three spots. Also rated relatively high were that the applicant demonstrate the ability to carry out the effort, that target markets are clearly established, and that the budget and timeline are feasible. Among academics, the average mean rating in the entire table was 6.73.

Other criteria near the top include that the applicant demonstrates sufficient capacity exists to complete the R3 effort, that target audiences are defined for the R3 effort, that there is an explanation of why the target audience was selected for the particular funding effort, that the budget is appropriate for the R3 effort, and that the R3 effort has a feasible timeline—all with mean ratings of more than 9.00.

Among the lower ranked criteria were that the effort is unique, that the effort is innovative, that it includes cost sharing, and that it uses matching funds. At the very bottom are two related to acquiring fishing equipment—to be used in loaner programs or to be given away.

Opinion on Grant Funding Cycle Among Academics

The final section of the academics survey results shows that they, much like agency personnel, think that a 3-year grant cycle is optimum. The quotation from the survey that follows the graph discusses the grant cycle in more detail.
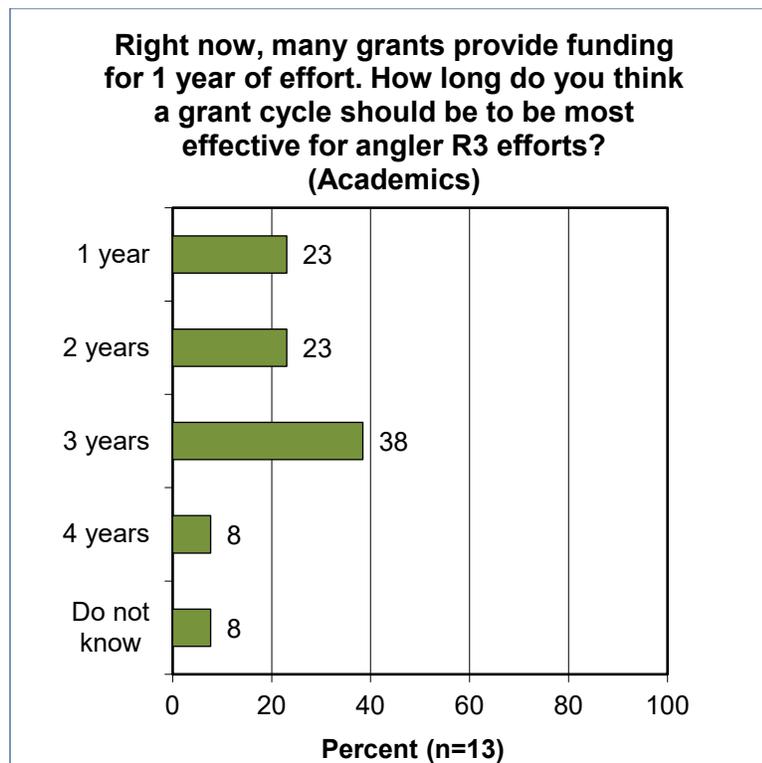
Right now, many grants provide funding for 1 year of effort. How long do you think a grant cycle should be to be most effective for angler R3 efforts? (Academics)

Category	Percent
1 year	23
2 years	23
3 years	38
4 years	8
Do not know	8

Percent (n=13)

Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

"By far the biggest problem we see is the lack of clear objectives that move people along the ORAM continuum. In general, I am in favor of the 1-year cycle; I think it's important for grantees to really try to keep projects clear, direct, and short, wherever possible. However, there are certain things that just can't be done in 1 year, including any kind of longitudinal evaluation and many types of marketing/promotion. So I'm in favor of making allowance for multi-year projects that have a demonstrated need for it."

SELECTED COMPARISONS OF THE RESULTS OF THE SURVEYS OF AGENCY PERSONNEL AND ACADEMICS

Although the surveys of the two groups are substantially different, some questions were in common between the two surveys. The most important of these comparisons are the ratings of the criteria for funding angler R3 efforts. The survey asked respondents to rate each criterion's importance for scoring a potential grant, with 0 being not at all important and 10 being extremely important.

The first part of the comparison looks at those criteria rated highly by both agency personnel and academics. The top eight criteria (ranked by the mean among agency personnel) are highly rated and have commensurate rankings among academics, including the top criterion in both surveys: *that the R3 effort includes an evaluation component* (mean of 9.14 among agency personnel, a mean of 10.00 among academics, and a rank of #1 among both groups).

With one exception to be discussed further on, the top eight criteria among agency personnel are the top eight criteria among academics. In particular, these include the aforementioned need for an evaluation component as well as that the goals and objectives are clearly established (ranked 2nd and 3rd among the two groups), that there are defined metrics (ranked 3rd and 2nd), that the effort can be replicated (ranked 4th and 10th), and that the target audiences are defined (ranked 5th by both groups).

The table of the comparison of the two surveys is presented on the following page, with the criteria ranked based on agency personnel's mean scores. Red shading shows those criteria with a difference in the mean of at least 1.00 *and* a difference in the rank of at least 5 places.

The exception mentioned above—within the top eight spots among academics but 21st in the ranking by agency personnel—is that the proposed effort include an explanation of why the target audience was selected. Academics placed more importance on this than did agency personnel. The differences in the two groups are discussed in more detail following the table on the next page.

Mean Ratings of Importance of Various Criteria for Scoring a Grant Proposal

Criteria	Agency personnel		Academics		Difference in...	
	Mean	Rank	Mean	Rank	Mean	Rank
That the R3 effort includes an evaluation component	9.14	1	10.00	1	-0.86	0
That goals and objectives of the R3 effort are clearly established	8.82	2	9.75	3	-0.93	-1
That there are defined metrics that can be measured to evaluate the R3 program's effectiveness	8.27	3	9.77	2	-1.50	1
That the R3 effort has a likelihood of being replicated in the future	8.16	4	8.54	10	-0.38	-6
That target audiences are defined for the R3 effort	8.08	5	9.31	5	-1.23	0
That the budget is appropriate for the R3 effort	7.84	6	9.08	7	-1.24	-1
That the R3 effort has a feasible timeline	7.81	7	9.08	8	-1.27	-1
That the applicant demonstrates sufficient capacity exists to complete the R3 effort	7.68	8	9.62	4	-1.94	4
That the R3 effort fills an ORAM need in the suite of angler efforts (the Outdoor Recreation Adoption Model)	7.58	9	5.92	29	1.66	-20
Focuses on retention	7.50	10	6.50	23	1.00	-13
That the R3 effort addresses constraints to participation	7.49	11	8.38	11	-0.89	0
That the R3 effort obtains information that can be used in other R3 efforts	7.47	12	8.25	12	-0.78	0
That the R3 effort is replicable across other states and agencies	7.43	13	7.77	14	-0.34	-1
That the R3 effort is cost-effective	7.39	14	7.50	17	-0.11	-3
That the R3 effort demonstrates a likelihood of generating license sales	7.39	15	6.92	19	0.47	-4
That the R3 effort be convenient to participants	7.26	16	7.54	16	-0.28	0
That the R3 effort is replicable across other communities	7.11	17	7.58	15	-0.47	2
That the R3 effort collects participant data and contact information of the target audience	6.95	18	6.38	24	0.57	-6
That existing technology and systems/structures are leveraged to communicate with the target audience about the R3 effort	6.92	19	6.27	26	0.65	-7
Focuses on reactivation	6.86	20	6.08	28	0.78	-8
There is an explanation of why the target audience was selected for the particular funding effort	6.84	21	9.15	6	-2.31	15
That the R3 effort enhances the applicant's future R3 capabilities	6.81	22	8.00	13	-1.19	9
That the R3 effort is sustainable without future grant funding support	6.62	23	6.62	21	0.00	2
That the R3 effort has a component for follow-up communications with the target audience	6.57	24	8.54	9	-1.97	15
The number of people to be reached relative to the funding amount	6.57	25	6.67	20	-0.10	5
That the R3 effort has a likelihood of being funded internally	6.47	26	6.08	27	0.39	-1
Focuses on recruitment	6.44	27	7.17	18	-0.73	9
That the R3 effort leverages resources of partners or other agencies other than funding	6.34	28	5.77	30	0.57	-2
That the R3 effort complements other programs and efforts within the agency or organization	6.26	29	5.46	31	0.80	-2
The number of people to be reached by the R3 effort	5.94	30	6.54	22	-0.60	8
That the R3 effort has a budget that is cost-shared	5.89	31	4.45	35	1.44	-4
Acquires technology resources that can be used for future angler R3 efforts	5.61	32	4.00	36	1.61	-4
That the R3 effort develops new R3 content and strategies	5.47	33	6.31	25	-0.84	8
That the R3 effort uses matching funds	5.31	34	3.75	37	1.56	-3
That the R3 effort is innovative	5.24	35	4.62	33	0.62	2
That similar R3 efforts exist that are successful	4.75	36	3.50	39	1.25	-3
That the R3 effort leverages existing templates and materials	4.72	37	4.46	34	0.26	3
Acquires fishing equipment (loaner tackle, etc.) that can be used in future angler R3 efforts	4.50	38	3.25	40	1.25	-2
That the R3 effort is unique	4.49	39	3.54	38	0.95	1
That the R3 effort is being carried out by an applicant with a history of past success	3.83	40	4.69	32	-0.86	8
Acquires fishing equipment to be given away to participants	3.22	41	3.08	41	0.14	0

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.
Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

As indicated, the discussion now turns to criteria that were quite differently rated among the two groups, as shown in the table below. Only a portion of the table above is shown; it shows those items with differences in the mean ratings of 1.50 or greater. Line weights break up the table into two units for analysis.

The first section shows the criteria rated much higher by academics than agency personnel, the top being *justification for choosing the target audience* that was selected, with a large difference in both mean and rank. Having a *component for follow-up communications* also has a meaningful difference, with both mean and rank greatly differing. (The final two items in this first section of the table have quite different means but similar ranks, suggesting that attitudes toward these are not really out of alignment in the two groups.)

The second section at the bottom of the table has three criteria rated much higher by agency personnel than by academics. Two of them may reflect the pragmatism that agencies operate under: that the effort *use matching funds* and that the effort *acquires technology resources that can be used for future R3 efforts*. These both are rated much higher by agency personnel than by academics; nonetheless, their ranks are not greatly out of alignment. The final item, however, is rated much higher by agency personnel than by academics and has a rank that greatly differs: that the R3 effort *fill an ORAM need*.

Criteria With Substantial Differences in the Mean Ratings

Criteria	Agency personnel		Academics		Difference in...	
	Mean	Rank	Mean	Rank	Mean	Rank
There is an explanation of why the target audience was selected for the particular funding effort	6.84	21	9.15	6	-2.31	15
That the R3 effort has a component for follow-up communications with the target audience	6.57	24	8.54	9	-1.97	15
That the applicant demonstrates sufficient capacity exists to complete the R3 effort	7.68	8	9.62	4	-1.94	4
That there are defined metrics that can be measured to evaluate the R3 program's effectiveness	8.27	3	9.77	2	-1.50	1
That the R3 effort uses matching funds	5.31	34	3.75	37	1.56	-3
Acquires technology resources that can be used for future angler R3 efforts	5.61	32	4.00	36	1.61	-4
That the R3 effort fills an ORAM need in the suite of angler efforts (the Outdoor Recreation Adoption Model)	7.58	9	5.92	29	1.66	-20

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities. Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

Another important comparison is the question on the grant cycle. On this question, the two groups—agency personnel and academics—are in agreement, as shown in the graph below. Both groups' most common selection is 3 years.
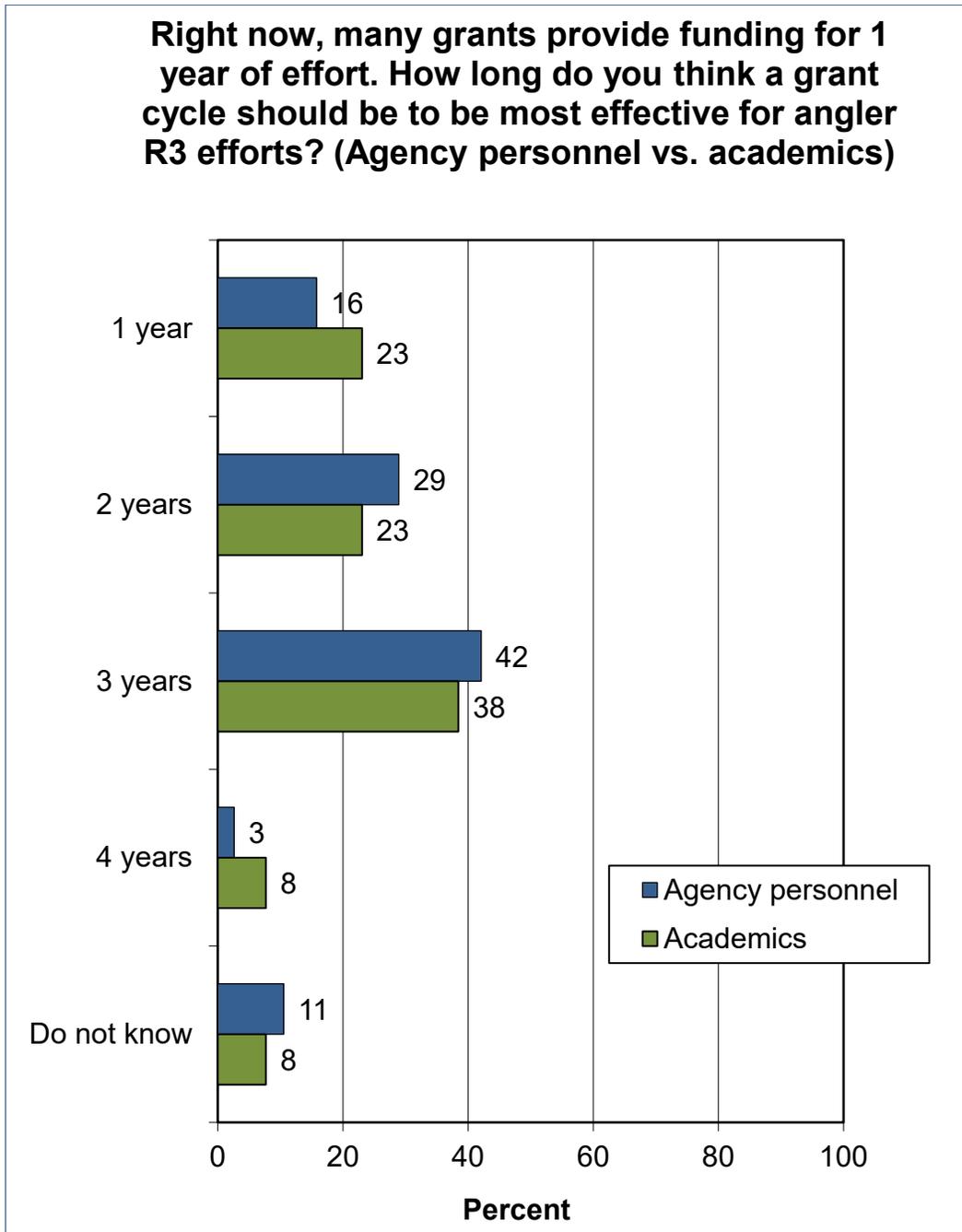
Right now, many grants provide funding for 1 year of effort. How long do you think a grant cycle should be to be most effective for angler R3 efforts? (Agency personnel vs. academics)

Category	Agency personnel	Academics
1 year	16	23
2 years	29	23
3 years	42	38
4 years	3	8
Do not know	11	8

Percent

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities. Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

IMPLICATIONS OF THE RESEARCH AND THE CREATION OF THE SCORECARD

This section starts with general highlights of the survey results regarding angler R3 efforts and grant scoring. It then looks at the scorecard itself. Finally, this section has a comment regarding the call for proposals.

HIGHLIGHTS OF THE RESEARCH

➢ **Regarding the elements involved in respondents' most successful angler R3 efforts, three elements of angler R3 compose the top tier—the large majority of successful angler R3 efforts entail email blasts/email communications, basic skills training/fishing education, and/or websites/webpages. Because they are common elements of successful angler R3 efforts, efforts that include these elements should be a high priority. Angler R3 efforts that include elements in the second tier can also be considered a fairly high priority, and those angler R3 efforts that integrate several of these elements should also be considered a high priority.**
The agency personnel survey started by asking about the most successful angler R3 effort in which respondents had been involved, and then the survey asked questions about that particular angler R3 effort. The top three elements in the graph below form the top tier—about two thirds or more of successful angler R3 efforts involve these elements. The second tier is shown as well—each with more than a third of respondents indicating that their most successful angler R3 effort used one of these elements. (This is an abridged version of the graph previously shown, eliminating the lowest ranked elements for better legibility.)

Which of the following elements of R3 did this effort involve?
(Asked regarding the most successful angler R3 effort respondent was involved in.) (Shows top responses.)
(Agency personnel)

Element	Percent
Email blasts and email communications	74
Basic skills training and/or fishing education	63
Websites or webpages	61
Advertising in various media (which includes print, online banners and ads, social media, radio, television, billboards, on-site signage)	45
Fishing events, tournaments, and/or camps, including Free Fishing Days and expos	42
In-person training	39
Stocking programs	37

Top tier: Email blasts, Basic skills training, Websites
Second tier: Advertising, Fishing events, In-person training, Stocking programs

Multiple Responses Allowed

Percent (n=38)

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.

➢ **The majority of successful angler R3 efforts entail providing information or assistance with where to go fishing, license purchasing, and some skills building–particularly beginning skills.**
The abridged graph below has fishing locations and license purchasing at the top, at nearly the same percentage, with two skills building efforts below that in a top tier–all with two thirds or more of respondents. Assistance with regulations is also fairly high.

Did this effort provide information about or assistance with any of the following to the target audiences? (Asked regarding the most successful angler R3 effort respondent was involved in.) (Shows top responses.) (Agency personnel)

Multiple Responses Allowed	Percent
Where to go fishing / fishing locations	76
License purchasing (where and how to buy a license / what licenses to buy)	74
Fishing tips / how to fish / beginning skills development	71
Equipment and how to use it	68
Regulations	61
Species identification	58
Bait, lures, or flies	53
Getting access to fishing locations	50

Top tier (top four items)

Percent (n=38)

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.

➢ **In angler R3, the most common approach for targeted marketing characterizes the audience by its place within the ORAM rather than by a demographic characteristic. The top target markets include new anglers and novice anglers at the top, with short-term lapsed also high on the list–all based on the ORAM. Other common markets not based on the ORAM are families, urban residents, and people within a specific geographic area.**
In the graph on the following page, those target markets based on the ORAM are in light blue, being in three of the top four spots, thus illustrating the predominance of this type of targeting based on the ORAM. After the ORAM-based markets, the next most commonly chosen target market is based on families. Next come geographically defined markets–either in a general way (urban) or a specific way–shown in violet. Those target markets defined by a demographic characteristics are shown in green–less common than any of the others.

What were the target audiences that the effort was intended to reach?
(Asked regarding the most successful angler R3 effort respondent was involved in.) (Agency personnel)

Target audience	Percent
New anglers / non-anglers to get them to start	63
Novice anglers	63
Families	53
Short-term lapsed anglers	50
Urban residents	39
People living in a specific geographic area	37
Long-term lapsed anglers	29
Women	29
Youth up to 12 years	24
Hispanics	21
Teens	18
Blacks / African Americans	18
People visiting a certain location	13

Multiple Responses Allowed

Legend:
- Based on the ORAM
- Geographically defined
- Demographically defined
- Families

Percent (n=38)

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.

➢ **Although the ORAM is an important tool for planning and conducting R3 efforts, it may not be explicitly known (or well known) by volunteer grant scorers; for this reason, it should not be named on the card (but its concepts can be implied and used).**

➢ **Objectives of successful angler R3 efforts that were commonly mentioned include those that obtain customer information for further tracking and communications and those that tie-in to license databases. These types of objectives are also measurable. The recommendation is that these receive high priority.**
Although the question about angler R3 objectives produced a wide array of responses, many of them entailed tie-ins to license databases and other ways to track customers—both for measurement of subsequent activity and for further communications. Even in fishing events, such as fishing derbies or a community fishing day, customer information can be obtained through event registrations, for example.

➤ **Agency personnel rated five aspects of their most successful angler R3 effort using a 0 to 10 scale, with 0 being *not well at all* and 10 being *very well*, as shown in the table below. Agency personnel rated their most successful angler R3 efforts highly in defining objectives, meeting those objectives, and reaching their target market. Lower ratings–meaning that work needs to be done to better these areas–were given to having efforts be supported by adequate agency resources and having the efforts be properly evaluated.**
A recap of the ratings are in the table below, clearly showing that proper evaluation had a low rating. This is particularly interesting because in a later part of the survey, the criteria with the highest importance rating was that the effort include an evaluation component–with a mean rating of 9.1. Compare that to the 6.2 rating given to how well their most successful angler R3 effort was actually evaluated for effectiveness.

Ratings of Agency Personnel's Most Successful Angler R3 Efforts

Regarding the most successful angler R3 effort, ratings of...	Percent rating it higher than the midpoint	Mean rating
How well the objectives of the effort were defined	87	7.6
How well the effort met its objectives	87	7.9
How well the effort reached its target audience(s)	92	8.2
How strongly the effort was supported by resources, including budget and staff, at the agency	79	7.5
How well the effort was evaluated for effectiveness	66	6.2

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.

➤ **A measurement approach that used a tie-in to a license database was one of the top ways that the most successful angler R3 efforts were properly measured. Other approaches, such as number of participants, surveys, purchase rate comparisons, and satisfaction of participants, can be used but have challenges.**
The most common ways to measure success (or lack of success) were through tie-ins with license databases, number of participants, and surveys. Comparisons to control groups and to previous years' sales were also common measurement approaches. Tie-ins to license databases cannot always be done, for various reasons, such as for an effort that has a goal of producing more avid anglers rather than new anglers–there is not an extra license purchased if the goal is to get existing anglers to fish more often, so a license database tie-in would not be a good measurement in this instance.

As to challenges of other measurements, the number of participants is important to know, but ultimately participation in an effort does not mean that an angler is created–a challenge of using that measurement. The number of participants is an output but not an outcome. Surveys are good tools but also have to be carefully done–there are challenges, such as developing unbiased questions to obtain data and ensuring that a representative sample is surveyed. Use of a control group for comparison to a treatment group is a good measure, as long as a control group can be retained that is not somehow affected by the R3 effort itself. Additionally, use of a control group sacrifices some of the outreach since the control group is

specifically *not* contacted–excluded from the outreach. Finally, comparison of sales from one year to the next can highlight differences but cannot show cause and effect. A finding that there has been an increase does not prove that the R3 effort caused it–an important reason for having defined metrics.

➢ **The top grant scoring factors should be, according to agency personnel and academics, that the effort have an evaluation component, have established goals and objectives, that it have defined metrics to measure, and that it have a properly identified market.**
The top factors in the rankings pertain to the evaluation of the angler R3 effort: that the effort have an evaluation component with clear objectives and with defined metrics to allow for an evaluation–with mean ratings of 8.27 or higher among agency personnel and 9.75 or higher among academics. Also important to both groups is that the target market is clearly defined and that the angler R3 effort be replicable. The tables below are abridged from the full tables in the results section, showing those factors rated at 8.00 or higher.

Please rate the importance that you think the following grant scoring factors should be on a scale of 0 to 10, where 0 is not at all important and 10 is extremely important, for scoring a potential grant. (Agency personnel)	Mean Rating
That the R3 effort includes an evaluation component	9.14
That goals and objectives of the R3 effort are clearly established	8.82
That there are defined metrics that can be measured to evaluate the R3 program's effectiveness	8.27
That the R3 effort has a likelihood of being replicated in the future	8.16
That target audiences are defined for the R3 effort	8.08

Agency personnel include state angler R3 coordinators and state agency personnel with substantial angler R3 responsibilities.

Please rate the importance that you think the following grant scoring factors should be on a scale of 0 to 10, where 0 is not at all important and 10 is extremely important, for scoring a potential R3 angler grant. (Academics)	Mean Rating
That the R3 effort includes an evaluation component	10.00
That there are defined metrics that can be measured to evaluate the R3 program's effectiveness	9.77
That goals and objectives of the R3 effort are clearly established	9.75
That the applicant demonstrates sufficient capacity exists to complete the R3 effort	9.62
That target audiences are defined for the R3 effort	9.31
There is an explanation of why the target audience was selected for the particular funding effort	9.15
That the budget is appropriate for the R3 effort	9.08
That the R3 effort has a feasible timeline	9.08
That the R3 effort has a likelihood of being replicated in the future	8.54
That the R3 effort has a component for follow-up communications with the target audience	8.54
That the R3 effort addresses constraints to participation	8.38
That the R3 effort obtains information that can be used in other R3 efforts	8.25
That the R3 effort enhances the applicant's future R3 capabilities	8.00

Academics include professors and academics with angler R3 expertise as well as volunteer RBFF grant program reviewers.

➢ **There is consensus among both agency personnel and academics that the grant funding cycle should be longer than 1 year.**
When given a choice of 1, 2, 3, or 4 years for a grant funding cycle, both groups most commonly chose 3 years (chosen by 42% of agency personnel and 38% of academics), and both groups next most common response was 2 years (chosen by 29% and 23%, respectively). The 1-year cycle was chosen by only 16% of agency personnel and 23% of academics.

SCORECARD

The commentary below is based on the research—particularly the words of the agency personnel and academics through their survey responses, but also including the extensive review of research that was conducted as part of this project.

➢ **Ensure that each criterion contain a single idea or factor so that rating the item is not complicated by two or more ideas.**
Some of the criteria in scorecards currently in use that were reviewed have two factors being rated as one. For instance, one of the criteria that was reviewed has grant scorers evaluating whether the grant proposal has "clear and appropriate objectives based on R3." However, "clear" and "appropriate" are two different factors. As pointed out by one of the respondents, a proposal could have clear objectives (i.e., be well-written) that are not particularly appropriate and end up with a higher rating than a proposal with appropriate objectives that are not particularly clearly written. The use of "clearly" in several of the criteria that were reviewed could create problems with scoring, and the clarity of the entire grant proposal could be scored separately rather than be included on several of the criteria.

➢ **Grant scorers need guidance on some of the criteria, which can be addressed by including questions they need to ask themselves to properly score the grant proposal.**
Some respondents felt that scorecard criteria that are commonly used could be misinterpreted. The suggested scorecard (presented at the end of this section) includes questions that prompt grant reviewers to consider the criteria in a way that reduces misinterpretation.

➢ **Some of the scorecards that were reviewed had all criteria being weighted the same—for instance, one in which they were all based on a potential score of 10. However, the research suggests that some criteria should be worth more than other criteria.**
Among the respondents were those who considered some criteria more valuable than other criteria and felt that the grant proposal process in which they were involved did not always account for this value difference.

> ➤ **Although the scorecard is organized thematically, with criteria pertaining to the target audience grouped together, the organization of the scorecard must account for scorer fatigue. For this reason, the most important criteria should be near the top of the scorecard: goals and objectives, evaluation, and target audience.**
> Respondents felt that the consideration of scores on the first few criteria might have more thought put into them than the criteria nearer to the bottom of the scorecard.

The suggested criteria that compose the scorecard are shown in the table that follows—the goals and objectives criteria adhere to the "SMART" principles: specific, measurable, attainable, relevant, and time-specific. The table also shows the suggested number of points for each item, and not all are worth the same. Scorers will be instructed that each item can be scored from as low as 0 up to the maximum for that item. The researchers' rationale for including the criteria are shown in the blue column. Note that this is a single table that spans several pages. As part of this project, based on the table below, a scorecard in Excel was also created that has cells to be filled in (i.e., that can actually be used for scoring).

Scorecard Criteria, Points, and Rationale

PROPOSAL SCORING CRITERIA	POTENTIAL POINTS	EXPLANATORY COMMENTS (SHOWN HERE BUT NOT INCLUDED IN THE ACTUAL SCORECARD)
GOALS AND OBJECTIVES (30 POINTS)		
Goals and objectives are specific. 0=no goals or objectives are given, or they are too vague or confusing 5=goals/objectives are well defined	5	Keep it simple to make it easier to measure success and guarantee feasibility of completing the effort (this was commonly mentioned or implied in the agency personnel survey results).
Proposal explains the reasons for those goals and objectives. [Why are the goals and objectives of the R3 effort important to the applicant?] 0=need for the program or effort is not given 5=need for the program or effort is clearly stated	5	Helps to understand the larger picture within the state and why the effort was chosen knowing that all states are in different stages of implementing their R3 programs (also helps ensure the agency effort aligns with the ORAM).
The goals and objectives are measurable. 0=goals and objectives cannot be measured 10=goals and objectives can be measured	10	It is important to be able to have measurable goals and objectives in order to determine if the program or effort is successful.
The goals and objectives are attainable. 0=goals and objectives would be quite difficult to reach 5=goals and objectives are likely to be reached	5	It is important that goals be robust yet realistic.
Program is relevant—goals and objectives match focus areas of the grant guidelines/request for proposals. 0=does not match any focus area 5=matches very well with one or more of the focus areas	5	It is important that grant scorers review the focus areas each year, particularly since the types of favored programs and objectives may change from year to year.

Scorecard Criteria, Points, and Rationale (continued)

PROPOSAL SCORING CRITERIA	POTENTIAL POINTS	EXPLANATORY COMMENTS (SHOWN HERE BUT NOT INCLUDED IN THE ACTUAL SCORECARD)
EVALUATION (25 POINTS)		
Evaluation metrics are defined. [What will be measured to determine program success?] 0=no metrics for measurement are discussed 10=metrics for measurement are defined	10	Data points have been identified that match up to the goals.
Evaluation metrics are obtainable. [Where is the applicant getting datapoints for measurement?] 0=the metrics are not likely to be obtained 10=the metrics are very likely to be obtained	10	It is clear how the measures will be obtained during the effort.
Evaluation strategies are feasible. [Does the applicant have demonstrated ability to conduct an evaluation?] 0=the feasibility of the strategies are not discussed 5=the proposal demonstrates that the strategies are feasible	5	Making sure evaluations can be completed. Creates a higher likelihood of completing it, which is used for case studies and ideally reported back to grant reviewers before the next grant cycle.
TARGET AUDIENCE (20 POINTS)		
Target audience is well defined. [Who is the effort trying to reach?] 0=no target audience defined 10=target audience is completely defined	10	Some scorecards that were reviewed had a single line devoted to the target audience (e.g., Target audience is reachable/attainable). Sometimes a problem in a program is that it does not first establish a well-defined target audience. Additionally, the research points to the importance of meeting the customer where they are (within the ORAM)—of being customer-focused in agency R3 efforts.
Proposal describes the reason for selecting the target audience. [Why was this audience selected for the planned effort? For instance, was it selected based on the ORAM to continue customer experience? Or was it based on other criteria, such as a geographic area?] 0=no explanation given for selecting the target audience 5=complete explanation of the rationale for selecting the target audience	5	There needs to be a compelling reason that a target audience is selected for a well planned R3 effort. The effort should be connected to other angler R3 efforts to help move the customer through the sales funnel or the ORAM.
Proposal includes an indication of the target audience size. 0=target audience size not given in proposal 5=target audience size is specified in the proposal	5	The target size must be stated to fully evaluate the proposal (an estimate must be made if the actual target size is not precisely known).
PROGRAM STRATEGIES (10 POINTS)		
Proposal describes how the target audience will be reached. [How will the applicant reach/market to the target audience based on the effort described?] 0=no details on how the target audience will be reached 10=complete explanation of how the audience will be reached	10	Determines feasibility of the effort. Having this separate from defining the target market allows for a proposal that has a well-defined audience that is, nonetheless, hard to reach to still get points.

Scorecard Criteria, Points, and Rationale (continued)

PROPOSAL SCORING CRITERIA	POTENTIAL POINTS	EXPLANATORY COMMENTS (SHOWN HERE BUT NOT INCLUDED IN THE ACTUAL SCORECARD)
BUDGET (20 POINTS)		
Proposal provides a clear budget. 0=proposal does not describe the budget 10=proposal describes the budget and includes line items for each component of the budget	10	A clear budget is essential to evaluate proposals.
Budget provides a good Investment per Person, measured as a cost per person reached.* 0=the investment per person is not calculated in the proposal or is extremely high in per-person cost 10=the investment per person is included in the proposal and is low in per-person cost	10	This calculation is shown in the footnotes.
TIMELINE (10 POINTS)		
Timeline is feasible. 0=program is not likely to be completed in the given time 10=program is very likely to be completed in the given time	10	This prompts scorers to examine the timeline as a reality check.
REPLICABILITY OF PROGRAM (10 POINTS)		
Program can be replicated in the future, or in other communities or other states. 0=program would be difficult to repeat 10=program would be easily repeatable	10	This is highly ranked by agency personnel and academics.
CLARITY AND PRESENTATION OF PROPOSAL (5 POINTS)		
Proposal is clear and presented well. [Were the elements of the proposal clearly written?] 0=proposal is poorly written or unclear 5=proposal is presented well and is clear	5	This allows points to be awarded for a well written proposal.

Note: Total of these mandatory items shown above = 130

*Investment per person (IPP) shows the amount spent per person reached by the effort. The formula is shown below:

$$IPP = grant\ amount\ /\ number\ of\ people\ reached$$

For instance, a grant of $20,000 that expects to reach 800 people has an IPP of $25 per person.

$$IPP = \$20,000\ /\ 800$$
$$IPP = \$25$$

Note that the number of people reached is an *output* (e.g., the number who received an email). Ultimately, the effort should have a positive *outcome* (i.e., the number of people prompted to action, such as buying a license), but the outcome cannot be determined until after an effort is implemented. This formula simply asks for the number of people reached by the effort.

The last part of the scorecard, shown below, is envisioned as malleable—this allows factors for a particular year to be included. All or some of these criteria can be included in the scorecard in any given year, but these criteria do not necessarily need to be included. For instance, the fishing industry had a reported participation surge because of Covid, where the recruitment was essentially done for the agencies by outside circumstances. Therefore, it may be that current efforts should, at least in this year, be highly weighted toward retention over recruitment—to keep what has been gained. Therefore, this portion of the scorecard could account for that, and it was considered important to academics in the survey (which included volunteer grant scorers).

This portion of the scorecard also is separated from that above because the criteria in this portion are not required but are bonus. For instance, receiving funds from a cost-sharing agreement would *not* be required but could add value to an effort, and, as such, cost-sharing is listed first in the bonus portion of the scorecard below.

A second item on this portion of the scorecard addresses the goal that the effort be continued in the future without grant funding. However, there may be worthwhile efforts that are not designed to continue into other years—it may be that the one-time effort addresses a temporary barrier or need. This allows those proposals to be considered while at the same time still giving higher scores to those that will continue without grantee support.

The third item is that the effort is proven by success in the past. This simply is a way to leverage efforts—no use re-creating the wheel each time.

Other rows may or may not be included in a given year for more barriers, more needs, or new circumstances.

Scorecard Criteria, Points, and Rationale (continued)

PROPOSAL SCORING CRITERIA	POTENTIAL POINTS	EXPLANATORY COMMENTS (SHOWN HERE BUT NOT INCLUDED IN THE ACTUAL SCORECARD)
POTENTIAL BONUS POINTS (POINTS TO BE DETERMINED)		
Budget includes cost-sharing funds. 0=no cost-sharing funds included in the proposal 5=cost-sharing funds are robust for the proposal	5	Leverages the value of the grant funds.
Program can be carried on in the future without grant funding, if applicable. 0=program is fully dependent on the grant 5=program can easily be continued without the grant funding	5	This prevents continuing programs to be dependent on grant funding; they have future viable funding sources.
R3 program has been known to be effective in the past. [Does the effort use proven strategies taken from case studies or prior research?] 0=no instance of such a program being tried before, or it has been tried but not shown to be effective 5=program has been proven to be effective elsewhere	5	This gives points for building on work done previously by same or other agencies.
Program addresses a current barrier to fishing participation or fills a current need: _____. 0=TBD 5=TBD	5	This allows particular problems that arise to be addressed. For instance, when the Covid pandemic hit, many people who had not fished or had not done so in a long time took up the sport, prompting a focus on retention the following year.

CALL FOR PROPOSALS

The final consideration is the call for proposals, which will need to be adjusted to ensure that proposals include all the criteria on any new scorecard that is adopted.

Proposals should include the following:

Goals and Objectives
Defined goals and objectives of the R3 effort.
The rationale for selecting those goals and objectives.
The goals and the objectives provided are measurable.
A description of how the goals and objectives can be reached.
Demonstration that the goals and objectives match the focus areas.

Evaluation
Defined metrics for measuring success of the effort.
A description of how those metrics will be obtained.
A description of the feasibility of the evaluation strategies used in the R3 effort.

Target Audience
Defined target audience.
The rationale for selecting the target audience.
An indication of the target audience size.

Program Strategies
An explanation of how the target audience will be reached.

Budget
A clear budget that includes line items for the various components of the effort.
A calculation of the Investment per Person (IPP). This should be a simple cost per person reached in the formula previously described.

Timeline
Defined timeline for the R3 effort.

Replicability
A discussion of whether the R3 effort can be replicated in the future, or in other communities or other states.

Bonus Points
If applicable, a description of any cost-sharing funds being provided.
If applicable, an explanation of whether the R3 effort can be carried on without grant funding.
If applicable, a description of other similar efforts that have worked in the past.
If applicable, a description of how the effort fills a current need being requested.

APPENDIX A: THE OUTDOOR RECREATION ADOPTION MODEL (ORAM)

People go through stages when they become anglers. The first three stages of the ORAM (awareness, interest, and trial activity) are addressed by recruitment efforts (see the figure below). These initial stages lead to the next stages: the decision to continue, continuing participation with social support, and then continuing participation without social support. These continuation stages are addressed by retention efforts. Fish and wildlife professionals refer to individuals who do not continue to participate as lapsed participants—the final stages of the ORAM. Lapsing may be further divided into individuals who are short-term lapsed and those who are long-term lapsed. These lapsed stages are addressed by reactivation efforts. Note that not all anglers go through all the stages—the model is not meant to be strictly linear from beginning to end but contains loops—as some people move through the continuation stages into the lapsed stages and then back into the continuation stages (if they become reactivated), and some (ideally) stop at the continuation without support stage. The ORAM is reproduced below.

Outdoor Recreation Adoption Model (ORAM)[1]
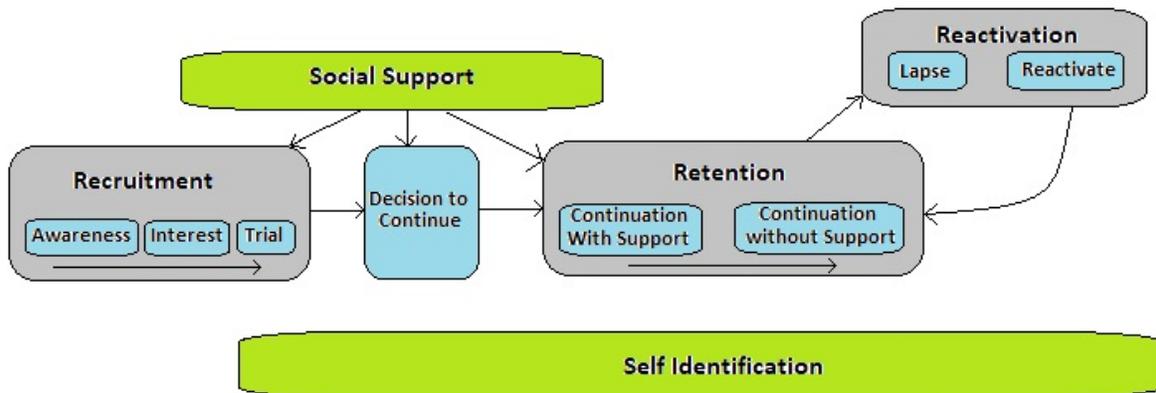
Many agencies and organizations use the model to plan and implement R3 activities. The ORAM can be considered in the evaluation of programs and efforts, as it allows a state to assess where a program or effort falls in the model and whether the state's entire suite of R3 programs and efforts address all groups of anglers represented by the model.

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[1] The model was recreated based on the figure in Appendix A of *AFWA President's Task Force on Angler R3* published in 2018.

APPENDIX B: SURVEY QUESTIONNAIRES

RBFF Angler R3 Assessment (Academics)

Introduction

The Recreational Boating & Fishing Foundation (RBFF), through a Multi-State Conservation Grant Program (MSCGP) grant, is working with Responsive Management to develop a research-based evaluation scorecard for angler recruitment, retention, and reactivation (R3) grant programs. The scorecard will be a tool available for the RBFF and organizations with grant programs to use when evaluating angler R3 programs and prioritizing programs to fund and support. Overall, the project will provide strategic direction for state agencies, partners, and NGOs when allocating R3 funding, resulting in the greatest return on their investment.

This MSCGP study seeks the input of angler R3 coordinators, academics familiar with programmatic evaluations, and others who are knowledgeable about R3 programs and grant processes, via survey interviews. You were chosen to complete a survey interview because of your knowledge of and experience with angler R3 program planning and evaluation, and your input will help the research team develop the grant program scorecard. There may also be others in your organization who were contacted about providing their input, and we ask that each person selected complete their own survey.

We would like to have your input by May 20, 2021.

Your responses are anonymous, and your name and agency will not be directly associated with the survey responses in the final report.

Please click "Next" below to begin the survey.

If you are on a mobile device and do not see a "Next" button, please click the small forward arrow at the bottom right of your screen to continue and to move forward throughout the survey. It may look similar to this:

(If you do not see a "Next" button nor a small forward arrow at the bottom right of the survey, please consider accessing the survey on a different device, preferably a desktop or laptop computer, as both privacy and display settings specific to some devices may prevent the survey from displaying fully or correctly.)

Experience With Grant Evaluations

Please answer all questions as best you can, and if you feel like you do not have the experience to answer a question or that it is not applicable to you, please indicate "DK" for don't know.

1) Do you have experience with angler R3 GRANT evaluations?
( ) Yes
( ) No [SKIP TO NEXT SECTION]

2) What is your experience with angler R3 grant evaluations?
_____
_____
_____
_____

These next questions are about angler R3 grant evaluations.

3) What do you see as the biggest obstacle to conducting angler R3 grant evaluations?
_____
_____
_____
_____

4) Do you have any recommendations for making angler R3 grant evaluations more manageable?
(Please enter them below.)
_____
_____
_____
_____

5) Can you think of an example of a very successful angler R3 grant evaluation that you view as a model?
(Please enter the example below.)
_____
_____
_____
_____

Experience With Program Evaluations

6) Do you have experience with angler R3 PROGRAM evaluations?
( ) Yes
( ) No [SKIP TO NEXT SECTION]

7) What is your experience with angler R3 program evaluations?
_____
_____
_____
_____

These next questions are about angler R3 program evaluations.

8) What do you see as the biggest obstacle to conducting angler R3 program evaluations?
_____
_____
_____
_____

9) Do you have any recommendations for making angler R3 program evaluations more manageable?
(Please enter them below.)
_____
_____
_____
_____

10) Can you think of an example of a very successful angler R3 program evaluation that you view as a model?
(Please enter the example below.)
_____
_____
_____
_____

Criteria for Angler R3 Grant Selection

When considering whether or not an angler R3 program/activity should be funded, an organization must consider many factors across a wide range of potential projects.

11) What do you think should be the most important criteria for angler R3 grant selection?

_____

_____

_____

_____

12) What types of programs or activities should angler R3 grants NOT be funding and why?

_____

_____

_____

_____

13) Please rate the importance that you think the following grant scoring factors should be on a scale of 0 to 10, where 0 is not at all important and 10 is extremely important for scoring a potential angler R3 grant.

0 = Not at all important
10 = Extremely important
DK = Don't know / Not applicable

	0	1	2	3	4	5	6	7	8	9	10	DK
That goals and objectives of the R3 effort are clearly established	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort includes an evaluation component	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That there are defined metrics that can be measured to evaluate the R3 program's effectiveness	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That target audiences are defined for the R3 effort	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
The number of people to be reached by the R3 effort	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
The number of people to be reached relative to the funding amount	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
There is an explanation of why the target audience was selected for the particular funding effort	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

	0	1	2	3	4	5	6	7	8	9	10	DK
That the R3 effort demonstrates a likelihood of generating license sales	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort has a likelihood of being replicated in the future	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort has a likelihood of being funded internally	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort has a budget that is cost-shared	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort is replicable across other states and agencies	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort is replicable across other communities	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the budget is appropriate for the R3 effort	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort is cost-effective	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort uses matching funds	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort leverages resources of partners or other agencies other than funding	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort complements other programs and efforts within the agency or organization	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That existing technology and systems/structures are leveraged to communicate with the target audience about the R3 effort	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort is sustainable without future grant funding support	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort has a feasible timeline	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

	0	1	2	3	4	5	6	7	8	9	10	DK
That similar R3 efforts exist that are successful	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort is unique	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort is innovative	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort is being carried out by an applicant with a history of past success	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the applicant demonstrates sufficient capacity exists to complete the R3 effort	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort leverages existing templates and materials	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort enhances the applicant's future R3 capabilities	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort has a component for follow-up communications with the target audience	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort collects participant data and contact information of the target audience	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort fills an ORAM need in the suite of angler efforts (the Outdoor Recreation Adoption Model)	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort addresses constraints to participation	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort be convenient to participants	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
That the R3 effort develops new R3 content and strategies	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

	0	1	2	3	4	5	6	7	8	9	10	DK
That the R3 effort obtains information that can be used in other R3 efforts	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Acquires technology resources that can be used for future angler R3 efforts	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Acquires fishing equipment (loaner tackle, etc.) that can be used in future angler R3 efforts	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Acquires fishing equipment to be given away to participants	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Focuses on recruitment of new participants	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Focuses on retention of existing participants	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Focuses on reactivation of former participants	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

14) Are there any other factors not mentioned that you think are important for scoring a potential angler R3 grant? If so, what are they?

_____
_____
_____
_____

Criteria for Angler R3 Grant Selection

15) Right now, many grants provide funding for 1 year of effort. How long do you think a grant cycle should be to be most effective for angler R3 efforts?
( ) 1 year
( ) 2 years
( ) 3 years
( ) 4 years
( ) 5 years
( ) More than 5 years
( ) Do not know

16) What would you say are the QUALITIES that successful angler R3 programs and efforts have in common?
_____
_____
_____
_____

17) What would you say are the PROBLEMS that less successful angler R3 programs and efforts have in common?
_____
_____
_____
_____

Additional Comments

18) Do you have any other comments you would like to add about angler R3 grant evaluations and/or determining the effectiveness of angler R3 efforts?
_____
_____
_____
_____

Follow-Up

19) What is the best telephone number to reach you if we have questions about your survey?
_____

Please click "Submit" below to submit your completed survey.

Thank You!

That's the end of the survey. Thank you for your time.

RBFF 2021 R3 Assessment (Agency Personnel)

Introduction

R3 Efforts

1) We would like to record this call, but only for our internal researchers so that we can go back to responses when necessary in the analysis. At the conclusion of the project, we will delete the recording. Is it okay if we record this?
(IF NOT) I can conduct the survey without recording it.
( ) Yes, can record it
( ) No, does not want it recorded, but will complete the survey

2) Before beginning, what is the best telephone number to reach you to review a selection of your open-ended responses with a Responsive Management interviewer?
_____

3) Please indicate which of the following types of R3 efforts you have been involved with:
(If a particular effort encompasses more than one type of outdoor activity, please indicate all that it applies to.)
(select all that apply)
[ ] Fishing [IF FISHING NOT SELECTED, OUT OF SURVEY]
[ ] Hunting
[ ] Shooting Sports
[ ] Boating
[ ] None of these
[ ] Do not know

Angler R3 Efforts

Years Engaged in Angler R3 Efforts

4) About how many years have you been engaged specifically in ANGLER R3 efforts in your work?
(If unsure, please give your best estimate. Please include work previous to your current agency, if it applies.)
_____

Most Successful Angler R3 Effort

5) What would you say is the most successful angler R3 effort that you have worked on?
_____

6) Which of the following did the effort apply to?
(select all that apply)
[ ] Recruitment
[ ] Retention
[ ] Reactivation

7) Which would you say the effort MOST applied to?
(select only one)
( ) Recruitment
( ) Retention
( ) Reactivation
( ) Cannot identify just one / applied equally to two or all three

---

Objectives

8) What were the objectives of the effort?
(please describe briefly in the provided space below)
_____
_____
_____
_____

9) What rating would you give to how well the objectives of the effort were defined?
(on a 0 to 10 scale, where 0 is not well at all and 10 is very well)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

10) What rating would you give on how well the effort met its objectives?
(on a 0 to 10 scale, where 0 is not well at all and 10 is very well)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

Target Audiences

11) What were the target audiences that the effort was intended to reach?
(select all that apply)
[ ] New anglers / non-anglers to get them to start
[ ] Novice anglers
[ ] Short-term lapsed anglers
[ ] Long-term lapsed anglers
[ ] Youth up to 12 years
[ ] Teens
[ ] Families
[ ] Hispanics
[ ] Blacks / African Americans
[ ] Women
[ ] Urban residents
[ ] People living in a specific geographic area
[ ] People visiting a certain location
[ ] Other (please specify): _____

12) How well would you say the effort reached its target audience(s)?
(on a 0 to 10 scale, where 0 is not well at all and 10 is very well)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

Support

13) How strongly was the effort supported by resources, including budget and staff, at your agency, on a scale of 0 to 10 where 0 is not at all supported and 10 is very strongly supported?
(on a 0 to 10 scale, where 0 is not at all supported and 10 is very strongly supported)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

Evaluation

14) Please rate how well the effort was EVALUATED for effectiveness:
(on a 0 to 10 scale, where 0 is not well at all and 10 is very well)
(If there was no evaluation conducted of the effort, please rate it as 0.)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

15) Please describe the measures that were considered in the evaluation of the effectiveness of the effort:
(If no measures were considered, please enter "None.")
_____
_____
_____
_____

16) How were the measures collected?
(If no measures were considered, please enter "None.")
_____
_____
_____
_____

Additional Measures

17) Regarding the effectiveness of the effort, were there any measures that you would have liked to have that were not collected?
( ) Yes
( ) No
( ) Do not know

Asked if "yes" above:
18) What were those measures (that you would have liked to measure that were not measured)?
_____
_____
_____
_____

Design and Implementation Factors

19) What do you see as the factors regarding design and implementation that made the effort your most successful angler R3 effort?
_____
_____
_____
_____

Other Types of R3

20) Did this most successful effort involve or affect any other types of R3, either hunting, sport shooting, and/or boating?
(select all that apply)
[ ] Did not involve or affect any other type of R3
[ ] Hunting
[ ] Sport shooting
[ ] Boating
[ ] Do not know

Program Elements

21) Which of the following elements of R3 did this effort involve?
(select all that apply)
[ ] Basic skills training and/or fishing education
[ ] Advanced skills training and/or fishing education
[ ] In-person training
[ ] Self-learning modules
[ ] Fishing events, tournaments, and/or camps, including Free Fishing Days and expos
[ ] Loaner programs
[ ] Use of or development of marketing toolkits and templates
[ ] Email blasts and email communications
[ ] Websites or webpages
[ ] Social media influencing without advertising
[ ] Advertising in various media (which includes print, online banners and ads, social media, radio, television, billboards, on-site signage)
[ ] Awards and recognition
[ ] Promotions / raffles / sweepstakes
[ ] Giveaways (equipment generally, but including other items)
[ ] Communications technology improvements
[ ] Fishing passports and other introductory licenses specifically targeted at novice anglers
[ ] Licensing programs and license purchase incentives and outreach (except introductory licenses that are considered separately above)
[ ] Stocking programs
[ ] Access programs and efforts
[ ] Training programs for professionals and volunteers
[ ] Other (please specify): _____
[ ] Do not know

Assistance

22) Did this effort provide information about or assistance with any of the following to the target audiences?
(select all that apply)
[ ] Equipment and how to use it
[ ] Bait, lures, or flies
[ ] Fishing tips / how to fish / beginning skills development
[ ] Advanced fishing tips / advanced skills development
[ ] Where to go fishing / fishing locations
[ ] Getting access to fishing locations
[ ] Fishing from a boat (any type of boat)
[ ] Boating safety education
[ ] Fish habitat and fish behaviors
[ ] Species identification
[ ] Catch and release and care of fish released
[ ] Angler ethics
[ ] Preparing the catch for cooking and eating
[ ] Regulations
[ ] Conservation awareness
[ ] License purchasing (where and how to buy a license / what licenses to buy)
[ ] Mentors / fishing clubs
[ ] None of these
[ ] Do not know

Program Follow-Up

23) Did this effort include any follow-up with participants?
( ) Yes
( ) No
( ) Do not know

Asked if "no" above:
24) Why would you say this effort did not include follow-up with participants?
_____
_____
_____
_____

Potential R3 Efforts

25) Are there any angler R3 efforts that your agency has not implemented that you would like to, based on your knowledge of efforts being implemented by other agencies or organizations? If so, what are those efforts and why would you say they haven't been implemented?

(If there are not any, please enter NONE)
_____
_____
_____
_____

Grant Scoring Criteria

26) When considering whether or not an angler R3 program or activity should be funded, an organization must consider many factors across a wide range of potential projects. What do you think should be the most important criteria for angler R3 grant selection?

_____
_____
_____
_____

27) What types of programs or activities should angler R3 grants NOT be funding and why?

_____
_____
_____
_____

Grant Scoring Factors

28) That goals and objectives of the R3 effort are clearly established
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

29) That the R3 effort includes an evaluation component
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

30) That there are defined metrics that can be measured to evaluate the R3 program's effectiveness
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

31) That target audiences are defined for the R3 effort
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

32) The number of people to be reached by the R3 effort
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

33) The number of people to be reached relative to the funding amount
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

34) That there is an explanation of why the target audience was selected for the particular funding effort
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

35) That the R3 effort demonstrates a likelihood of generating license sales
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

36) That the R3 effort has a likelihood of being replicated in the future
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

37) That the R3 effort has a likelihood of being funded internally
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

38) That the R3 effort has a budget that is cost-shared
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

39) That the R3 effort is replicable across other states and agencies
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

40) That the R3 effort is replicable across other communities
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

41) That the budget is appropriate for the R3 effort
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

42) That the R3 effort is cost-effective
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

43) That the R3 effort uses matching funds
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

44) That the R3 effort leverages resources of partners or other agencies other than funding
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

45) That the R3 effort complements other programs and efforts within the agency or organization
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

46) That existing technology and systems/structures are leveraged to communicate with the target audience about the R3 effort
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

47) That the R3 effort is sustainable without future grant funding support
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

48) That the R3 effort has a feasible timeline
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

49) That similar R3 efforts exist that are successful
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

50) That the R3 effort is unique
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

51) That the R3 effort is innovative
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

52) That the R3 effort is being carried out by an applicant with a history of past success
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

53) That the applicant demonstrates sufficient capacity exists to complete the R3 effort
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

54) That the R3 effort leverages existing templates and materials
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

55) That the R3 effort enhances the applicant's future R3 capabilities
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

56) That the R3 effort has a component for follow-up communications with the target audience
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

57) That the R3 effort collects participant data and contact information of the target audience
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

58) That the R3 effort fills an ORAM need in the suite of angler R3 efforts
(ORAM is the Outdoor Recreation Adoption Model)
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

59) That the R3 effort addresses constraints to participation
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

60) That the R3 effort be convenient to participants
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

61) That the R3 effort develops new R3 content and strategies
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

62) That the R3 effort obtains information that can be used in other R3 efforts
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

63) Acquires technology resources that can be used for future angler R3 efforts
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

64) Acquires fishing equipment (loaner tackle, etc.) that can be used in future angler R3 efforts
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

65) Acquires fishing equipment to be given away to participants
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

66) Focuses on recruitment
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

67) Focuses on retention
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

68) Focuses on reactivation
(How important do you think this grant scoring factor should be on a scale of 0 to 10?)

0	1	2	3	4	5	6	7	8	9	10	DK
( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

69) Are there any other factors not mentioned that you think are important for scoring a potential grant? If so, what are they?

_____
_____
_____
_____

Grant Timeframe

70) Right now, many grants provide funding for 1 year of effort. How long do you think a grant cycle should be to be most effective for angler R3 efforts?
( ) 1 year
( ) 2 years
( ) 3 years
( ) 4 years
( ) 5 years
( ) More than 5 years
( ) Do not know

Less Successful Angler R3 Efforts

71) Is there an angler R3 effort that your agency has abandoned because it did not perform as well as had been hoped?
( ) Yes
( ) No
( ) Do not know

Next five questions asked if "yes" above:
72) What is abandoned angler R3 effort #1?
_____

73) What is abandoned angler R3 effort #2?
_____

74) What is abandoned angler R3 effort #3?
_____

75) What is abandoned angler R3 effort #4?
_____

76) What is abandoned angler R3 effort #5?
_____

Asked of those who named abandoned efforts:
Weaknesses

77) [**Abandoned effort #1**]
(What would you say were the biggest weaknesses of this effort?)
_____
_____

78) [**Abandoned effort #2**]
(What would you say were the biggest weaknesses of this effort?)
_____
_____

79) [**Abandoned effort #3**]
(What would you say were the biggest weaknesses of this effort?)
_____
_____

80) [**Abandoned effort #4**]
(What would you say were the biggest weaknesses of this effort?)
_____
_____

81) [**Abandoned effort #5**]
(What would you say were the biggest weaknesses of this effort?)
_____
_____

Overall Angler R3 Efforts

82) What would you say are the QUALITIES that successful angler R3 programs and efforts have in common?
_____
_____
_____
_____

83) What would you say are the PROBLEMS that less successful angler R3 programs and efforts have in common?
_____
_____
_____
_____

Additional Comments

84) Do you have any other comments you would like to add about determining the effectiveness of angler R3 efforts?
(please enter them below)
_____
_____
_____
_____

85) INTERVIEWER: ENTER ANY IMPORTANT NOTES ABOUT THE SURVEY
(e.g., explanation of abnormal data, inability to enter response to a question correctly)
_____
_____

Thank You!

APPENDIX C: EMAIL INVITATIONS TO THE SURVEY

Initial Email Invitation

Dear [First Name],

The Recreational Boating & Fishing Foundation (RBFF), through a Multi-State Conservation Grant Program (MSCGP) grant, is working with Responsive Management to develop a research-based evaluation scorecard for angler recruitment, retention and reactivation (R3) grant programs. The scorecard will be a tool available for the RBFF and organizations with grant programs to use when evaluating angler R3 programs and prioritizing programs to fund and support. Overall, the project will provide strategic direction for state agencies, partners and NGOs when allocating R3 funding, resulting in the greatest return on their investment.

This MSCGP study seeks the input of angler R3 coordinators, academics familiar with programmatic evaluations, and others who are knowledgeable about R3 programs and grant processes, via survey interviews. You were chosen to complete a survey interview because of your knowledge of and experience with angler R3 program planning and implementation, and your input will help the research team develop the grant program scorecard. There may also be others in your organization who were contacted about providing their input, and we ask that each person selected complete their own survey.

We would like to have your input by May 7,* 2021, if possible. There are two options for completing:

1. Complete a survey online when convenient and review a selection of your open-ended responses with a Responsive Management interviewer by telephone at a later date. (It is important that we correctly interpret your responses, especially for the open-ended questions.) This option may be preferred, because you can take your time reading the questions and considering the response options. Your answers are saved if you do not complete the entire questionnaire in one session, and you can return to the same survey link to complete it. Click Here to Start the Survey

2. Schedule and complete the entire survey by telephone with a Responsive Management interviewer. You can review the survey questions prior to the call by clicking here: Preview Angler R3 Scorecard Questionnaire

Your feedback is extremely valuable to this study and will have direct implications for how the final product, the grant scorecard, is designed to assist the R3 community in making decisions about allocating R3 grant funding. Finally, the grant scorecard will improve the grant evaluation process.

If you have any questions about the study, please feel free to contact Stephanie Hussey, RBFF State R3 Program Director, at shussey@rbff.org.

To schedule a telephone interview and for technical questions, please contact me at amandacenter@responsivemanagement.com or 540-432-1888.

Thank you for your time, and we look forward to hearing from you soon.

Sincerely,

Amanda Center
Research Associate

* Later in the surveying effort, the date given was May 20.

Final Follow-Up Email Invitation

This is a reminder that we need your input for the development of an angler R3 grant scorecard. **We hope to have your response to this request by this Friday, May 7,* 2021, if possible.** We know everyone is very busy, and for efficiency we have provided two options for giving your input:

1. Complete **a survey online** Click Here to Start the Survey **(a professional interviewer will call within a week of completing an online survey to review some of the open-ended responses)**
2. **Contact me at** amandacenter@responsivemanagement.com **or 540-432-1888 to schedule a time to complete the full survey by telephone.**

The Recreational Boating & Fishing Foundation (RBFF), through a Multi-State Conservation Grant Program (MSCGP) grant, is working with Responsive Management to develop a research-based evaluation scorecard for angler recruitment, retention and reactivation (R3) grant programs. The scorecard will be a tool available for the RBFF and organizations with grant programs to use when evaluating angler R3 programs and prioritizing programs to fund and support. Overall, the project will provide strategic direction for state agencies, partners and NGOs when allocating R3 funding, resulting in the greatest return on their investment.

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Your feedback is extremely valuable to this study and will have direct implications for how the final product, the grant scorecard, is designed to assist the R3 community in making decisions about allocating R3 grant funding. Finally, the grant scorecard will improve the grant evaluation process.

If you have any questions about the study, please feel free to contact Stephanie Hussey, RBFF State R3 Program Director, at shussey@rbff.org.

For technical questions, please contact me at amandacenter@responsivemanagement.com or 540-432-1888.

Thank you for your time, and we look forward to hearing from you soon.

Sincerely,

Amanda Center
Research Associate
[account("organization name")]
Click Here to Start the Survey

* Later in the surveying effort, the date given was May 20.