



# **Recruitment of Hispanic Hunters:**

**Using a Case Studies  
approach to gain  
insights into Hispanic  
values toward wildlife,  
and motivations and  
participation in hunting**

## ***Final Report***

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## **Intended Uses and Audience**

A specific effort was made to present our methodologies and findings in a context applicable to R3 practitioners using related terminology. Throughout the report you will see numeric references noting how our findings correspond to portions of the R3 National Action Plan (a product of the Council to Advance Hunting and Shooting Sports) which was designed to help improve the delivery of R3 programs nationally.

## **Suggested Citation**

Recruitment of Hispanic Hunters: Using a Case Studies approach to gain insights into Hispanic values toward wildlife, and motivations and participation in hunting. 2017. Max McGraw Wildlife Foundation. Multistate Conservation Program Grant # F16AP0011

# Executive Summary

Seventy-five telephone interviews were conducted in five states (Arizona, Texas, Florida, Utah, and Michigan). These states were selected because they had robust license databases that could be screened for Hispanic names, participant age and licensing purchasing history.

Participants were called, screened against specific qualifying criteria, and interviewed using a pre-developed script. Probing, follow-up questions were added to the interview to clarify answers, or solicit additional information on comments made by the interviewee.

Extensive notes were taken during each interview and were compared to the audio recordings made of the interview (recorded with the interviewees permission). A written summary of each interview was completed. The interview summaries for the group interviews completed for a particular state were combined into a state summary. The five-state summaries were then combined into a final report.

Recommendations were made based on overarching themes identified in the state summaries. It is important to note that overarching themes identified by the researchers are somewhat subjective; no statistical analysis were conducted on the information collected.

Several overarching themes emerged within the group of interviews conducted in each state:

- New hunters without support from family or friends often reported that finding a person to take them was often a serendipitous occurrence for them (i.e., finding a roommate, boss or co-worker who hunts, and is willing to take them out). Without this serendipitous occurrence they likely would not have become a hunter. This finding correlates well with Threat number 1 (Council to Advance Hunting and the Shooting Sports, 2014).
- Many Hispanics are not aware of the hunting opportunities available to them, or how to get started. A few interviewees believed that some Hispanics did not participate in hunting because they believed that *hunting is not available to them*. These findings correlate well with Threat numbers 3, 5 and 10 (Council to Advance Hunting and the Shooting Sports, 2014).
- Several noted that Hispanics maybe reluctant to become hunters because doing so would expose then to additional scrutiny by authorities. This finding correlates well with Threat numbers 3 and 7 (Council to Advance Hunting and the Shooting Sports, 2014).
- In some situations (possibly in more urban areas of their country of origin), firearms may be feared or viewed negatively. This lack of understanding or familiarity is likely one additional barrier for someone interested in participating

to overcome. This finding correlates well with Threat numbers 3, 4 and 7 (Council to Advance Hunting and the Shooting Sports, 2014).

- Once the interviewees were able to find someone to take them out (family, friends or colleagues) and show them how to hunt, relatively few barriers were encountered. Their ‘adoption pathway’ did not appear to be radically different than any other new hunter.
- There appears to be a large overlap between Hispanics who hunt and those that fish.
- There appears to be a relatively high interest in being outdoors, and obtaining their own food among Hispanics. This bodes well for potentially recruiting Hispanics as anglers or hunters.
- Surprisingly, there appeared to be well-established hunting cultures in the interviewee’s country of origin. The most robust hunting culture appeared to be in Mexico, but hunting also occurred in Cuba and Venezuela. Additional research on these hunting cultures is recommended.

### **Recommendations**

Based on the overarching themes that were identified from the interviews, the following actions are recommended:

- The case study approach is a good option for R3 efforts to incorporate into their planning process. It allows for participant input into the R3 process and is educational for both the agency and identified study group. Critical steps to successfully executing a case study in multiple states should include; consistent screening criteria, consistent application of the sequence of selection criteria, and ultimate confirmation of key selection criteria by the interviewees through a process of self-identification in the interview script.
- If multiple States, agencies, or sources are involved in supplying study subjects/data, consistency in the type of data and selection criteria used to identify potential interviewees is critical. It is notable that analysis between states varied slightly due to variance in the data supplied by each participating states electronic licensing system. Appendix B provides specific examples of some of the variability in data that was received from the 5 different states involved in this study.
- Create simple, bi-lingual, summary(s) of the steps necessary to become a hunter. Needed summaries include providing information on a) opportunities available; b) the steps necessary to become a hunter; c) hunter education requirements, how to find courses and the availability of bi-lingual instruction; d) how to find places to hunt; e) summaries of rules and regulations; f) requirements for owning firearms,

muzzleloaders, and archery and crossbows; and where to find additional information (both English and Spanish sources). This recommendation correlates well with Threat numbers 5 and 6 (Council to Advance Hunting and the Shooting Sports, 2014).

- Ideally, these summaries are part of a Hispanic-centric communications plan and other communication tools. Enlisting the input of existing Hispanic hunters in the design of these communication plans and tools is highly recommended. This recommendation correlates well with Threat numbers 5, 6 and 9 (Council to Advance Hunting and the Shooting Sports, 2014).
- Improve the accessibility of hunter education courses in or near Hispanic communities. This could include the development of a Spanish version(s) of the hunter education *test*, and, if possible, Spanish versions of the hunter education class. Promoting the availability of on-line hunter education classes is also advisable. This recommendation correlates well with Threat numbers 2 and 24 (Council to Advance Hunting and the Shooting Sports, 2014).
- Create innovative Hispanic social support systems at the national, state and local levels, so that Hispanics who may be interested in participating in hunting may be able to find mentors or others who would be willing to assist them. Providing links to hunting information within these social support systems, as well as enlisting the input of existing Hispanic hunters in the design of these social support systems is highly recommended. This recommendation correlates well with Threat numbers 1, 6, 10 and 14 (Council to Advance Hunting and the Shooting Sports, 2014).
- Provide information on hunting at angling events that are targeted to Hispanics, as well as and links to hunting information on Hispanic angler websites. This recommendation correlates well with Threat numbers 6, 9 and 14 (Council to Advance Hunting and the Shooting Sports, 2014).
- Encourage interest and motivation in hunting among Hispanic communities by promoting hunting as a way to: a) get outside, b) provide food for the family, c) have fun with the family, and d) learn new skills. This recommendation correlates well with Threat numbers 2, 5, 6 and 10 (Council to Advance Hunting and the Shooting Sports, 2014).
- Promote shooting sports as mainstream recreation to encourage participation and show firearms being used in a positive manner. This recommendation correlates well with Threat numbers 3, 4, 5 and 10 (Council to Advance Hunting and the Shooting Sports, 2014).
- Research the hunting cultures in Hispanic countries. It may be possible begin communicating with potential Hispanic hunters *before* they leave their country of origin. In addition, understanding their hunting culture in their country of origin

will provide a frame of reference to help explain the similarities and differences of the US hunting culture to immigrants.

## **Conclusion**

The interview subjects generally described their path to becoming a hunter in similar steps to those theorized in the ORAM. As a result, this validates the model useful tool to potentially identify barriers to participation. Once potential barriers are identified, strategies to reduce their impact can be developed.

*Hispanic Hunters appear to navigate through the adoption model much like other new hunters with many of the same challenges and motivations. There appears to be a number of Hispanics that may be interested in hunting. However, some may need assistance in understanding state laws, requirements, steps necessary to become a hunter, and potential hunting opportunities available. Specific marketing and awareness efforts focused on the Hispanic community would improve awareness of hunting opportunities.*

# Detailed Report

## Introduction

The National Survey of Fishing Hunting and Wildlife Associated Recreation (US Fish and Wildlife Service 2017; 2011; 2006) has consistently reported Hispanics are under represented among hunters and anglers. The reasons for this lack participation largely have been unexplored.

This research uses a ‘case study’ approach to allow participants to “tell their stories” of how they became hunters and describe any barriers they may have encountered. The case study approach also integrated the Outdoor Recreation Adoption Model (ORAM) (Byrne and Dunfee, 2016) as the theoretical basis for determining where any identified barriers may exist along the adoption process and if there are any specific barriers unique to Hispanics that may discourage participation.

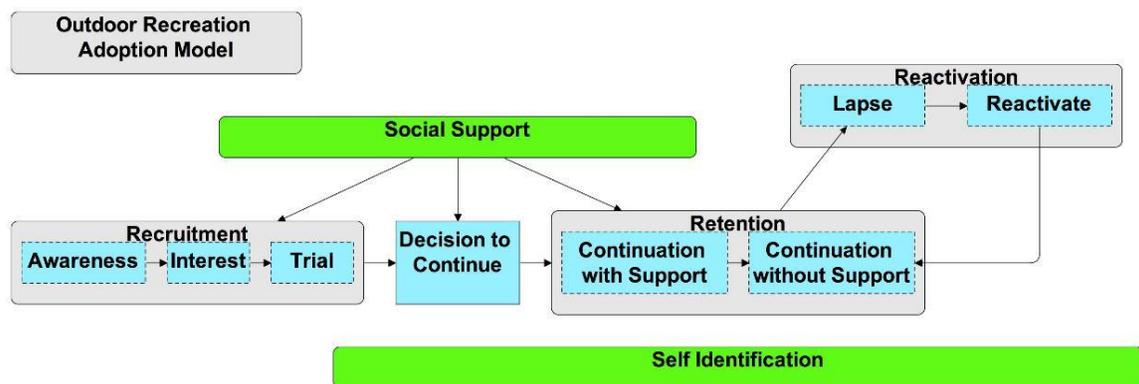


Figure 1. The Outdoor Recreation Adoption Model (ORAM) as proposed by Byrne and Dunfee, 2016.

The barriers identified by interviewees were also compared to the “List of Indirect Threats” (Threats) listed in Appendix A. This list was reported in the National Hunting & Shooting Sports Action Plan – Strategies for Recruiting, Retaining and Reactivating Hunting and Shooting Sports Participants DRAFT: Strategic Framework released 2014. This Draft Strategic Framework is a precursor to the National Hunting And Shooting Sports Action Plan released by the Council to Advance Hunting and the Shooting Sports in 2016. The comparison was made to determine if there was convergence in the barriers identified by the interviewees and those identified by other R3 strategic planners.

Case studies are particularly useful to “investigate phenomena within its real-life context” (Yin, 1994) and are often used to formulate more detailed investigations. In this situation, instead of more detailed investigations, our goal is to identify any specific barriers that may exist and suggest specific actions to reduce those identified barriers in order to encourage increased participation. Measuring the effectiveness of any actions taken to overcome the identified barriers is highly recommended.

## **Methodology**

Seventy-five telephone interviews were conducted in five states (Arizona, Texas, Florida, Utah, and Michigan). These states were selected because they had robust license databases that could be screened for Hispanic names, participant age and licensing purchasing history. The ideal target person sought to be interviewed by the research is a resident hunter, of Hispanic origin, that is between 18 and 34 years old, who has a 6 to 10 year hunting license purchase history. Note: the sequence of the license screening criteria was refined during the study to yield a more consistent and focused list of potential interviewees. See Appendix B for license screening instructions provided to the partner states.

Participants were called, screened against specific qualifying criteria, and interviewed using a pre-developed script. Probing, follow-up questions were added to the interview to clarify answers, or solicit additional information on comments made by the interviewee. Interviews were approximately 30 minutes. Calls were made between 5:00 PM and 8:30 PM local time. A \$50 gift certificate was offered as an incentive to participate. For calls that were not completed to the identified person, a voice message was left, if possible, that explained the project and asked the potential interviewee to call back. In addition, the voice mail message also offered a Spanish translator to assist with the interview if desired.

Extensive notes were taken during the interview and were compared to the audio recordings made of the interview (recorded with the interviewees permission). (Note: due to technical difficulties not all interviews were recorded). A written summary of each interview was completed. The interview summaries for the group interviews completed for a particular state were combined into a state summary. The five-state summaries were then combined into a final report.

Recommendations were made based on overarching themes identified in the state summaries. It is important to note that overarching themes identified by the researchers are somewhat subjective; no statistical analysis were conducted on the information collected.

## **General Observations**

Several overarching themes emerged within the group of interviews conducted in each state:

- New hunters without support from family or friends often reported that finding a person to take them was often a serendipitous occurrence for them (i.e., finding a roommate, boss or co-worker who hunts, and is willing to take them out). Without this serendipitous occurrence they likely would not have become a hunter. This finding correlates well with Threat number 1 in Appendix A.

- Many Hispanics are not aware of the hunting opportunities available to them, or how to get started. A few interviewees believed that some Hispanics did not participate in hunting because they believed that *hunting is not available to them*. These findings correlate well with Threat numbers 3, 5 and 10 in Appendix A.
- Several noted that Hispanics maybe reluctant to become hunters because doing so would expose then to additional scrutiny by authorities. This finding correlates well with Threat numbers 3 and 7 in Appendix A.
- In some situations (possibly in more urban areas of their country of origin), firearms may be feared or viewed negatively. This lack of understanding or familiarity is likely one additional barrier for someone interested in participating to overcome. This finding correlates well with Threat numbers 3, 4 and 7 in Appendix A.
- Once the interviewees were able to find someone to take them out (family, friends or colleagues) and show them how to hunt, relatively few barriers were encountered. Their ‘adoption pathway’ did not appear to be radically different than any other new hunter.
- There appears to be a large overlap between Hispanics who hunt and those that fish.
- There appears to be a relatively high interest in being outdoors, and obtaining their own food among Hispanics. This bodes well for potentially recruiting Hispanics as anglers or hunters.
- Surprisingly, there appeared to be well-established hunting cultures in the interviewee’s country of origin. The most robust hunting culture appeared to be in Mexico, but hunting also occurred in Cuba and Venezuela. Additional research on these hunting cultures is recommended.

## Recommendations

Based on the overarching themes that were identified from the interviews, the following actions are recommended:

- Create simple, bi-lingual, summary(s) of the steps necessary to become a hunter. Needed summaries include providing information on a) opportunities available; b) the steps necessary to become a hunter; c) hunter education requirements, how to find courses and the availability of bi-lingual instruction; d) how to find places to hunt; e) summaries of rules and regulations; f) requirements for owning firearms, muzzleloaders, and archery and crossbows; and where to find additional information (both English and Spanish sources). This recommendation correlates well with Threat numbers 5 and 6 in Appendix A.

- Ideally, these summaries are part of a Hispanic-centric communications plan and other communication tools. Enlisting the input of existing Hispanic hunters in the design of these communication plans and tools is highly recommended. This recommendation correlates well with Threat numbers 5, 6 and 9 in Appendix A.
- Improve the accessibility of hunter education courses in or near Hispanic communities. This could include the development of a Spanish version(s) of the hunter education *test*, and, if possible, Spanish versions of the hunter education class. Promoting the availability of on-line hunter education classes is also advisable. This recommendation correlates well with Threat numbers 2 and 24 in Appendix A.
- Create innovative Hispanic social support systems at the national, state and local levels, so that Hispanics who may be interested in participating in hunting may be able to find mentors or others who would be willing to assist them. Providing links to hunting information within these social support systems, as well as enlisting the input of existing Hispanic hunters in the design of these social support systems is highly recommended. This recommendation correlates well with Threat numbers 1, 6, 10 and 14 in Appendix A.
- Provide information on hunting at angling events that are targeted to Hispanics, as well as and links to hunting information on Hispanic angler websites. This recommendation correlates well with Threat numbers 6, 9 and 14 in Appendix A.
- Encourage interest and motivation in hunting among Hispanic communities by promoting hunting as a way to: a) get outside, b) provide food for the family, c) have fun with the family, and d) learn new skills. This recommendation correlates well with Threat numbers 2, 5, 6 and 10 in Appendix A.
- Promote shooting sports as mainstream recreation to encourage participation and show firearms being used in a positive manner. This recommendation correlates well with Threat numbers 3, 4, 5 and 10 in Appendix A.
- Research the hunting cultures in Hispanic countries. It may be possible begin communicating with potential Hispanic hunters *before* they leave their country of origin. In addition, understanding their hunting culture in their country of origin will provide a frame of reference to help explain the similarities and differences of the US hunting culture to immigrants.

## Conclusions

The interview subjects generally described their path to becoming a hunter in similar steps to those theorized in the ORAM. As a result, this validates the model useful tool to potentially identify barriers to participation. Once potential barriers are identified, strategies to reduce their impact can be developed.

*Hispanic Hunters appear to navigate through the adoption model much like other new hunters with many of the same challenges and motivations. There appears to be a number of Hispanics that may be interested in hunting. However, some may need assistance in understanding state laws, requirements, steps necessary to become a hunter, and potential hunting opportunities available. Specific marketing and awareness efforts focused on the Hispanic community would improve awareness of hunting opportunities.*

## **State-specific observations**

See Appendix C for the state summaries of the interviews completed in each partner state. The overarching themes extracted from these state summaries are discussed in the “General Observations” section of this report. The following section contains A description of the state-specific sampling used and the state-specific observations that were gleaned from the interviews.

### **Arizona**

The Arizona Game and Fish Department was the first pilot study conducted by the researchers. Their license screening process resulted in 365 names of potential interviewees. Seventy calls were made to complete 15 interviews. One interview was completed in Spanish. In addition, they had the highest number of calls returned by participants (6) who went on to complete the interviews. All calls were recorded. Extensive notes were made during the call and were used to write a summary report for each completed interview.

Arizona is a public land state, so finding land to hunt on was not an issue identified by the interviewees. However, drawing a big game tag was identified as an issue that potentially reduced hunting participation.

Within the established Hispanic communities in Arizona, hunting appears to be an accepted recreation. Ten interviewees self-identified as being a hunter for more than ten-years. Unfortunately, no immigrants or first generation residents participated in the study. However, several interviewees had friends who were immigrants or first generation residents, and were willing to share their understanding of their friend’s beliefs.

The Hispanic community in Arizona appears to be is largely composed of immigrants originating form Mexico. However, within this immigrant community there appeared to be two distinct sub-groups: one from more urban areas; and one from more rural areas. This difference may need to be taken into account when developing communication strategies.

In addition to more universal barriers and issues, Arizona interviewees identified financial barriers as an important barrier to go hunting at a higher rate than other states.

Six interviewees were active anglers and six others were casual anglers. Many interviewees believed that angling holds a high interest among Hispanics. This bodes well for potentially using fishing as a platform to introduce them into hunting.

A sixteenth interview was completed, but later rejected because the interviewee did not meet the interview screening criteria.

## **Texas**

The license screening process provided to the Texas Parks and Wildlife Department by the researcher was a slightly different sequence than what was used in Arizona. Nonetheless, it resulted in 365 names of potential interviewees. One hundred twenty-five calls were made to complete 14 interviews. Two interviews were completed in Spanish. Four calls were returned by participants who went on to complete the interviews.

Fifteen interviews were scheduled with potential participants, but only one resulted in a completed interview. The remaining 14 scheduled interviews were not completed because the interviewees did not answer their phone at the, agreed to scheduled time. Numerous attempts were made to re-contact these potential interviewees to no avail. The inability to complete these scheduled interviews caused the project to not meet its target objective of 15 completed interviews for each state. In addition, undiscovered technical difficulties with the recording equipment resulted in only 8 of the 14 interviews being recorded. Extensive notes were made during the call and were used to write a summary report for each completed interview.

Texas is a private land state. Many of the interviewees hunted public lands or public, limited-entry hunts. The availability of hunting land was frequently cited as a barrier to their participation.

The immigrant Hispanic community in Texas appears to be composed of immigrants originating from Mexico. However, within the immigrant community there appeared to be two distinct sub-groups: one from more urban areas; and one from more rural areas. This difference may need to be taken into account when developing communication strategies.

In addition to the immigrant Hispanic community, there is a significant number of Texans with Hispanic surnames who can trace their ancestry to the Republic of Texas.

Seven interviewees were active anglers and four others were casual anglers. Many interviewees believed that angling holds a high interest among Hispanics. This bodes well for potentially using fishing as a platform to introduce them into hunting.

## **Florida**

The Florida Fish and Wildlife Conservation Commission license screening process resulted in 4,324 names of potential interviewees. One hundred nineteen calls were made

to complete 15 interviews. Only two calls were returned by participants who went on to complete the interviews. No calls required a Spanish translator. All calls were recorded. Extensive notes were made during the call and were used to write a summary report for each completed interview.

Many of the interviewees hunted public lands or public, limited-entry hunts. The availability of hunting land was frequently cited as a barrier to their participation.

The Hispanic community in Florida is considerably more diverse than in other participating states. Immigrants from Cuba dominated the interviewee pool. However, interviewees identified, Mexico, Columbia, and Venezuela as family countries-of-origin. Each sub-community has its own unique characteristics that need to be taken into account when developing communication strategies.

Nine interviewees were active anglers and four others were casual anglers. Many interviewees believed that angling holds a high interest among Hispanics. This bodes well for potentially using fishing as a platform to introduce them into hunting.

## **Utah**

The Utah Division of Wildlife Resources license screening process resulted in 1,836 names of potential interviewees. Eighty calls were made to complete 15 interviews. Five calls were returned by participants who went on to complete the interviews. No calls required a Spanish translator.

No calls were recorded because of equipment malfunctions. Extensive notes were made during the call and were used to write a summary report for each completed interview.

Similar to Arizona, Utah is a public land state. None of the interviewees identified finding land to hunt as an issue. However, drawing a big game tag was identified as an issue that potentially reduced hunting participation.

Hunting appears to be more established among Hispanic communities in Utah than in other states. Ten interviewees identified hunting as part of a long-standing family tradition. This is a higher rate than identified in other participating states.

In addition, interviewees generally defined “going hunting” to include assisting someone else who has a tag even though they did not have a tag or carry a hunting equipment.

An series of questions on angling participation was added to the Utah interview script. Ten interviewees identified themselves as active anglers and four others were casual anglers. The remaining interviewee was interested in learning how to fish. Six believed fishing positively influenced them to become hunters. Many believed that angling holds a high interest among Hispanics. This bodes well for potentially using fishing as a platform to introduce them into hunting.

## Michigan

The Michigan Department of Natural Resources resulted in 279 names of potential interviewees. One hundred sixty calls were made to complete 15 interviews. No calls required a Spanish translator. Six calls were returned by participants who went on to complete the interviews. All calls were recorded. Extensive notes were made during the call and were used to write a summary report for each completed interview.

The interview subjects in Michigan were much more likely to differentiate, and specifically identify, the different family histories that belonged to their mother's or father's side of the family.

Hunting appeared to be a relatively new activity for the interview subjects or their families. Nine indicated that their father was the first one on their father's side of the family to take up hunting. This resulted in seven of the interviewees indicating that hunting was a "new" tradition within their family. Six indicated that family members on their mother's side of the family hunted. Five indicated that they were the only active hunters in their immediate family and five others indicated that they and their fathers were the only active hunters in their immediate family.

Most interviewees hunted state or public lands. Many of the interviewees indicated that the tracts they hunted were very small. This often resulted in the interviewees hunting alone, frequently with a bow or crossbow. It also prevented them from hunting in groups, or inviting others to hunt with them.

Nine interviewees were active anglers and four others were casual anglers. Many believed that angling holds a high interest among Hispanics. This bodes well for potentially using fishing as a platform to introduce them into hunting.

## Selected comments from interviewees

The overarching themes identified in this report were based on statements and comments from the interviewees. Related comments were grouped to identify potential barriers to participation or actions to encourage additional participation.

Note: the selection and grouping of interviewee comments is an inherently selective process. The authors are aware of the potential biases that this selection process entails, but elected to select the "richest comments" for the reader's consideration. Not statistical analyses were performed.

### Hunting background of interviewees

The invitation to go was a matter of "luck;" he had "not really thought about going hunting prior to being invited." [Utah interviewee]

While always interested in going hunting, he did not have the opportunity. He noted that many people in UT hunt with their families, but since he does not have family in UT, he had to find another way to go. His initiation process started with a conversation about firearms with his co-workers. [Utah interviewee]

I did not “think I wanted to hunt prior to being invited,” and “did not know hunting was ‘a thing’ a week before I went.” [Arizona interviewee]

He “didn’t give hunting much thought” until a friend/co-worker brought it up, which may have been approximately 6 months prior him actually going for the first time. [Arizona interviewee]

When he met his wife (non-Hispanic) he started taking hunting more seriously. His wife’s family are avid hunters and adopted him into this activity. [Texas interviewee]

#### Interest and motivations

”Getting your own food is important to her family (“we live on the meat”) and would likely be important to other Hispanics. [Utah interviewee]

One interviewee noted that, his interest in going hunting was based on an interest in expanding opportunities to go outdoors, to try new things, and becoming more self-sufficient. [Utah interviewee]

When he got older he got to an age where he “did his own thing” [and went hunting with his uncle]. [Texas interviewee]

He has been interested in hunting since he was very young, and became very interested a couple of years ago when he realized that hunting is available to him in the US. At that time, he began asking questions to friends and his boss, and conducting research on hunting in Florida. [Florida interviewee]

He quit hunting when he immigrated to the US, but has recently re-started as an adult. He is largely re-teaching himself. He noted that as a child (as a recent immigrant) he did not have any opportunities to go hunting. [Florida interviewee]

#### Mentoring

To “take on hunting by yourself, you would have to be really be dedicated and interested in getting started.” Having someone to help and show you “is very beneficial, but there is still a lot to it.” [Michigan interviewee]

The interview subject thought that “finding someone who knows how, where and when to go is an important obstacle for Hispanics (and everyone else)” to go hunting. [Utah interviewee]

“Finding mentors are keys to encouraging more Hispanics to hunt.” He believed that there are a lot of people like him who have an interest but need “a little help” to get them started. [Arizona interviewee]

There would not be any barriers for them to go hunting, provided he had someone to teach them. [Florida interviewee]

His future hunting participation is entirely dependent on an invitation from his friend. [Florida interviewee]

#### Potential cultural barriers

He believed that hunting “ ‘draws in’ conservative people.” Hispanics [from Puerto Rico] “are liberal, who are not ‘in tune’ with guns or hunting.” Hunting is “not seen” in urban Hispanic areas. Many urban Hispanics may believe that hunting is a “redneck thing.” [Utah interviewee]

He indicated that many Hispanics do not know that hunting “is available to them” (“they think it is out of their reach”) and often think that it is “only for whites.” They often think that it is illegal (for them to participate). They are not aware “that it is open to everyone.” [Utah interviewee]

With the “negative stigma around guns,” many people may believe that, “I’m Hispanic; I’d be better off without a firearm and I can avoid the hassle.” [Arizona interviewee]

Some Hispanics who come from Mexico are “not educated and ‘miss-educated’ about firearms” and they believe that “They [firearms] are the ‘devils tools.’ ” This is especially true for older generations. [Texas interviewee]

There is a stigma attached to Hispanics from law enforcement personnel. He indicated the some Hispanics are held back from becoming hunters because they are afraid of trying to obtain a firearm. The process of obtaining a firearm will likely bring addition scrutiny to Hispanics that they the do not want. Their legal status of Hispanics (undocumented) is also an issue in obtaining a firearm. [Texas interviewee]

#### Access to hunting land

In Texas you need a lease in order to hunt. Finding a place to go was a critical event in him becoming a hunter. He noted that finding a lease in Texas is difficult. [Texas interviewee]

When many people “think about hunting and having to buying a lease to go and they get discouraged and never start.” [Texas interviewee]

If he lived in another state [where access we easier] he would have started earlier. [Texas interviewee]

Even though he was known and active member of the shooting community, it took him a while to find someone who has land that would let him hunt on. [Texas interviewee]

Finding “space to go” is biggest obstacle for going in the future. He noted that the FWC does have a very good system of public lands, but they are not adding more (especially in South Florida). [Florida interviewee]

#### Clear laws and regulations

Because they [Hispanics] may not know the language, many will have trouble understanding and knowing the laws. Having the regulations and “advertisements” printed in Spanish would help. [Utah interviewee]

The biggest obstacle for him participating is understanding the rules. In order to clearly understand the rules they ask other (more experienced) hunters. In addition, his son (who translated the interview from Spanish to English) is frequently asked to translate the regulations. His son has often called TPWD to get regulation clarifications. He also asks questions to game wardens when he finds them in the field. His son is not aware of any Spanish translations of the regulations. This group of hunters is extremely afraid of doing something wrong “and trip a land mine.” [Texas interviewee]

Several interviewees identified a need to clearly explain the steps necessary to become a hunter and that hunting is available to Hispanics was important. In addition, clearly explaining the laws and regulations was also important for Hispanics to try hunting. [Florida interviewee]

He recommended Spanish versions of hunter education, and the laws and regulations would also be helpful. [Florida interviewee]

However, he noted that each area he hunts has very specific regulations that require people to “really study the regulations.” It requires “a lot of legwork” and “looking on the ground” to be successful. He believed that this situation does not encourage new people to go. Simplifying the regulations would be helpful to encourage more Hispanics to participate. He noted that some terms used in the regulations may not translate well into Spanish or are unfamiliar terms for people who have English as a second language. Having publications in Spanish would help. He is not aware of any Spanish regulation publications. [Florida interviewee]

#### Legal or administrative barriers

He stated that conducting hunter education classes in Spanish is important to encourage more Hispanics to participate. He believed that many people are interested in going, want to get a license, and can take the class, but are “afraid of taking the

test.” Having the test in Spanish would be very helpful if the entire course cannot be made available in Spanish. [Utah interviewee]

Their hunter education team instructor team did not offer courses in Spanish language, or offer them in Central/Southern Tucson where the residents are predominantly Spanish speaking. He also noted that the current hunter education classes maybe “cumbersome” for Hispanics to register for (an on-line registration process). He suggested that many Hispanics might not have computers in home. He suggested that students be encouraged/allowed to use the computer room in school to register. [Arizona interviewee]

Asking for a SSN on the license application is a very big barrier to getting more Hispanics hunting. This law limits participation of many Hispanics who are undocumented. Having an alternative ID option would be very helpful. [Texas interviewee]

While people take the hunter education course, they “still do not know all of the gun safety issues that can happen, nor do they know how to hunt.” [Texas interviewee]

He indicated that not everyone has access to a computer to buy a license on-line. He stated, “it is a pain to buy a license on-line.” He thought he could get a license at DMV, but learned that he could not. [Florida interviewee]

#### Other barriers

Having equipment was an important obstacle to going hunting when he started. The family only had one rifle, so they had to share. In addition, getting transportation to places he could hunt was also an issue. [Utah interviewee]

Several interviewees specifically indicated that the cost of hunting could limit Hispanic participation. In addition, several others recognized the roll of existing hunters have in recruiting new hunters and become more involved in these efforts. [Utah interviewee]

One interviewee noted that the opportunity to draw a tag limits long-term interest; if someone does not get drawn they get discouraged and give up. Another noted “if it were not for bow hunting; going hunting would be very frustrating.” [Arizona interviewee]

The biggest challenge for most new Hispanic hunters will be economics; the initial investment in equipment is high, but overall hunting is not as expensive as other activities. [Arizona interviewee]

The cost of a lease, and the cost of hunting in general were obstacles to future involvement. [Texas interviewee]

### Learning hunting skills

He indicated that the process of becoming a hunter is intimidating for many Hispanics because there is so much to learn about the areas, regulations, and where to go. He believed that Hispanics are a big market for hunting, but they needed to “feel comfortable” participating. [Utah interviewee]

He also indicated there “there is a lot going on before you actually go hunting;” and “it takes time to prepare and scout.” Having time “to put into it” and learn are the biggest barriers. They [Hispanics] will need to be trained so they “know the rules and can do it right.” [Utah interviewee]

His friends are “afraid of what they do not know [don’t like trying new things unless they fully understand what they are trying to do].” [Utah interviewee]

Trying to recruit immigrants will be challenging, because many do not have an understanding of the US conservation system and that you “have to pay to go shoot an animal for food.” In Mexico, there are few controls over how hunting is conducted. [Arizona interviewee]

One interviewee noted indicated that there is likely a lot of “how-to” information, like a “Hunting 101 course” on-line from sources like YouTube or other Internet sources, but he would rather have a person to take him out and teach him. [Florida interviewee]

### Suggestions to encourage more Hispanic hunters

He indicated that there was a need to advertise (and provide invitations to go) places to shoot, as well as having more ranges. The ranges should be accessible and welcoming to Hispanics (as well as the public). The ranges should be very “sociable and fun” for people to go to. [Michigan interviewee]

Successful Hispanic hunters can be important role models if they are seen as leaders because, “People are more likely listen to people are from the same culture.” [Michigan interviewee]

Getting parents involved would help get others started. Hunting is passed down from parent to family and that is the way most people start. It would be hard to learn if you did not have family to teach you. [Arizona interviewee]

The top of mind suggestion for things that could be done to encourage more Hispanics to hunt was “target marketing to Hispanics” and “advertise” marketing hunting should be in a way that potential participants “see it in their neighborhoods.” [Arizona interviewee]

There are many non-profit organizations focused on helping Hispanics on other issues such as diversity and equality, but he was not aware of any efforts that focused on recruiting Hispanic hunters. [Arizona interviewee]

Efforts should target 2<sup>nd</sup> and 3<sup>rd</sup> generation immigrants with messages about how important hunting is to conservation; how easy it is to get started; that it is fun activity; it is an activity that can involve the entire family; and that obtaining hunting and shooting skills are something you can be proud of. [Arizona interviewee]

#### State Assistance Provided

He identified the DNR website, apprentice license, on-line hunter education course and regulations as resources that the state provided to him when he was starting out. [Michigan interviewee]

The state provides “youth privileges” which allows youth to hunt big game with multiple types of equipment, permit extended hunting season for youth, and holds special “youth-only draws” for specific hunts. [Utah interviewee]

The youth-hunt managers “helped him on everything” and “showed him, as well as taught him” how to process a deer. This was something he was very apprehensive about and almost “shied away from going hunting because of this lack of knowledge.” He is now “80% confident” that he can do it [process a deer] on his own. [Texas interviewee]

He took the hunter education class on-line and learned a lot. However, he speculated that some Hispanics might find the course difficult. He suggested it be offered in Spanish; he was not aware of any Spanish language hunter education courses being offered. He was complimentary of the course and liked it that you did not have to read anything; all he had to do was “push play” and the on-line instructor told him everything he needed to know. However, he stated that it took him about a week to get through the class (devoting about 1.5 hours per night, plus more during one day he had off) and take the test. His boss told him about the class and how to enroll. [Florida interviewee]

The state provided him information on-line on where to go and how to get started. He took the hunter education class one-half on-line and the other half in-person. He noted that the course really helped a lot and “was a good feature.” [Florida interviewee]

#### Information Sources

He reads the regulations carefully. He and his friends share information and develop hunting strategies (and strategies for applying for tags) together. He would prefer to get information in both English and Spanish. He sometimes “understands better in Spanish,” but “all of his work is in English” so he can read English well. [Arizona interviewee]

When he was just getting started in Arizona he depended on word-of-mouth information. He mentioned that some of this information was from clerks at the store (a large box store) and was incorrect (“They did not have a clue.”). This caused him great frustration and was he was “lost” until he started reading the regulations for himself. He now avoids those stores for hunting and fishing information and goes on-line to get what he needs. [Arizona interviewee]

While all of the interviewees preferred obtaining their information in English, several noted that it was also important to communicate to Hispanics in Spanish. However, certain legal terms are not easily understood in Spanish, or may not translate well, and should be explained in English. [Florida interviewees]

Often within the family [at home] they will speak Spanish, while when they are out in the community they speak English. The children will generally prefer English. Some immigrants may not want to learn English to become fluent in it, but will learn just enough to be able to communicate. This will likely vary with age and where a person was born. [Florida interviewee]

The language chosen to communicate with Hispanics will depend on which community you are trying to reach. Having literature and hunter education classes in Spanish (as frequently as monthly) would be good if you are trying to communicate with a Spanish community. Safety issues are critically important to communicate. [Florida interviewee]

#### Other general comments or items of interest

Fishing and hunting “go together” and he “enjoys them the same way.” He noted that it is easier to go fishing (there is less equipment and it costs less). [Utah interviewee]

Interest in hunting among Hispanics varies with how long they have been here. In most cases, in their home country hunting is only available for the upper class. He believed that recent immigrants were focused on improving their lives and other opportunities. In many cases, for 1<sup>st</sup> generation immigrants, hunting “is not part of their history,” and they may not be aware of, or realize, that they have opportunities in the US to participate. In addition, the idea that everyone owns the wildlife is not well understood. He suggested that outreach efforts to more acculturated Hispanics (2<sup>nd</sup> generation or longer) that emphasized that they “can do it” and “it is available to them” would likely be successful. [Arizona interviewee]

He noted that border activity, the Border Patrol, helicopters scaring game, and roads being closed or locked are challenges to his current hunting activity especially in Southern AZ. [Arizona interviewee]

Both the Hispanic community and the hunting community, at large, have a responsibility to teach this and pass on this activity. Education is key but needs to be coupled

with opportunity. The responsibility of recruiting new people “falls on people like me to open doors.” [Arizona interviewee]

He stated “what better thing could agencies do than create another hunter [or angler] and share their knowledge about the outdoors.” [Florida interviewees]

#### Interest in hunting by family and friends

Hunting is a life-style that holds very high interest for his immediate family and close friends. [Arizona interviewee]

The interest level among his family in hunting is high (“they get excited about it”). However, interest by most of his friends (both Hispanic and non-Hispanic) is low (they are not “nature-types; they are “video nerds”). [Arizona interviewee]

Interest is directly related to the “effort he puts into it;” they are interested because they want to spend time with him. [Arizona interviewee]

Generally, interviewees rated the interest in participating in hunting among their family and friends as relatively high. However, the interviewees themselves are relatively avid hunters, some of which have gone through (or continue to go through) extraordinary lengths to become hunters. [Texas interviewees]

Hispanics are pre-disposed to go outdoors (as well as grow their own animals for food) because many come from rural areas. However, it depends on the specific group you are dealing with. Many would be interested in going hunting. [Florida interviewees]

# Appendix A: List of Indirect Threats

This *List of Indirect Threats* is extracted from Appendix C of the *National Hunting & Shooting Sports Action Plan - Strategies for Recruiting, Retaining and Reactivating Hunting and Shooting Sports Participants* DRAFT: Strategic Framework, November 2014 (Strategic Framework). The Strategic Framework is the precursor of, and incorporated into, the *National Hunting and Shooting Sports Action Plan* (Plan) that was released by the Council to Advance Hunting and the Shooting Sports in March 2016. During the incorporation process, the items on the *List of Indirect Threats* were combined and modified to make the concepts contained in the list more succinct and the Plan more useable. The modified items from the list are contained within the “Actionable Topics” section of the Plan.

However, for the purposes of this report, the authors elected to use the original *List of Indirect Threats* because the items on the list correlated more closely with the barriers identified by the interviewees.

## **Lack of Skills**

- 1) Lack of mentors who know how to train
- 2) Lack of Self Learning tools

## **Lack of Awareness**

- 3) Lack of social acceptance
- 4) Current media representation of hunting
- 5) Lack of cultural awareness of hunting and shooting to nontraditional demographics
- 6) Lack of awareness of where to find information about shooting and hunting
- 7) Lack of social acceptance from administrative, regulatory, and education entities
- 8) Lack of inter & intra coordination of R3 efforts
- 9) Lack of resources or programs for non-traditional audiences

## **Lack of Motivation**

- 10) Lack of cultural relevance & motivations
- 11) Lack of potential participant time and opportunity
- 12) Lack of motivated mentor trainers
- 13) Lack of individual process connectivity
- 14) Lack of participant next steps
- 15) Lack of socially acceptable places to shoot (firearms and archery)
- 16) Cumbersome hunting regulations
- 17) Cost is an entry barrier

## **Lack of Access**

- 18) Lack of proper land management on public lands
- 19) Lack of convenient places to shoot
- 20) Lack of convenient places to hunt
- 21) Lack of shooting and hunting training facilities

- 22) Lack of access to the resource (gear, guns, bows, etc.)
- 23) Lack of access to the resource (game)
- 24) High demand for hunter and shooter education
- 25) High cost of leasing & use fees
- 26) Inability to obtain permits or tags due to limited availability

## **Appendix B: Hispanic Hunter License Database Screening Criteria**

In order to participate in this study, we are looking for state-partners that have the ability to select Hispanics hunters who are relatively early in their hunting career. To do this, we need partner states to screen their electronic hunting license sales databases for multiple fields. Ideally, the state database will have ten-years of records (with a minimum of 5 years of records). The database needs to have been consolidated (scrubbed) so that an individuals' license purchasing history can be tracked and examined as a unit.

Our target person is a resident hunter, of Hispanic origin, that is between 18 and 34 years old, who have a 6 to 10 year hunting license purchase history. Note: they do not need to have purchased licenses during the entire 6 to 10 year period.

The following screening sequence is recommended:

- 1) Screen for Hispanic names (names are supplied by the project);
- 2) Screen for age (18 to 34 inclusive);
- 3) Include age, gender and address with the record;
- 4) Screen out records that do not have a phone number;
- 5) Select for people who have least one license purchase in the last 3 license data-years (2014, 2015, or 2016);
- 6) Provide 10-year license purchase history (number of hunting licenses purchased from 2006 to 2016) for those selected for at least one license purchase in the last 3 license data-years; and
- 7) Optional: sort by license purchase history (i.e., list those that have purchased all 10 years first; followed by those who have purchased 9 out o 10 years second; etc.)

Ideally, this sequence will select people who are relatively early in their hunting career (6 to 10 years of hunting license purchase history). This group has the highest probability of initiating their own hunts (early in the “Continuation with-out support” stage) while being familiar with the barriers they may have encountered in becoming independent hunters. True beginners (1-3 years as self-identified hunter) who do not initiate their own hunts are not aware of barriers, application processes, logistical considerations, etc. (“Continuation with support” stage).

The database sent to the project should include: name (first and last); age; gender; address; phone number; and license purchase history.

Note: these instructions were refined during the course of the research. Utilizing different screening sequences resulted in different potential interviewee lists. All of the lists were usable, but the most refined list were a product of the recommended screening sequence.

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