

Alaska Department of Fish and Game Hunter Education Program Review



conducted by
USFWS Division of Federal Aid - Region 7
1011 East Tudor Road
Anchorage, AK 99503
<http://alaska.fws.gov/>

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Executive Summary

A Federal Aid program review of the Alaska Department of Fish and Game's hunter education program was conducted during August 2002. A state and federal Review Team moderately agreed that the program was meeting review standards and making progress on concerns and action items identified in previous reviews (1990 and 1996). Through document reviews, interviews, and site visits, the team identified four strengths of the program: 1) Course Characteristics, 2) Courses and Facilities in Anchorage and Fairbanks, 3) HE Staff Expertise and Dedication, and 4) Funding. Four areas that need improvement actions included in the next Federal Aid project statement (five-year plan) are: 1) Needs Assessment and Measuring Success, 2) Services and Facilities Outside of Anchorage and Fairbanks, 3) Communication and Outreach with Staff, Volunteers and Public, and 4) Management and Policy.

Background

Abbreviations used in this report:

ADF&G – Alaska Department of Fish and Game
USFWS – U. S. Fish and Wildlife Service
IHEA – International Hunter Education Association
HE – Hunter Education
BE – Bowhunter Education
ME – Muzzleloader Education
IS – Independent Study

Purpose and Scope

The purpose of this Federal Aid program review was to determine if the Alaska Department of Fish and Game's hunter education program is:

- A. "well-planned and reasonable (driven by agency needs and priorities),
 - B. "efficiently and effectively implemented and coordinated,
 - C. "successful (meets agency needs and achieves planned objectives)"
- (Hunter Education Guide 522 FW 13 5.3).

The timing of the review was mutually agreed on in order to precede development of ADF&G's next project statement (five-year plan).

We also reviewed progress on addressing "concerns and potential action items" from the 1990 and 1996 reviews:

- 1) complete hunter education program needs assessment
- 2) establish minimum funding level

- 3) obtain hunting accident data
- 4) identify basic level of Department staff support for the program
- 5) initiate a better system of volunteer recruitment, training, and support
- 6) involve an advisory committee in the hunter education planning process
- 7) develop a Department policy on mandatory hunter education
- 8) develop modular formats for the hunter education course (e.g., video/TV for Bush).
- 9) make planning/decision making process inclusive and proactive
- 10) improve program structure to make effective and efficient
- 11) resolve personnel/personality issues
- 12) accurately document all hunter education activity in the agency
- 13) improve communication to volunteers
- 14) standardize and enforce hunter education program policies
- 15) conduct program review (student test analysis, instructor monitoring, surveys, cross check law violation records, etc.)
- 16) incorporate hunt planning module into statewide curriculum
- 17) provide basic equipment for instructors
- 18) coordinate and integrate Hunter Services programs into hunter education where appropriate
- 19) include non-discrimination, equal opportunity statement on all materials

This review focused on work supported by Federal Aid grants, but considered all the state's hunter education services to provide context and completeness.

Program Review Team

Team Leader: Nancy Tankersley Fair, Fish and Wildlife Biologist, USFWS Federal Aid (Region 7-Alaska)

Otto Jose, Fish and Wildlife Biologist, USFWS Federal Aid (Region 6 Office-Denver), and past Hunter Education Regional Coordinator, State of Indiana

Eric Nuse, Hunter Education Training Coordinator, Vermont Fish and Wildlife Department, and Director, IHEA Administrators Academy

Steve Hall, Education and Outreach Director, Texas Parks and Wildlife Department, and IHEA Past President

ADF&G's HE Program

ADF&G has a statewide program with seven staff in Anchorage (plus one shared between the statewide program and the Fairbanks region) called the "Hunter Information and Training" program, funded mostly by Federal Aid in Wildlife Restoration funding. Oversight is by the ADF&G Division of Wildlife Conservation Deputy Director in Juneau. The Fairbanks HE Facility was completed in 2000 with Federal Aid funding, and planning for the proposed range in Juneau is supported by Federal Aid funding.

Currently, operation of ADF&G's Rabbit Creek Rifle Range in Anchorage and the Fairbanks HE Facility are supported primarily with state funding. In addition, one half-time hunter education

staff in Fairbanks is supervised by regional staff and supported by state funding. Additional regional and area biologists and information staff provide support for basic and specialty courses. Several ADF&G staff are volunteer instructors as well.

The curriculum and instructor policies are currently in transition. The statewide staff is focusing on instructor training and delivery of the new Independent Study (“IS”) basic HE course, in order to respond to the mandatory requirement for HE certification for hunters in more populated areas of the state. A new instructor manual with explicit course standards and a Memorandum of Agreement for instructor signature was launched in March 2002.

Additional background on ADF&G’s program is in Appendix A.

Methods

The program review process included the following activities, primarily during August 2002:

1. Review of program documents, including:

- W-31-HS Project Statement (“Hunter Information and Training”)
- W-31-HS-4 and W-31-HS-5 Grant Agreements and associated annual work plans
- W-31-HS-1, -2 and -3 Performance Reports
- W-32-E-1 Project Statement and Grant Agreement (“HE Enhancement”)
- W-31-D Project Statement (“Juneau HE Facility”)
- W-31-D-1 Grant Agreement and Amendments 1 and 2
- “Alaska HE Program Review Report” by USFWS Federal Aid (1996)
- “Final Report - HE Program Review, ADF&G” by USFWS Federal Aid (1990)
- Course materials for Basic HE, BE and ME courses
- Summary sheets from Instructor-HE staff meeting of February 1997
- USFWS Federal Aid HE Apportionment Data
- ADF&G Division of Wildlife Conservation Vision, Mission, Guiding Philosophy and Values, and Goals (undated)
- (Position Description Questionnaires for HE staff, and instructor and student course evaluations were not available)*

2. Site visits (August 17-23) to Rabbit Creek Rifle Range (Anchorage), Fairbanks HE Facility, Juneau Gun Club, and the Hank Harmon Rifle Range (Juneau), including attending portions of the 8-hour HE IS field courses in Anchorage and Fairbanks.

3. Personal interviews (August 18-22) with all HE statewide staff, and the ADF&G Division of Wildlife Conservation Deputy Director (Juneau) who provides oversight to the HE program; also with other ADF&G staff having a working relationship to the HE program and the public, including:

- 2 area biologists
- 3 regional management coordinators and assistants
- 4 regional information staff
- 1 regional HE staff
- 3 regional supervisors

3. Telephone interviews (August 17-20) with randomly selected volunteers and staff, which included:

- 15 ADF&G wildlife area biologists and 2 management coordinators (not included in personal interviews, above), and
- 41 volunteer instructors, including:
 - 14 “Active IS” HE instructors (certified to teach new IS course)
 - 11 BE instructors (2 also teach HE)
 - 9 “Active HE” instructors (without IS training as of August 2002, and not BE)
 - 4 HE instructors “on probation” (basic certification not complete)
 - 3 “Probation IS” (IS certification not complete)

The Review Team interviewed 100% of statewide HE staff, 100% of management coordinators and assistants, 77% of area biologists, and perhaps 25% of active volunteers* including a board member of the Alaska Volunteer Hunter Education Instructors Association. (*The total number of active volunteers in August 2002 could not be exactly determined from supplied lists, but was probably less than 176. “Active volunteer” is defined as those who had taught at least 1 class in 2001 or 2002, and were not ADF&G employees).

All interview questions were selected from the same master list (Appendix C). Questions pertained to HE staff services, course contents and delivery, facilities, non-discrimination, funding, outreach, program integration, management, policy, and program planning, review and needs assessments. Questions were derived from issues identified in previous ADF&G reviews and from the “Review of the National Hunter Education Program with Recommendations for Improvement” by the Wildlife Management Institute and the International Association of Fish and Wildlife Agencies (1996). Interview results provided guidance to this review, and were used in conjunction with grant documents, course and instructor materials, and other information related to the program.

4. Exit meeting with HE Staff and Deputy Director (August 23). Initial findings related to program strengths and improvement areas were shared on the last day of the Review Team’s work in Alaska, with the team to deliver a comprehensive report in October, 2002 (this report), and recommendations from state members of the team, requested by ADF&G (Appendix B).

Results

A. Strengths of ADF&G’s Hunter Education Program

The HE program has noticeably improved since the 1996 review. Funding and staff have increased greatly, and the quality of the curriculum and facilities has improved substantially.

Four areas were rated highly in interview responses (Appendix C) and by the program Review Team. These include:

- 1. Course Characteristics**
- 2. Courses and Facilities in Anchorage and Fairbanks**
- 3. HE Staff Expertise and Dedication**
- 4. Funding**

1. Course Characteristics

Many aspects of course contents, availability and delivery were highly rated by respondents

Overall, many respondents agreed that:

- the basic HE and BE courses included experiential and field learning opportunities (90% and 93% agreement)
- the basic HE and BE courses were easy to teach (78% to 95%)
- the HE “longer” and IS courses were applicable to urban and “rural” residents (on the highway/marine highway system) (70% to 90%)
- the BE courses were applicable to urban and “rural” residents (100%)
- the Muzzleloader course is applicable to urban (100%) and “rural” residents (88%)
- the basic HE and BE courses address ethics and responsibility adequately (90% to 100%)
- female, minority race, and special need students are welcomed (86% to 94%).

See related comments from interview respondents in Appendices D-H.

2. Courses and Facilities in Anchorage and Fairbanks

“Good course availability”, particularly in Anchorage and Fairbanks, had high agreement by respondents:

- the HE “longer” and IS courses are available to urban residents (82% and 100% agreement, respectively)
- the BE courses were available to urban residents (100%)
- the ME course is available to urban residents (83%)

In addition, ADF&G Hunter Education classroom and range facilities in Anchorage and Fairbanks were listed as adequate, and received many favorable comments (although noted sometimes as overcrowded or unavailable) (see Appendices D-H). Development of ADF&G’s indoor HE facility in Juneau (grant W-31-D) will help address the need for a comfortable classroom and live-fire training and proficiency testing in the third largest urban area.

Drawbacks for the Fairbanks and Juneau indoor ranges include concerns about adequate funding for the operation and maintenance costs. There is also a lack of outdoor ranges for hunting rifle sighting and practice in Fairbanks.

See related comments from interview respondents in Appendices D-H.

3. HE Staff Expertise and Dedication

Most instructors and staff agreed that the HE staff has the necessary expertise to coordinate the HE program (83% agreement overall). The program has expanded to include additional well-qualified and dedicated staff in the last few years. HE staff has ensured that courses meet

national standards, student certifications are accepted by all other states and Canadian provinces, and background checks are conducted before instructors are certified.

The HE program oversight is provided by the Deputy Director of the Division of Wildlife Conservation. His own expertise, knowledge, dedication, and support of the program are strong. Most HE staff (88%) agreed that support from Headquarters was good.

See related comments from interview respondents in Appendices D-H.

4. Funding

Many aspects of funding are now strengths of the program. Funding for hunter education has increased substantially since the last program review in 1996. ADF&G now obligates all of its eligible Federal Aid funding (Section 4c and Section 10 enhancement) for hunter education (approximately \$360,000 annually) and uses at least an additional \$266,892 annually of state funds to support hunter education and range operations (some of which is recouped from range user fees). Since 1996, ADF&G obtained substantial state Capital Improvement Project funding for development and improvement of hunter education facilities in Anchorage, Fairbanks and Juneau.

The HE staff and the Deputy Director agreed that the HE coordinator is actively involved in the agency budgeting process and is effective at acquiring and using Federal Aid and other state funds (100%), however, this was not fully corroborated by the Review Team. Full obligations of Section 4c funds for FY01 and FY02, which are necessary for eligibility for Section 10 funds, were only made after the Federal Aid office notified ADF&G both years that the submitted hunter education grants did not request all the available 4c funds. Only \$16,428 of the \$75,000 grant for FY01 Section 10 was drawn down by September 2002, and the FY02 Section 10 grant request for \$75,000 barely made the deadline. Ensuring that all available federal funding is obtained and used before deadlines pass is especially important since only 65% of respondents agreed that ADF&G funds HE programs adequately.

See related comments from interview respondents in Appendices D-H.

B. Subject Areas Needing Improvement

The top four program areas needing improvement according to interview results (Appendix C) and the Review Team include:

- 1. Needs Assessment and Measuring Success**
- 2. Services and Facilities Outside of Anchorage and Fairbanks**
- 3. Communication and Outreach with Staff, Volunteers and Public**
- 4. Management and Policy**

1. Needs Assessment, Planning and Measuring Success

An on-going needs assessment, and development and implementation of plans and methods to measure the effectiveness of the hunter education program are lacking. This is the most significant and a long-lasting deficiency of Alaska's Hunter Education program, noted in both

the 1990 and 1996 reviews. Without a periodic and objective needs assessment and monitoring process, the priority and effectiveness of any action (such as implementing mandatory HE certification for hunting in certain areas, or wearing “hunter orange”) cannot be evaluated.

Although an instructor meeting was held in February 1997 to help assess needs, this was not enough to do an adequate assessment. A needs assessment identifies the priority problems or issues the program should target, not just potential solutions (e.g., “we need more instructors”). For example, the following questions should be answered in a needs assessment: Why is hunter education needed in Alaska? What problems or issues in Alaska need to be addressed with hunter education services and facilities? What is the magnitude of the problem (e.g., accident or violation rate)? What audience should be targeted for educational efforts (e.g, certain ages, gender, culture, skill level, communities, or hunters of certain species)?

Examples of some possible problems or issues that might be identified and quantified in a needs assessment include:

Hunting incidents, due to:

- misidentifying the target, background or foreground
- unsafe shooting zones of fire
- unsafe and careless handling of firearms
- not being prepared for survival situations or harsh environmental conditions
- dangerous animal encounters

Firearm accidents, due to:

- unsafe and careless handling
- lack of skill and aptitude
- unsafe storage
- unsafe transporting
- poor maintenance of equipment

Hunting violations, due to:

- ignorance
- lack of respect for law
- cultural differences

Wounding loss, due to:

- lack of proficiency or marksmanship
- poor shot selection and placement
- game retrieval or tracking problems

Meat waste, due to:

- ignorance of proper shot placement
- ignorance of proper handling techniques
- irresponsible attitude

Declining number of hunters, due to ignorance of:

- how to hunt
- where to hunt

Public demand for certification in order to hunt in:

- areas of Alaska where it is mandatory
- other states or Canadian provinces

Research is needed to determine the significant problems that the ADF&G Hunter Education program should address in Alaska, appropriate actions, and which specific audiences need to be addressed. Identifying and quantifying the existing problems and causes on a regular basis will establish baseline conditions, appropriate audiences, priorities, and appropriate actions. Periodic review tools also need to be developed and used so that the program's success in reducing these problems can be measured. This will help focus limited resources, justify actions and policies (such as mandatory HE), help identify potential partners, and support expansion of the program, if necessary. Without this, there is no way of knowing if the HE program efforts are targeting priority problems and if they are effective at reducing them.

Needs and measures for success that are widely used in other states are the hunting or firearm accident rate and the hunting violation rate. Obtaining accident data has been a recommendation in both the 1990 and 1996 reviews. Only 33% of the HE staff agreed that hunting accident and violation data is collected and used for program planning. Since that data has not been easily obtained from the Alaska Department of Public Safety, only some anecdotal information from the newspaper is currently used. With the upcoming change of state administration, there may be an opportunity to obtain more useful, complete and precise data, or staff may need to use other methods, such as a periodic hunter survey, to develop useful estimates.

To increase programmatic integration and internal support, the hunter education program should also address agency needs. This review was conducted before the draft Division of Wildlife Conservation's strategic plan was released. So, there was no list of "agency needs" that had been officially identified and could be used by the HE staff, although some other ADF&G staff informally suggested the following as agency needs:

- Public support for wildlife conservation and management
- Public acceptance of predator control
- Public acceptance of habitat management
- Hunter recruitment and retention, to preserve hunting-related revenues
- Preservation of hunting opportunities, related to tolerance and respect for hunting among non-hunters
- Tolerance and respect between urban and rural hunters (and local and non-local hunters)
- Compliance with regulations
- Reduction of wounding loss

A third element is regularly assessing the needs of the staff, instructors, students, and public regarding hunter education. Only 32% of respondents agreed that ADF&G regularly assesses the needs of staff, instructors and public. Current efforts using hunter surveys on the ADF&G Web site and via the mobile unit are good informal needs assessment tools for limited public audiences, but need to be expanded and modified for more accurately and objectively assessing needs and priorities of these various groups.

Finally, the HE staff need to develop and implement an action plan, based on priority needs. Key partners and staff should be involved in developing and updating the plan, which will promote integration and support for the program. (Only 56% of HE staff is familiar with current

five-year plan). Measures to evaluate progress should be established with a time line. Examples of standard measures used in hunter education are:

- Number of HE, BE (and ME) graduates annually
- Change of accident/incident rates annually
- Hunting violation rates of course graduates vs. rates of non-graduates annually
- Attitude surveys of graduates vs. non-graduates (including non-hunters) related to specific hunting and wildlife issues

See related comments from interview respondents in Appendices D-H.

2. Services and Facilities Outside of Anchorage and Fairbanks

Services: There are several areas of service that most respondents rated as weak, which deserve attention in the needs assessment. This includes services for non-urban communities on the highway and marine highway system (“rural”), off the highway and marine highway system (“Bush”), and to some extent, Juneau. Statements with poor to moderate agreement (11% to 68% of respondents) include those related to:

- availability of the basic, bowhunter and muzzleloader courses outside of urban areas, especially areas designated “mandatory” for HE,
- applicability of curriculum and delivery for Native cultures and Bush communities,
- program staff services
- availability of instructors
- recruitment of local and Native instructors and students

Overall, there was moderate agreement about timely updating of courses (67%), efficient course coordination (67%), and timely distribution of supplies and equipment (65%). The comments indicate that disagreement to these statements may be related to inadequate rural and Bush services (see Appendices D-H).

Facilities: Overall, respondents gave marginal agreement about ADF&G directing adequate resources towards ranges (52%), and having adequate ranges for supporting courses (59%). Only 36% to 57% of instructors agreed that ADF&G had adequate mobile ranges (currently only one, serving areas outside of Anchorage about 2 months a year). These results reflect the need outside of Anchorage, Fairbanks and Juneau.

Communities that survey respondents listed as having inadequate HE classroom space include: Wasilla, Palmer, Big Lake, Sutton, Prince of Wales Island, small communities in SE Alaska (Port Protection, Pt. Baker, etc.), Bethel, some villages in Interior Alaska, and Kenny Lake.

Communities that survey respondents listed as having inadequate firearms or archery ranges include: Fairbanks (rifle and archery), Mat-Su Valley (rifle), Nome, Bethel, many Interior and Northern communities in winter, Craig, Skagway, Prince of Wales Island, and smaller SE communities.

See related comments from interview respondents in Appendices D-H.

3. Communication with Staff, Volunteers, and Public.

Availability of program and course information was the only area of communication that was rated moderately high overall by respondents (80% agreement). In addition, 80% of the Active IS and BE instructors surveyed also agreed that the staff communicates well with volunteers, which was higher than the HE staff agreement (63%), higher than the “Other Instructors” agreement (44%) and much higher than the “Other ADF&G staff” agreement (27%). The difference in perception between instructors and other ADF&G staff on this issue may indicate that communication between the HE staff and other ADF&G staff can be improved. In addition, there was a substantial disparity between the HE staff and “Other ADF&G staff” rating of good staff support for the HE program (11% vs. 50% agreement). This may also indicate some lack of communication between the HE staff and the rest of the ADF&G staff.

All other survey statements related to good communication and outreach received only moderate to poor agreement overall, including those pertaining to:

- Inviting current license holders to basic HE courses (70% agreement)
- Training in customer service techniques (58% agreement)
- Sensitivity to traditional instructors (48% agreement)
- Defining and communicating objectives for public outreach (46% agreement)
- Using core outreach messages about hunting (44% agreement)
- Staff not hampered by personnel or personality issues (37% agreement)
- Publicizing success of program (32% agreement)

See related comments from interview respondents in Appendices D-H.

4. Management and Policy

a) *Staffing structure:* Only 37% of respondents agreed that the HE staffing structure is effective and efficient. This appears to be due to lack of staff outside of Anchorage, except for one position in Fairbanks which is supervised regionally, not by the HE statewide coordinator in Anchorage. Volunteer recruitment, training and support are services that may suffer the most. Although all of the HE staff agreed that “ADF&G recognizes the importance of having well-trained effective instructors,” there was only moderate to poor agreement by all respondents that:

- HE courses are monitored to assess quality and consistency of content and delivery (54%)
- ADF&G provides adequate opportunities for training to certify instructors (51%)
- Volunteer recruitment is efficient, effective and successful (44%)
- HE staff provides adequate recognition and incentives to volunteers (42%)
- ADF&G has actively recruited instructors from nontraditional audiences to achieve greater participation and gender and cultural balance in courses (30%)

Also, a large number of courses (over 50% according to HE staff) are currently being taught by HE staff, rather than volunteers. This also reduces effectiveness and efficiency of the staff.

b) *Records:* Keeping accurate records of courses, certification and contact information for students and instructors is a big, never-ending job which needs some improvement. For

example, the lists of volunteer instructors given to the Review Team contained inaccurate contact information and/or certification status for several instructors. Student and instructor evaluations were not available or not compiled by the statewide staff (some instructors or local ADF&G offices keep them, if used at all).

HE staff is investigating the purchase and implementation of an automated records system, which may help produce more accurate records and faster certification.

c) *Program Integration:* Several statements related to integration of the HE program with other ADF&G management and outside partners received only moderate to weak agreement overall, including:

- Integration of HE program into other agency and organization programs (63%)
- ADF&G remedying effects of regulations that may cause ethical dilemmas for hunters in the field (61%)
- HE Coordinator looking for opportunities help achieve agency goals and solve problems (57%)
- HE program having good support from other ADF&G staff (48%)
- HE offering advanced courses in partnership with other agencies or organizations to maximize efficiency and effectiveness (41%)

d) *Standardization and enforcement of policies:* Although 73% of all respondents agreed that policies are standardized and enforced, there are some problems with implementation of the new instructor policies. Not all instructors have received the new training and Memorandum of Agreement to sign, which was instituted in March 2002 (supposedly necessary to continue teaching), requirements have changed between March and August 2002, there has been an inconsistent deadline for signing the MOA, and unequal enforcement of consequences for not signing.

See related management and policy comments from interview respondents in Appendices D-H.

C. Status of Previous Recommendations

The following list shows recommendations from the 1990 and 1996 reviews and their current status. Items in bold type are continuing priorities for improvement from this review.

- 1) ***Complete hunter education program needs assessment.***
Incomplete. See “Needs Assessment and Measuring Success” above, and related survey ratings and comments in appendices.
- 2) *Establish minimum funding level.*
Completed. See “Funding” above.
- 3) ***Obtain hunting accident data.***
Incomplete. See “Needs Assessment and Measuring Success” above, and related survey ratings and comments in appendices.
- 4) *Identify basic level of Department staff support for the program.*
Much improved, particularly for Anchorage and Fairbanks. Other areas of the state still need more support. See “Services and Facilities Outside of Anchorage and Fairbanks” and related survey ratings and comments.

- 5) *Initiate a better system of volunteer recruitment, training, and support.*
In transition. See “Management and Policy” above, and related survey results and comments in appendices.
- 6) *Involve an advisory committee in the hunter education planning process.*
Started, but needs revision and expansion to include a representative, active group of instructors, other ADF&G staff, and other pertinent partners for on-going planning.
- 7) *Develop a Department policy on mandatory hunter education.*
Completed and implemented in certain areas of state.
- 8) *Develop modular formats for hunter education course (e.g., video/TV for Bush residents).*
Needs more work. See “Services and Facilities Outside of Anchorage and Fairbanks” and related survey ratings and comments.
- 9) ***Make planning/decision-making process inclusive and proactive.***
Needs more work. See 1) and 6) above.
- 10) ***Improve program structure to make effective and efficient.***
Much improved with integration of Hunter Services and traditional Hunter Education programs, and expansion of HE staff. Still needs work to serve areas outside of Anchorage, and to integrate services in Fairbanks. See “Management and Policy” above, and related survey ratings and comments in appendices.
- 11) *Resolve personnel/personality issues.*
Old issues have been resolved, but new issues have surfaced. See “Communication with Staff, Volunteers, and Public” and related survey ratings and comments in appendices.
- 12) *Accurately document all hunter education activity in the agency.*
Improved, but work done by staff not officially part of HE staff is not well documented (e.g. work by area biologists and information staff). Hours of volunteer time are not used as in-kind match on grant documents. Accurate documentation of all staff and volunteer time would increase the state match portion on grants and provide insurance against audit findings. Fees from students need better accounting.
- 13) ***Improve communication to volunteers.***
Has improved substantially since 1996, but still needs work. See “Communication with Staff, Volunteers, and Public” and related survey ratings and comments in appendices.
- 14) *Standardize and enforce hunter education program policies.*
In transition. See “Management and Policy” above and related survey results and comments in appendices.
- 15) ***Conduct program review (student test analysis, instructor monitoring, surveys, cross check law violation records, etc.).***
In transition, but needs more work. See “Needs Assessment and Measuring Success” above, and related survey ratings and comments in appendices.
- 16) *Incorporate hunt planning module into statewide curriculum.*
Major progress with publication of “Hunt Alaska” booklet. 71% of HE staff agreed that a “hunt planning module” had been incorporated into advanced course offerings.
- 17) *Provide basic equipment for instructors.*
Major progress, except for some occasional problems with equipment availability, delivery and condition mostly outside of Anchorage and Fairbanks. See related survey results and comments in appendices.
- 18) *Coordinate and integrate Hunter Services programs into hunter education where appropriate.*

Completed. See 10) above.

19) Include non-discrimination, equal opportunity statement on all materials.

Some progress. Should be added to course folders for students and instructors. More important is practicing non-discrimination and improving outreach to all cultures, ages, gender and abilities.

See related comments from interview respondents in Appendices D-H.

Discussion and Conclusions

The ADF&G HE program has shown remarkable improvement since the 1996 review. There was also an impressive show of interest and willingness to participate in review by the volunteers and staff that were contacted. Similarly, there is an obvious dedication to the HE program by many ADF&G staff and volunteer instructors.

Overall, survey respondents agreed that the HE program is:

- “well-planned and reasonable” (69% of respondents agreed)
- “driven by agency needs and priorities” (72%)
- “efficiently and effectively implemented and coordinated” (52%)
- “successful (meets agency needs and achieves planned objectives)” (58%)

The Review Team generally concurs with the moderate agreement shown by survey respondents, with the note that “agency needs and priorities” and related plans are not well documented yet.

ADF&G’s HE program has four strong areas, and four areas needing improvement actions included in the next Federal Aid Project Statement (five-year program plan). Related recommendations from other state HE coordinators on the Review Team are outlined in Appendix B. Input from other ADF&G staff and instructors, as well as the students and public are important for planning, as the HE staff appears to have differing assessments than others that are involved with hunter education and related needs in Alaska.

For example, generally more HE staff agreed with interview statements (e.g., had a more favorable opinion of their services) than other groups of respondents. This may be because this is a time of transition for the program and the HE staff is focused on the new services and policies, whereas the other respondents may be more focused on previous services and policies. Alternatively, the HE staff may be underestimating the problems of transition concerning courses and policies, or are unaware or underestimating other concerns of instructors and other ADF&G staff. This gap points to a breakdown in two-way communication. To better understand the interview results and target improvements, the interview results need to be reviewed closely (Appendix C). However, some statements had only a small number of respondents and the results need to be interpreted carefully.

The next Federal Aid Project Statement (five-year plan), due in June 2003, should build on program strengths and focus on areas needing improvement, particularly assessing public, agency, instructor and student needs (problems and issues). After this critical first step, planning

and implementing priority actions and methods to evaluate success each year will ensure that the HE program is on target.

Acknowledgements

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- USFWS. 1996. Review of the National Hunter Education Program with Recommendations for Improvement. Report of the Wildlife Management Institute and the International Association of Fish and Wildlife Agencies prepared under contract. 19 pp. plus appendices.

List of Appendices:

- Appendix A.** ADF&G Hunter Education Program Summary, August 2002
- Appendix B.** Recommendations by state reviewers.
- Appendix C.** Interview results (data spreadsheet).
- Appendix D.** Compiled comments from interviews with HE Staff and Deputy Director.
- Appendix E.** Compiled comments from interviews with other ADF&G staff.
- Appendix F.** Compiled comments from interviews with “Active IS” Instructors.
- Appendix G.** Compiled comments from interviews with BE Instructors.
- Appendix H.** Compiled comments from interviews with other HE instructors.

Appendix A. ADF&G Hunter Education Program Summary - August 2002

Federal Aid Funded Projects:

ADF&G has three active Hunter Education (HE) grants supported by Federal Aid in Wildlife Restoration and federal Hunter Education Enhancement (Section 10) funding:

1. Hunter Information and Training "HIT" (2002-2003) \$404,408 (25% state match)
2. Hunter Education Enhancement (2001-2002) \$100,000 (25% state match)
3. Juneau Hunter Education Facility Development (2000-2003) \$1,500,000 (67% state match)

These grants support basic Hunter Education (HE) courses and Bowhunter Education courses (taught by staff and volunteers), as well as a number of specialty hunting clinics for various species, and non-toxic shot waterfowl clinics (mostly taught by ADF&G staff). Demand for the basic HE course has been heavy since certification became mandatory for certain hunters in Game Management Units 7, 13, 14, 15 and 20 on August 1, 2002, and staff is teaching more than half the classes offered. Federal Aid funding also supports a mobile training van, curriculum development, instructor training, instructor incentive program, development of a new records system, and development of a hunter education facility in Juneau.

Additional HE Funding and Projects:

Other HE work not funded by the above Federal Aid grants includes:

1. Operation of the Rabbit Creek Rifle Range in Anchorage and the Hunter Education Facility (range/classrooms) in Fairbanks.
2. HE staff and services in Fairbanks.
3. Other ADF&G staff working on HE outside of Anchorage.
4. Implementation of the "Becoming an Outdoor Woman" workshops and bear baiting clinics.
5. Supervision of HE statewide coordinator.

Staffing: ADF&G has seven statewide staff in Anchorage (plus one position shared between Anchorage and Fairbanks), funded mostly by Federal Aid in Wildlife Restoration funding, with oversight by the ADF&G Division of Wildlife Conservation Deputy Director in Juneau.

Volunteers Instructors: The number of volunteer instructors is in flux due to inactivity, moving out of state, and/or new training requirements. In July 2002, approximately 264 instructors were listed, but by August only 176 were listed. At least 10 ADF&G staff outside of the HE program are also volunteer instructors or help teach courses. Instructors certify about 1,500-1,700 students a year in basic, bowhunter or muzzleloader hunter education. The Alaska Volunteer Hunter Education Instructor Association has not met since the last statewide meeting convened by ADF&G in 1999.

Appendix B. Recommendations by state reviewers.

Steve Hall, Education Director
Texas Parks and Wildlife
4200 Smith School Road
Austin, TX 78744
512-389-4568
512-389-8042fax
steve.hall@tpwd.state.tx.us

Eric C. Nuse, Training Coordinator
Vermont Fish and Wildlife Department
103 South Main, 10 So.
Waterbury, VT 05671
802-241-3723
802-241-3295fax
enuse@fwd.anr.state.vt.us

I. NEEDS ASSESSMENT AND PLANNING

Issue:

- Lack of basic data answering the *need*: Why Alaska needs a mandatory hunter education program; if the program is improving hunter behavior and safety; and what are the key areas still in need of improvement.

Needs:

- Hunting Accident Data (Reports)
- Hunting Violation Data (Reports)
- Hunting Attitude Data (Surveys)

Recommendations:

- Give a hunting incident report form (see attachment example from Texas based on IHEA form) to the agency responsible for collecting data – urging them to collect and pass on the data to Alaska Department of Fish and Game (ADF&G) (*ADF&G Director, Division of Wildlife Conservation*).
- Collect newspaper accounts to track accounts of hunting incidents (*news clipping service and State Trooper press releases*)
- Inventory and search hospital records for hunting incidents (*graduate student or internship program*)
- Meet with Alaska law enforcement data managers to ascertain what data are available regarding hunting violations and compare them to hunter education graduates vs. non-graduates (*hunting violation rates*)
- Develop and distribute a hunting attitude survey to assess attitudes by urban, rural, Bush and Native Alaskans on hunting ethics
- Consult with Mark Duda and/or other fish and wildlife researchers (e.g., Responsive Management) on questions to ask in a hunting or hunter education attitude survey and to review existing research on the subject.
- Develop action for incorporating hunting incident and violation and attitude data into ADF&G hunting information and education programs.

II. MANAGEMENT (STAFF ORGANIZATION)

Issue:

- Infrastructure needs to be in place to effectively administer an effective statewide, volunteer-led program

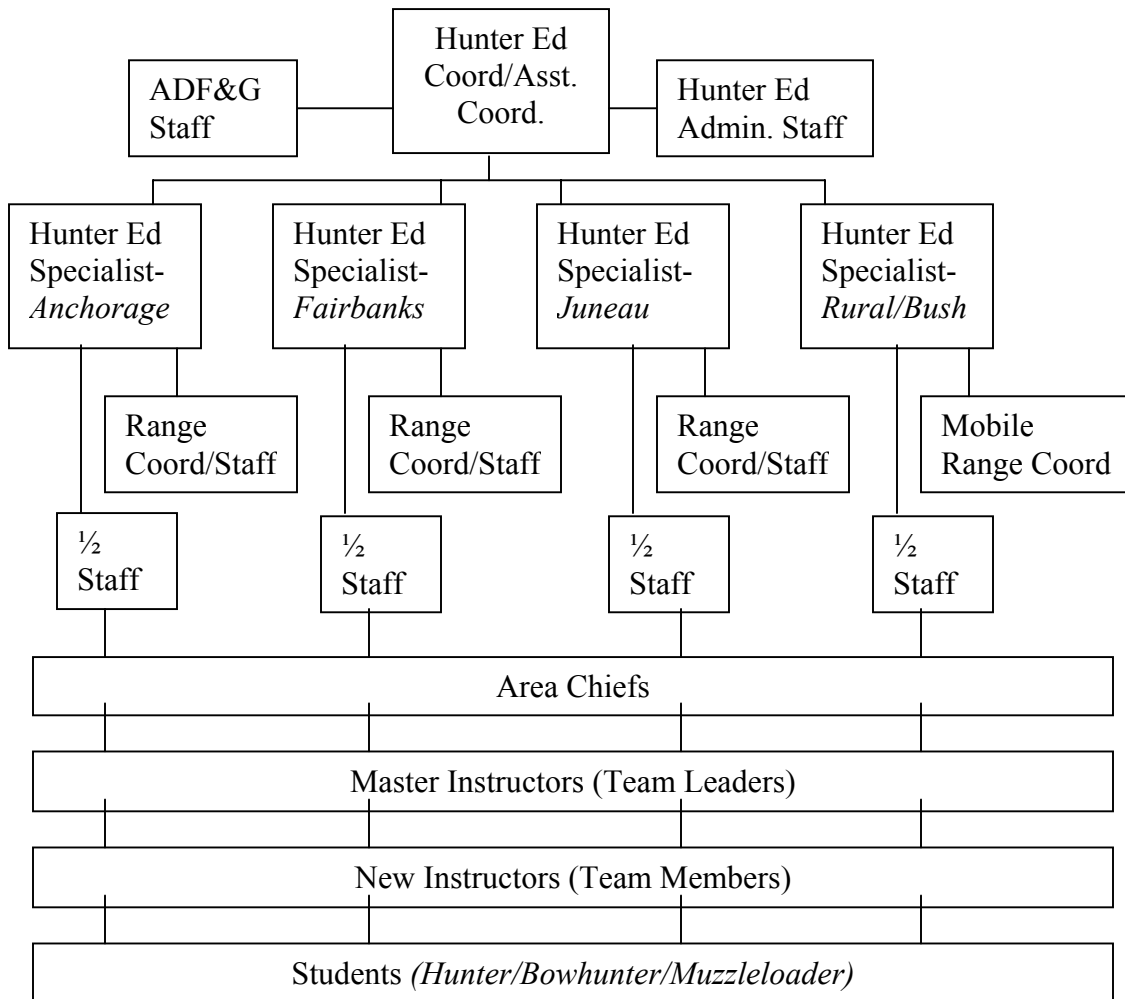
Needs:

- Effective system serving public and volunteers
- High level of customer service
- Internal support and authority to conduct hunter education program
- Increased number of classes initiated and run by volunteers
- Enhanced graduate and instructor database and improved capacity to generate reports

Recommendations:

- Enhance hunter education program staff support and authority at each level such as the following structure (*ADF&G Directorate*).

16 FTEs (minimum): 10 Professional Level and 6 Support Staff (4-Full time; 4 - 1/2 time)



- Empower instructors to schedule and deliver the classes. This will involve setting up procedures to have students contact instructors directly so they know there is a need for a class, having systems in place to get materials to the instructors in a timely manner, having a core of lead instructors with the ability to coordinate other instructors run classes from planning to finish.
 - For instructors to be empowered to take over the delivery of the classes will require that they be given the resources and tools to do the job and most importantly they need the authority to move into a partnership role with staff and away from an assistant supporting role. This means a letting go of direct control from the central staff. This letting go must be reflected in the policies and procedures manual and in training.
 - A direct benefit will be freeing up of staff time and energy to tackle planning, curriculum development, measuring success, communications, coordination, recruitment and training. In other words leveraging your time to get significantly greater results.

The instructor manual should be modified to better balance the responsibilities of the instructor and the responsibilities of the program to the instructor. The liability waiver should be modified more along the lines of the BOW statement, and the rhetoric on “at will” volunteers should be toned down. It is clear this wording was chosen to deal with problem instructors. However it is a deterrent to recruiting new instructors and the future of the program.

- Upgrading the database for students and instructors to allow easy entry of data and retrieval of reports will improve the effectiveness of the program and be a great time saver. The program developed in Idaho and modified for use in Maine and Vermont would be a big improvement.
- Flow charts of administrative tasks should be done. Duplications, re-work and inefficiencies could then be recognized and modified. An example would be tracking the flow of work and decision points from when a person contacts you that they are interested in being an instructor until they are certified.

III. MANAGEMENT (VOLUNTEERS)

Issues:

- Care and feeding of volunteers
- Recruiting and retaining quality, active instructors

Needs:

- Communications
- In-service Training
- Recognition
- Professional Staff Development
- Recruitment

Recommendations:

- Publish a highly visual, quarterly instructor newsletter highlighting successes (photos) of instructor accomplishments by region; updating instructors on policies and procedures; providing curricula updates and training tips; presenting newsworthy and upcoming needs and information; and recognizing program accomplishments, discounts and sponsorships.
- Provide no less than four pre-service (new instructor training courses) and two in-service training workshops per hunter education specialist (region) with the purpose of:
 - Bringing the most hands-on, up-to-date techniques to active instructors,
 - Recognizing regional staff and volunteers
 - Communicating with regional staff and volunteers
- Plan and conduct an annual conference of instructors that provides national/statewide presentations and social opportunities and gives time to volunteers to recognize each other for mutual accomplishments
- Create a statewide listserv updating instructors and staff on daily and weekly issues with very clear parameters (included in listserv application for inclusion) to minimize unnecessary chatter, conflicts or soap boxes.
- Create and/or enhance the existing “incentive award program” to thank volunteers for their annual involvement in the program commensurate with accomplishments such as courses and hours taught, students certified, hands-on and live-firing exercises used, outreach and presentations, tenure, attendance at in-service training workshops and special events hosted by ADF&G
- Consider allowing volunteers to retain student fees to cover their “out-of-pocket expenses” by amending existing hunter education regulations and/or statute
- Provide staff and volunteers with professional development (training opportunities) in volunteer management, teaching and learning principles and practices that might include any or a combination of the following:
 - Coordination and planning
 - Standards and reciprocity
 - Training techniques and learning styles
 - Promotions and recruitment
 - Recognition and communications
 - Research and evaluation
 - Record keeping
- Recruit quality instructors, especially women, Native, minority and off-the-road net folks. Women role models help attract other women to hunting. Building this support is critical to family involvement and retention of hunters. Native and off- the-road instructors are needed to deliver the program in remote locations in a way that fits the community and their customs. Active recruitment of village elders, constables, Fish and Wildlife Troopers, FWS refuge staff and area biologists is recommended. Allowing flexibility in the curriculum after the core content is met and minimum class size is important to encouraging new instructors. Training must be available and relevant. Most of all, potential instructors must know that you need and want them in the program.

IV. OUTREACH

Issue:

- Firearm safety and the need to address cultural differences/barriers exist, especially in the Bush region
- Increase recruitment of new hunters by offering quality, accessible hunter education classes and spurring interest through innovative and fun outreach efforts
- Bridging the gap between hunter education and becoming a life long hunter – especially in urban areas

Needs:

- Identification of cultural barriers/differences between Alaskan Natives and existing United States hunting practices
- Firearm safety program, especially among Native Alaskans and Bush residents
- Hunter education alternative delivery system for the Bush that address specific needs and barriers similar to the way BOW workshops addressed barriers facing women interested in outdoor activities
- Raise awareness of hunting as a safe, family oriented, outdoor activity that is biologically sound and fun
- Coordinate and support partnerships with other organizations that support hunting and the shooting sports

Recommendations:

- Call a regional meeting with Northern and Western Alaskans (e.g., ADF&G staff, Native populations, hunting guides) to determine specific needs of Bush (non-road system) residents related to hunting or hunter education-taught responsibilities and Native traditional subsistence practices and customs; explore strategies that Native populations and ADF&G can use to bring hunter education to these areas.
- Devise a separate curriculum that would satisfy those needs and a system that would provide accessible information and coursework in Bush areas of Alaska
- Include in the discussions the needs, curricula and additional use related solely to home firearm safety and safe handling of firearms
- Explore an alternate delivery (Internet and package formats) system that can be used in the Bush areas that provides for a self-taught exam of knowledge and skill exercises and affidavit of completion
- Flexibility on training new instructors will also be needed to fill the need for classes in low-density areas. Possibly developing a self-study instructor course followed by an interactive conference call, video, or Internet meeting could lead to certification.
- This flexibility should be built into the instructor manual such as not require a Bush or rural instructor to ask permission to run a class for 2 students rather than the state minimum of 6.
- Consider allowing a hybrid course that takes the best of a traditional course and the best of the self-study course. An example would be having a registration night with some instruction where students would get their self-study materials, an explanation of what is

required and by when, then some class time on wildlife management or safe handling. An optional night could be scheduled to check on progress in the workbooks and present some additional material. Then students attend the field day and live fire. Veteran instructors like this better than the straight self-study because they get to see the students over a period of time and they get to know them better. The drop out rate is also much lower from sign up to certification thus improving recruitment and lowering cost per certified student. This type course works well in mentored after-school programs also.

- Coordination with the “Becoming and Outdoors Woman” program, Boy and Girl Scouts, 4-H shooting sports, local fish and game clubs, after-school programs, police departments and competitive shooting clubs is a great way to promote the goals of hunter education. Many of these organizations have a fine group of volunteers with compatible goals. They benefit and the hunter education program benefits from working together.
- Host an annual event at ADF&G ranges in each of the towns of Juneau, Fairbanks and Anchorage to celebrate Alaska’s great hunting heritage. The event should include outdoor industries that help offset the cost by paying for 10x10 booth spaces at \$250.00 ea. (minimum), a concessionaire responsible for food, outdoor tents, tables and chairs for hands-on wildlife and related outdoor activities, outdoor seminars and demonstrations and range (shooting) activities. Try to keep the event free to families and help publicize it by hosting a heritage banquet the night prior to the weekend festivities. A local planning group consisting of ADF&G employees and volunteer hunter education instructors should be responsible for conducting the event and soliciting sponsorships to defray the costs, other than staff time.

V. COMMUNICATIONS

Issue:

- Improve communication with instructors, biologists and the public. This includes messages going out, and receiving and responding to messages coming in.

Needs:

- Regular internal communications
- Improved response to instructor questions and concerns
- Formal processes to solicit feedback and direction from internal and external stakeholders.

Recommendations:

- Regular communication should be set up with instructors via newsletters, e-mail and updates. Plans should be shared and topics of broad interest addressed.
- Instructor questions and issues should be promptly addressed and systems put in place to set standards, e.g. all phone messages responded to within 1 working day, even if it is to tell them that you need more time to research the answer. Same with email and regular mail.
- Techniques for two way communication and input should be institute for specific issues. An example might be what should hunter ed teach about predator/prey relations. The answer should be hammered out by the biological staff, department leadership and the

hunter ed administrator. Ways to get the information and the support you need to implement new initiatives have been well documented. Hans and Anna Marie Bleiker on public involvement and Gil Steil on high engagement techniques (e.g., Future Search and Open Space*) are a few of the innovators that are available to train public officials. Done well, years of time can be saved and great results achieved.

- As you move to cooperation and partnerships, and other use high leverage techniques for accomplishing your goals, communications and coordination becomes more and more important.

*Future Search is usually a 2 ½ day conference where you get all of the stakeholders together in the same room (up to 60 people) and as a group establish a common view of the situation, agree on a shared desirable future and establish a plan to get from where you are now to where you want to be. It works because you only work on common ground and leave behind areas of disagreement.

*Open Space is a technique of using the full capacity of everyone in the room to solve a problem that no one person or functional group can solve. Not only does it produce great results but it is very empowering to all participants.

VI. COURSE CHARACTERISTICS (CURRICULUM)

Issue:

- Enhance the curriculum to address specific wildlife management concerns of the ADF&G
- Elevate the value of hunter education to the ADF&G and the State

Needs:

- Identify areas of concern in cooperation with biological staff, such as use of fire to improve habitat and effects of wolf predation on moose
- Modify instructor manual, student manual and written test

Recommendations:

- Finishing the Alaska student manual, modifying the student written test, and continually communicating with area biologist's on areas of concern should help with this need.
- Specific chapters should be included to address specific subsistence hunting and Bush issues. Issues related to fair chase should be played down in subsistence hunting but are very important to recreational hunting. Respect for the animal is important to both types of hunting (e.g., clean kill and no waste).
- Coordination with biologist, fish and wildlife Troopers, and the game board to address problems like wonton waste of meat by trophy hunters through education. Regulations mandating the removal of meat on the bone may have assisted in decreasing wonton waste but has hurt subsistence hunters.

- Regional variations in biological issues should be addressed in the hunter education program. The effect of wolf predation on moose is a hot issue in Regions III and V, but does not appear to be a big issue in the southeast. Hunter education should be part of the solution for the game biologists, thus increasing the value of the program to them and the Department.

VII. CONCLUDING REMARKS

Recommendations herein can be partially or wholly considered, as ADF&G attempts to enhance and modify its hunter education and hunter information programs. These recommendations are, in no way, an indication of poor or marginal performance in the selected topics – just ideas from two peer coordinators on what they would consider if faced with the same circumstances in each of their jurisdictions.

All jurisdictions and programs can enhance their research, organization, volunteer management, and outreach, communications, curricula, customer service, convenience, and overall ways of doing business. ADF&G continues their proactive philosophy by having a team of their peers and federal aid representatives come in every five years to look at the view from an outside perspective. ADF&G staff gains further insight on ways they might improve a process in which they fully dedicate themselves and their agency.

The peer evaluators would like to thank ADF&G and its staff for the opportunity to evaluate and make recommendations regarding hunter education, target ranges and hunter information processes. In doing so, these peer coordinators also get the advantage of taking Alaska perspectives and successes back to their jurisdictions. It also gave them the privilege of visiting the most beautiful, the largest and the wildest landscape in the nation.

Attachment: Texas Parks and Wildlife Hunting Accident and Incident Report Form
PWD-579-D0200-2



Texas Parks and Wildlife Hunting Accident and Incident Report Form



Fatal Non-fatal Report Number: _____
(will be assigned in Austin)

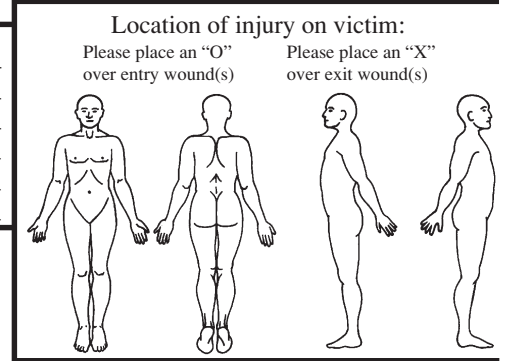
INSTRUCTIONS TO GAME WARDEN: This form is to be used for reporting all accidents/incidents arising from hunting, firearm or bow related activities classified as follows:

- A. An accident/incident resulting from the discharge of a firearm or bow while hunting, which causes the injury or death of any person(s).
- B. An accident/incident while hunting, not involving the discharge of a firearm or bow, which causes the injury or death of any person(s).
- C. Any other accidents/incidents resulting from the discharge of a firearm or bow, which causes the injury or death of any person(s), other than while hunting.

NOTE: If possible, firearms, archery tackle, ammunition/powder or other equipment involved in a hunting accident/incident should be taken into the custody of the investigating officer for testing and/or evaluation.

Items marked with an asterisk are annually reported to the International Hunter Education Association, the organization responsible for compiling data from throughout North America.

I. *State/Province: _____ **Location:** _____
County/Parish: _____ **Date:** _____ **Time of Day:** _____
Day of season: _____ **Description of Injuries:** _____



II. Land Ownership: Public Private
***Classification of Accident:** ^(see above) A B C
***Type of Casualty:** Fatal Non-fatal
 Report submitted by? Shooter Other: _____
 Were shooter & victim members of same party? Yes No Number of persons in party: []
 Relationship of victim(s) to shooter Friend Relative Other: _____
***Was injury or death self-inflicted?** Yes No
***Type of Firearm:** Shotgun* Rifle* Handgun* Muzzleloader* Bow* Crossbow* Unknown*
 Other* _____
 Type of Action: Hinge Bolt Lever Semi-Auto Pump Revolver Other: _____
 Miscellaneous: Caliber: _____ Draw Weight: _____ Make: _____ Model: _____ Serial #: _____
 Sights used: Open Scope Peep
 Safety Position: On Off Unknown No Safety Ammunition: _____
 Treestand used: Yes No Homemade Factory Reload Military Factory
 Type of treestand: Ground Elevated Vehicle Ladder Type of Ammunition: _____

III. If self-inflicted, supply only SHOOTER information below, otherwise supply both SHOOTER and VICTIM information below.

SHOOTER	VICTIM
Name: _____	Name: _____
Address: _____	Address: _____
City: _____ State/Province: _____ Zip: _____	City: _____ State/Province: _____ Zip: _____
ID/DL/SSN#: _____ DOB: _____ *Age: _____	ID/DL/SSN#: _____ DOB: _____ *Age: _____
Hunting License#: _____ [] N/A	Hunting License#: _____ [] N/A
Years hunting experience: [] Sex: [] Male [] Female	Years hunting experience: [] Sex: [] Male [] Female
Under the apparent influence of intoxicants or drugs? [] Yes [] No [] Unknown	Under the apparent influence of intoxicants or drugs? [] Yes [] No [] Unknown
Hunter Education Certified? [] Yes [] No [] Unknown	Hunter Education Certified? [] Yes [] No [] Unknown
State/Province Certified: _____ [] N/A	State/Province Certified: _____ [] N/A
*Game law violated? [] Yes [] No [] Unknown	*Game law violated? [] Yes [] No [] Unknown
If so, what section? _____	If so, what section? _____
Other laws violated? _____	Other laws violated? _____
Shooter involved in hunting related activity? [] Yes [] No [] Unk	Victim involved in hunting related activity? [] Yes [] No [] Unk
Shooter's activity at time of incident: [] Stalking [] Sitting	Victim's activity at time of incident: [] Stalking [] Sitting
Check the appropriate boxes below: [] Standing [] Other	Check the appropriate boxes below: [] Standing [] Other

Clothing Worn	Cap	Coat/vest	Trousers	Clothing Worn	Cap	Coat/vest	Trousers
Blaze Orange				Blaze Orange			
Red				Red			
Brown				Brown			
Blue or Green				Blue or Green			
Camo (not Camo-orange)				Camo (not Camo-orange)			
Other?				Other?			

Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
Hunter Education Staff Services (respondents mostly referred to statewide staff based in Anchorage; however some responses referred to local staff, particularly assistance from Soldotna and Fairbanks staff).										
1. The Hunter Education course contents and materials are updated and revised as needed.										
	HE Staff	4	3	88%		1		13%		8
	Active IS & Bow	6	11	68%	4	3	1	32%		25
	Other Instructors	1	8	56%	1	4	2	44%	1	17
	Total	11	22	67%	0	8	3	22%	1	50
2. Supplies and equipment are distributed in a timely fashion.*										
	HE Staff	2	4	75%	1		1	25%		8
	Active IS & Bow	9	8	68%	4	3	1	32%	1	26
	Other Instructors	1	7	53%	3	2	2	47%	2	17
	Total	12	19	65%	8	5	4	35%	3	51
3. Courses are coordinated efficiently and effectively.										
	HE Staff		7	88%		1		13%		8
	Active IS & Bow	5	13	86%	3			14%		21
	Other Instructors	1	7	53%	3	2	2	47%	2	17
	Other ADF&G Staff		9	47%	3	5	2	53%	7	26
	Total	6	36	67%	9	8	4	33%	9	72
4. ADF&G Hunter Education staff communicates well with volunteers.										
	HE Staff		5	63%	2	1		38%		8
	Active IS & Bow	7	13	80%	1	3	1	20%		25
	Other Instructors	1	6	44%	2	3	4	56%		16
	Other ADF&G Staff	3	3	27%	2	8	6	73%	6	28
	Total	11	27	54%	7	15	11	46%	6	77

NOTES: 1) % calculations did not use NI responses

2) not all questions were asked of every group

3) 10 of 30 "Other ADF Staff" are also HE instructors, and 2 answered some questions as instructors.

Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
5. ADF&G Hunter Education staff provides adequate recognition and incentives to volunteers.										
	HE Staff	1	3	50%	3	1		50%		8
	Active IS & Bow	1	10	46%	4	5	4	54%		24
	Other Instructors	1	8	50%	4	4	1	50%	2	20
	Other ADF&G Staff	3	3	27%	2	8	6	73%	6	28
	Total	6	24	42%	13	18	11	58%	8	80
6. Volunteer recruitment is efficient, effective and successful.(WMI)*										
	HE Staff and HQ		5	56%	2	1	1	44%		9
	Active IS & Bow	2	7	41%	6	5	2	59%	4	26
	Other Instructors		7	41%	1	5	4	59%	1	18
	Total	2	19	44%	9	11	7	56%	5	53
7. ADF&G provides adequate opportunities for training to certify instructors. (WMI)										
	HE Staff	3	3	86%		1		14%	1	8
	Active IS & Bow	5	10	58%	3	6	2	42%		26
	Other Instructors		4	25%	3	7	2	75%	1	17
	Total	8	17	51%	6	14	4	49%	2	51
8. ADF&G requires continuing education or periodic retraining to maintain instructor certification.(WMI)										
	HE Staff		5	71%	1	1		29%	1	8
	Total		5	71%	1	1		29%	1	8
9. ADF&G recognizes the importance of having well-trained effective instructors.(WMI)										
	HE Staff and HQ	6	3	100%				0%		9
	Active IS & Bow	8	13	84%	4			16%		25
	Other Instructors	1	12	72%		5		28%		18
	Total	15	28	83%	4	5	0	17%	0	52

NOTES: 1) % calculations did not use NI responses

2) not all questions were asked of every group

3) 10 of 30 "Other ADF Staff" are also HE instructors, and 2 answered some questions as instructors.

Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
10. ADF&G Hunter Education staff has the necessary expertise to coordinate the Hunter Education program.										
	HE Staff and HQ	4	4	89%		1		11%		9
	Active IS & Bow	9	15	96%			1	4%		25
	Other Instructors	1	8	56%	2	3	2	44%		16
	Other ADF&G Staff	7	16	85%	2	1	1	15%	1	28
	Total	21	43	83%	4	5	4	17%	1	78
<u>Courses and Curriculum</u>										
11. The Basic and Bowhunter Education courses include experiential learning opportunities, such as field experience, dilemma discussions, and interactive video programs.(WMI)										
	HE Staff	5	3	100%				0%		8
	Active IS & Bow	10	15	100%				0%		25
	Other Instructors	2	10	71%	3	2		29%	1	18
	Total	17	28	90%	3	2	0	10%	1	51
12. The Basic and Bowhunter Education courses include the minimum hourly standard of 9-11 hours recommended by the International Association of Fish and Wildlife Agencies.(WMI)										
	HE Staff	6	2	100%				0%		8
	Total	6	2	100%				0%		8
13. Hands-on shooting experience is required for Basic and Bowhunter Hunter Education courses.(WMI)										
	HE Staff	7	1	89%			1	11%		9
	Total	7	1	89%			1	11%		9
14. ADF&G's Basic and Bowhunter Education courses are accepted by other state and provincial agencies.(WMI)										
	HE Staff	4	4	100%				0%		8
	Total	4	4	100%				0%		8

NOTES: 1) % calculations did not use NI responses

2) not all questions were asked of every group

3) 10 of 30 "Other ADF Staff" are also HE instructors, and 2 answered some questions as instructors.

Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
(If they teach Basic HE):										
<i>NOTE: HE Staff and Other ADF&G staff responses regarding Basic HE courses were included in "independent study" course responses. Respondents were only asked about applicability and availability of courses for areas of the state where they had experience.</i>										
15. The Basic Hunter Education independent study course makes it easy for me to teach.										
	HE Staff	5	2	100%				0%	1	8
	Active IS & Bow	1	8	75%	1	2		25%	1	13
	Other Instructors	1	1	50%		1	1	50%	1	5
	Total	7	11	78%	1	3	1	22%	3	26
16. The Basic Hunter Education longer instructor-led course makes it easy for me to teach.										
	HE Staff									
	Active IS & Bow	4	6	83%	1	1		17%	3	15
	Other Instructors	1	12	81%	1	2		19%		16
	Total	5	18	82%	2	3	0	18%	3	31
17. The Basic Hunter Education independent study course is applicable to Alaska urban residents.										
	HE Staff	4	2	86%		1		14%	1	8
	Active IS & Bow		7	64%	2	2		36%	1	12
	Other Instructors	2	2	80%		1		20%		5
	Total	6	11	74%	2	4	0	26%	2	25
18. The Basic Hunter Education longer instructor-led course is applicable to Alaska urban residents.										
	HE Staff									
	Active IS & Bow	5	6	92%		1		8%	3	15
	Other Instructors	1	7	89%		1		11%		9
	Total	6	13	90%	0	2	0	10%	3	24

NOTES: 1) % calculations did not use NI responses

2) not all questions were asked of every group

3) 10 of 30 "Other ADF Staff" are also HE instructors, and 2 answered some questions as instructors.

Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
19. The Basic Hunter Education independent study course is applicable to Alaska rural residents (on the road or ferry system).										
	HE Staff	4	2	86%		1		14%	1	8
	Active IS & Bow		9	82%	1	1		18%	1	12
	Other Instructors	1	2	50%		3		50%		6
	Total	5	13	75%	1	5	0	25%	2	26
20. The Basic Hunter Education longer instructor-led course is applicable to Alaska rural residents (on the road or ferry system).										
	HE Staff									
	Active IS & Bow	1	6	78%	1	1		22%	3	12
	Other Instructors		9	64%		5		36%		14
	Total	1	15	70%	1	6	0	30%	3	26
21. The Basic Hunter Education independent study course is applicable to Alaska Bush residents (off the road or ferry system).*										
	HE Staff		4	67%	1	1		33%	2	8
	Active IS & Bow		2	100%				0%	4	6
	Other Instructors		1	25%	1		2	75%		4
	Total	0	7	58%	2	1	2	42%	6	18
22. The Basic Hunter Education longer instructor-led course is applicable to Bush residents (off the road or ferry system).*										
	HE Staff									
	Active IS & Bow		1	33%		2		67%	4	7
	Other Instructors		4	80%			1	20%	2	7
	Total	0	5	63%	0	2	1	38%	6	14
23. The Basic Hunter Education independent study course course is available to urban residents who want or need it. (WMI)										
	HE Staff	6	1	100%				0%	1	8
	Active IS & Bow	4	6	100%				0%	1	11
	Other Instructors	1	3	100%				0%		4
	Other ADF&G Staff	3	16	100%				0%		19
	Total	14	26	100%	0	0	0	0%	2	42

NOTES: 1) % calculations did not use NI responses

2) not all questions were asked of every group

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
24. The Basic Hunter Education longer instructor-led course is available to urban residents who want or need it. (WMI)										
	HE Staff									
	Active IS & Bow	1	7	100%				0%	5	13
	Other Instructors	1	5	67%		3		33%		9
	Other ADF&G Staff									
	Total	2	12	82%	0	3	0	18%	5	22
25. The Basic Hunter Education independent study course is available to rural residents who want or need it. (WMI)										
	HE Staff	2	4	86%		1		14%	1	8
	Active IS & Bow	1	5	67%	1	2		33%	1	10
	Other Instructors	2	2	80%		1		20%	1	6
	Other ADF&G Staff		4	27%	6	4	1	73%		15
	Total	5	15	56%	7	8	1	44%	3	39
26. The Basic Hunter Education longer instructor-led course is available to rural residents who want or need it. (WMI)										
	HE Staff									
	Active IS & Bow	1	5	86%		1		14%	4	11
	Other Instructors		7	58%	1	3	1	42%		12
	Other ADF&G Staff									
	Total	1	12	68%	1	4	1	32%	4	23
27. The Basic Hunter Education independent study course is available to Bush residents who want or need it. (WMI)										
	HE Staff		1	17%	2	3		83%	2	8
	Active IS & Bow		1	50%		1		50%	4	6
	Other Instructors		2	50%		2		50%		4
	Other ADF&G Staff			0%		8	8	100%		16
	Total	0	4	14%	2	14	8	86%	6	34

NOTES: 1) % calculations did not use NI responses

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
28. The Basic Hunter Education longer instructor-led course is available to Bush residents who want or need it. (WMI)										
	HE Staff									
	Active IS & Bow			0%		3		100%	4	7
	Other Instructors		3	50%		3		50%	1	7
	Other ADF&G Staff									
	Total	0	3	33%	0	6	0	67%	5	14
<i>(If they teach Bowhunter):</i>										
29. The Bowhunter study guide and workbook make it easy for me to teach.										
	HE Staff	4	2	86%	1			14%	1	8
	Active IS & Bow	5	9	100%				0%	3	17
	Other Instructors	1		100%				0%		1
	Total	10	11	95%	1	0	0	5%	4	26
30. The Bowhunter study guide and workbook are applicable to Alaska urban residents.										
	HE Staff	5	2	100%				0%	1	8
	Active IS & Bow	2	11	100%				0%	3	16
	Other Instructors		1	100%				0%		1
	Total	7	14	100%	0	0	0	0%	4	25
31. The Bowhunter study guide and workbook are applicable to Alaska rural residents.										
	HE Staff	2	5	100%				0%	1	8
	Active IS & Bow	1	11	100%				0%	3	15
	Other Instructors								1	1
	Total	3	16	100%	0	0	0	0%	5	24

NOTES: 1) % calculations did not use NI responses

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
32. The Bowhunter study guide and workbook are applicable to Alaska Bush residents.										
	HE Staff	1	2	50%	2	1		50%	2	8
	Active IS & Bow	2		67%	1			33%	5	8
	Other Instructors								1	1
	Total	3	2	56%	3	1	0	44%	8	17
33. The Bowhunter course is available to urban residents who want or need it. (WMI)										
	HE Staff	5	3	100%				0%	1	9
	Active IS & Bow	8	5	100%				0%	3	16
	Other Instructors		1	100%				0%		1
	Other ADF&G Staff	4	12	100%				0%		16
	Total	17	21	100%	0	0	0	0%	4	42
34. The Bowhunter course is available to rural residents who want or need it. (WMI)										
	HE Staff		2	25%	4	2		75%	1	9
	Active IS & Bow	3	7	100%				0%	4	14
	Other Instructors		1	100%				0%		1
	Other ADF&G Staff	1	4	36%	3	5	1	64%		14
	Total	4	14	55%	7	7	1	45%	5	38
35. The Bowhunter course is available to Bush residents who want or need it. (WMI)										
	HE Staff		1	33%		2		67%	5	8
	Active IS & Bow	2	1	100%				0%	4	7
	Other Instructors		1	100%				0%		1
	Other ADF&G Staff			0%		9	4	100%		13
	Total	2	3	25%	0	11	4	75%	9	29

NOTES: 1) % calculations did not use NI responses

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
<i>(If they teach Muzzleloader):</i>										
36. The Muzzleloader study guide and workbook make it easy for me to teach.										
	HE Staff	4		80%	1			20%	3	8
	Active IS & Bow		1	100%				0%	3	4
	Other Instructors		1	100%				0%		1
	Total	4	2	86%	1	0	0	14%	6	13
37. The Muzzleloader study guide and workbook are applicable to Alaska urban residents.										
	HE Staff	4	2	100%				0%	2	8
	Active IS & Bow		1	100%				0%	3	4
	Other Instructors		1	100%				0%		1
	Total	4	4	100%	0	0	0	0%	5	13
38. The Muzzleloader study guide and workbook are applicable to Alaska rural residents.										
	HE Staff	2	4	100%				0%	2	8
	Active IS & Bow		1	100%				0%	2	3
	Other Instructors			0%		1		100%		1
	Total	2	5	88%	0	1	0	13%	4	12
39. The Muzzleloader study guide and workbook are applicable to Alaska Bush residents.										
	HE Staff	2	1	60%	1	1		40%	2	7
	Active IS & Bow								3	3
	Other Instructors			0%			1	100%		1
	Total	2	1	50%	1	1	1	50%	5	11

NOTES: 1) % calculations did not use NI responses

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
40. The Muzzleloader course is available to urban residents who want or need it.										
	HE Staff	4	2	100%				0%	2	8
	Active IS & Bow								2	2
	Other ADF&G Staff	2	11	76%	3	1		24%		17
	Other Instructors									0
	Total	6	13	83%	3	1	0	17%	4	27
41. The Muzzleloader course is available to <u>rural</u> residents who want or need it.										
	HE Staff	1	3	67%	2			33%	2	8
	Active IS & Bow		1	100%				0%	2	3
	Other ADF&G Staff		3	23%	2	7	1	77%		13
	Other Instructors									0
	Total	1	7	40%	4	7	1	60%	4	24
42. The Muzzleloader course is available to Bush residents who want or need it.										
	HE Staff		2	40%	1	2		60%	3	8
	Active IS & Bow								3	3
	Other ADF&G Staff			0%		7	6	100%		13
	Other Instructors									0
	Total	0	2	11%	1	9	6	89%	6	24
<u>Hunter Ethics and Responsibility</u>										
43. Basic Hunter Education and Bowhunter courses allocate adequate time for ethics and responsibility (for example, dilemma discussions about hypothetical situations).(WMI)										
	HE Staff	5	2	100%				0%	1	8
	Active IS & Bow	10	14	92%	1	1		8%		26
	Other Instructors	3	13	94%	1			6%		17
	Total	18	29	94%	2	1	0	6%	1	51

NOTES: 1) % calculations did not use NI responses

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
44. ADF&G identifies current hunter behavior that is acceptable and unacceptable in study guides and workbooks.(WMI)										
	HE Staff	6	1	100%				0%	1	8
	Active IS & Bow	7	17	92%	1	1		8%		26
	Other Instructors	2	12	82%		2	1	18%		17
	Total	15	30	90%	1	3	1	10%	1	51
45. Basic Hunter Education and Bowhunter courses adequately convey the message that “a responsible hunter is always safe, legal, skilled and ethical.”(WMI)										
	HE Staff	6	1	100%				0%	1	8
	Total	6	1	100%				0%	1	8
<u>Course Delivery</u>										
46. ADF&G has developed a variety of methods and delivery systems to teach Basic Hunter Education and Bowhunter Education.(WMI)										
	HE Staff	3	4	88%	1			13%	1	9
	Active IS & Bow	3	15	72%	3	4		28%	1	26
	Other Instructors	1	10	69%		5		31%	1	17
	Total	7	29	73%	4	9	0	27%	3	52
47. ADF&G is sensitive to traditional instructors when new technologies or methods replace traditional instructors’ methods.(WMI)										
	HE Staff		1	14%	4	2		86%		7
	Active IS & Bow	4	9	54%	4	6	1	46%	3	27
	Other Instructors		7	54%	1	3	2	46%	3	16
	Total	4	17	48%	9	11	3	52%	6	50
48. ADF&G supports the development and evaluation of home study courses as an option for at least part of the Basic Hunter Education and Bowhunter Education.(WMI)										
	HE Staff	4	4	100%				0%		8
	Total	4	4	100%				0%		8

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
49. The home study portion of courses are paired with field and live-firing experiences for course completion.(WMI)										
	HE Staff	6	2	100%				0%		8
	Active IS & Bow	4	17	91%	1	1		9%	3	26
	Other Instructors	1	9	91%	1			9%	5	16
	Total	11	28	93%	2	1	0	7%	8	50
<u>Facilities</u>										
50. Classroom space is adequate and readily available in these communities: _____ (WMI) (SEE APPENDICES)										
51. Classroom space is NOT adequate or readily available in these communities: _____ (SEE APPENDICES)										
52. Live-fire or archery training is easily accommodated in these communities: _____ (WMI) (SEE APPENDICES)										
53. Live-fire or archery training is NOT easily accommodated in these communities: _____ (SEE APPENDICES)										
54. ADF&G is directing adequate resources to develop and maintain public shooting ranges.(WMI)										
	HE Staff and HQ	2	3	63%		3		38%		8
	Active IS & Bow	2	11	68%		5	1	32%	5	24
	Other Instructors		1	8%	3	7	1	92%	2	14
	Other ADF&G Staff	2	12	58%	2	5	3	42%	3	27
	Total	6	27	52%	5	20	5	48%	10	73
55. ADF&G has adequate portable or mobile ranges to provide live-firing experiences for courses.(WMI)										
	HE Staff	3	4	100%				0%	1	8
	Active IS & Bow	1	7	57%	2	4		43%	10	24
	Other Instructors		4	36%	2	5		64%	4	15
	Total	4	15	59%	4	9	0	41%	15	47

NOTES: 1) % calculations did not use NI responses

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
<u>Program Access and Non-discrimination</u>										
56. Female and minority race students are recruited and welcomed to Basic courses. (WMI)										
	HE Staff	5	1	75%	1	1		25%		8
	Active IS & Bow	13	12	96%	1			4%		26
	Other Instructors	5	12	100%				0%		17
	Total	23	25	94%	2	1	0	6%	0	51
57. Students that are disabled or have special needs are recruited, welcomed and can be easily accommodated in Basic courses.(WMI)										
	HE Staff	1	5	75%	2			25%		8
	Active IS & Bow	8	14	88%	2	1		12%	1	26
	Other Instructors	3	11	88%	1	1		13%	1	17
	Total	12	30	86%	5	2	0	14%	2	51
58. ADF&G has developed specialized courses for specific ages, skill levels, gender, culture and other variables to reduce barriers to participation in hunting.(WMI)										
	HE Staff	1	2	43%	2	1	1	57%	1	8
	Active IS & Bow	1	9	48%	2	9		52%	4	25
	Other Instructors		2	13%	5	6	2	87%	1	16
	Other ADF&G Staff		9	43%	1	10	1	57%	4	25
	Total	2	22	38%	10	26	4	63%	10	74
59. ADF&G has actively recruited instructors from nontraditional audiences to achieve greater participation and gender and cultural balance in courses.(WMI)										
	HE Staff	1	2	38%	1	3	1	63%		8
	Active IS & Bow	1	5	35%	5	5	1	65%	8	25
	Other Instructors		3	20%	3	5	4	80%	2	17
	Total	2	10	30%	9	13	6	70%	10	50

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
60. A non-discrimination, equal opportunity statement is printed on all materials.*										
	HE Staff	3	1	67%	2			33%	2	8
	Total	3	1	67%	2			33%	2	8
<u>Hunter Education Program Evaluation:</u>										
61. Hunter Education courses are monitored in a systematic and rigorous fashion to assess quality and consistency of content and delivery.(WMI)										
	HE Staff and HQ	1	3	44%	1	4		56%		9
	Active IS & Bow	3	13	64%	3	6		36%		25
	Other Instructors		7	44%	4	2	3	56%	1	17
	Total	4	23	54%	8	12	3	46%	1	51
62. Hunter Education program success is measured by improvement in the conduct and safety of hunters in the field.(WMI)										
	HE Staff and HQ	1	2	50%	1	2		50%	2	8
	Total	1	2	50%	1	2		50%	2	8
63. Hunter Education program conducts regular internal evaluations, including student course evaluations and instructor evaluations. (WMI)*										
	HE Staff and HQ		6	67%	1	2		33%		9
	Total		6	67%	1	2		33%		9
<u>Advanced and Remedial Courses</u>										
64. ADF&G offers a variety of advanced and specialty courses featuring specific equipment, challenges or opportunities.(WMI)										
	HE Staff	4	3	88%	1			13%		8
	Other ADF&G Staff	1	11	52%	3	8		48%	5	28
	Total	5	14	61%	4	8	0	39%	5	36

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
65. ADF&G offers advanced courses in partnership with other agencies or organizations to maximize efficiency and effectiveness.(WMI)										
	HE Staff	3	2	71%	2			29%	1	8
	Active IS & Bow		7	44%	3	5	1	56%	7	23
	Other Instructors		5	42%	4	3		58%	4	16
	Other ADF&G Staff	1	3	25%	3	8	1	75%	10	26
	Total	4	17	41%	12	16	2	59%	22	73
66. If new regulations make advanced courses mandatory, adequate training is available to all hunters that are interested.(WMI) (S,OS, HQ)										
	HE Staff and HQ	2	5	78%	1	1		22%		9
	Other ADF&G Staff		2	9%		14	7	91%	3	26
	Total	2	7	28%	1	15	7	72%	3	35
67. ADF&G has developed remedial courses for game law violators.(WMI)										
	HE Staff		1	20%	1	3		80%	3	8
	Total		1	20%	1	3		80%	3	8
68. A hunt planning module has been incorporated into advanced course offerings.*										
	HE Staff	3	2	71%	1	1		29%	1	8
	Total	3	2	71%	1	1		29%	1	8
Funding										
69. ADF&G funds Hunter Education programs adequately.(WMI)										
	HE Staff and HQ	4	3	100%				0%	2	9
	Active IS & Bow	4	13	77%	1	4		23%	3	25
	Other Instructors		9	60%		3	3	40%		15
	Other ADF&G Staff		10	45%	2	7	3	55%	3	25
	Total	8	35	65%	3	14	6	35%	8	74

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
70. ADF&G Hunter Education Coordinator is actively involved in the budgeting process within the agency.(WMI)										
	HE Staff and HQ	5	3	100%				0%	1	9
	Total	5	3	100%				0%	1	9
71. The ADF&G Hunter Education Coordinator is effective at acquiring and using existing Federal Aid and other state funds.(WMI)										
	HE Staff and HQ	5	2	100%				0%	2	9
	Total	5	2	100%				0%	2	9
72. Hunter Education program has good support from ADF&G HQ.(WMI)*										
	HE Staff and HQ	3	4	88%	1			13%	1	9
	Total	3	4	88%	1			13%	1	9
<u>Outreach /Customer Service</u>										
73. The public can easily obtain Hunter Education program and course information.(WMI)										
	HE Staff	6	1	88%	1			13%		8
	Active IS & Bow	9	14	92%	1	1		8%		25
	Other Instructors	3	11	88%	1	1		13%		16
	Other ADF&G Staff	2	15	63%	5	5		37%		27
	Total	20	41	80%	8	7	0	20%	0	76
74. ADF&G invites and encourages current license holders to participate in the Basic Hunter Education course. (WMI)										
	HE Staff	6	2	100%				0%		8
	Other ADF&G Staff	4	11	60%	2	8		40%	1	26
	Total	10	13	70%	2	8	0	30%	1	34
75. ADF&G emphasizes advanced Hunter Education courses or remedial courses as opportunities to attract and retrain graduates of the Basic Hunter Education course.(WMI)										
	HE Staff	1	3	50%	2	2		50%		8
	Other ADF&G Staff		2	10%	7	8	3	90%	6	26
	Total	1	5	21%	9	10	3	79%	6	34

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
76. ADF&G trains the Hunter Education staff and volunteer instructors in customer service techniques to ensure that every public contact results in a positive experience.(WMI)										
	HE Staff	1	2	43%	2	1	1	57%	1	8
	Active IS & Bow	5	12	74%	1	5		26%	3	26
	Other Instructors		5	38%	1	6	1	62%	1	14
	Total	6	19	58%	4	12	2	42%	5	48
77. ADF&G publicizes the successes achieved by the Hunter Education program in order to promote the Hunter Education program.(WMI)										
	HE Staff and HQ		3	38%	3	2		63%	1	9
	Active IS & Bow	2	4	27%	5	11		73%	2	24
	Other Instructors		4	27%	2	9		73%		15
	Other ADF&G Staff		9	39%	2	11	1	61%	5	28
	Total	2	20	32%	12	33	1	68%	8	76
78. ADF&G has defined the objectives for Hunter Education public outreach and has communicated those to staff and volunteer instructors. (WMI)										
	HE Staff and HQ		6	67%	2		1	33%		9
	Active IS & Bow	3	7	48%	6	5		52%	4	25
	Other Instructors		9	56%	1	5	1	44%		16
	Other ADF&G Staff		7	30%	2	11	3	70%	4	27
	Total	3	29	46%	11	21	5	54%	8	77
79. ADF&G regularly uses core outreach messages such as “Hunting is a safe, family-oriented and enjoyable activity. ADF&G invites you to take a course on how to hunt safely, responsibly and enjoyably.(WMI)”										
	HE Staff and HQ	2	3	56%	1	3		44%		9
	Other ADF&G Staff		9	39%	2	12		61%	2	25
	Total	2	12	44%	3	15	0	56%	2	34

NOTES: 1) % calculations did not use NI responses

2) not all questions were asked of every group

3) 10 of 30 "Other ADF Staff" are also HE instructors, and 2 answered some questions as instructors.

Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
80. ADF&G focuses primary efforts on meeting all existing unmet demands for basic courses.(WMI)										
	HE Staff	2	5	88%	1			13%		8
	Active IS & Bow	1	13	70%	3	2	1	30%	3	23
	Other Instructors		11	65%	1	4	1	35%		17
	Other ADF&G Staff		11	41%	4	9	3	59%		27
	Total	3	40	60%	9	15	5	40%	3	75
<u>Program Integration</u>										
81. ADF&G integrates Hunter Education into other agency and organization programs (for example, Becoming an Outdoor Woman; 4-H shooting programs, Boy and Girl Scouts, etc. (WMI)										
	HE Staff	2	4	75%	1	1		25%		8
	Active IS & Bow	5	9	64%	4	4		36%	4	26
	Other Instructors		11	73%		4		27%	1	16
	Other ADF&G Staff	1	10	50%	1	9	1	50%	5	27
	Total	8	34	63%	6	18	1	37%	10	77
82. The Hunter Education Coordinator looks for opportunities where Hunter Education can help achieve agency goals and solve problems (for example, preventing accidents; developing a stronger understanding of role of hunting in wildlife management; improving landowner relations; and creating awareness among hunters of other ADF&G management and conservation programs).(WMI)										
	HE Staff and HQ	3	4	88%	1			13%	1	9
	Other ADF&G Staff	1	9	45%	4	6	2	55%	5	27
	Total	4	13	57%	5	6	2	43%	6	36
83. The Hunter Education program has good support from other ADF&G staff.(WMI)*										
	HE Staff and HQ		1	11%	6	2		89%		9
	Other ADF&G Staff	2	11	50%	5	5	3	50%	1	27
	Total	6	25	48%	16	13	5	52%	7	72

NOTES: 1) % calculations did not use NI responses

2) not all questions were asked of every group

3) 10 of 30 "Other ADF Staff" are also HE instructors, and 2 answered some questions as instructors.

Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
84. ADF&G considers and remedies effects of regulations that may cause ethical dilemmas for hunters in the field (for example, requiring hunters to use check stations, but not staffing or locating them conveniently). (WMI)										
	HE Staff and HQ	2	2	50%	3	1		50%	1	9
	Other ADF&G Staff	1	14	65%	5	3		35%	3	26
	Total	3	16	61%	8	4	0	39%	4	35
<u>Management and Policy</u>										
85. ADF&G has a policy on mandatory Hunter Education.(WMI)*										
	HE Staff and HQ	5	4	100%				0%		9
	Total	5	4	100%				0%		9
86. The Hunter Education staffing structure is effective and efficient for statewide services.(WMI)*										
	HE Staff and HQ	1	4	56%	2	2		44%		9
	Active IS & Bow	2	10	57%	3	3	3	43%	4	25
	Other Instructors		3	21%	2	3	6	79%	1	15
	Other ADF&G Staff		6	23%		11	9	77%	1	27
	Total	3	23	37%	7	19	18	63%	6	76
87. The Hunter Education staff is not hampered by personnel or personality issues.(WMI)*										
	HE Staff and HQ	3	1	44%	1	3	1	56%		9
	Active IS & Bow	2	11	52%	4	4	4	48%	1	26
	Other Instructors	1	4	31%	3	3	5	69%	1	17
	Other ADF&G Staff		4	19%	1	9	7	81%	5	26
	Total	6	20	37%	9	19	17	63%	7	78
88. All ADF&G staff and operating costs related to Hunter Education are adequately documented.(WMI)*										
	HE Staff and HQ	2	4	86%	1			14%	2	9
	Other ADF&G Staff	1	5	75%	2			25%	18	26
	Total	3	9	80%	3	0	0	20%	20	35

NOTES: 1) % calculations did not use NI responses

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
89. The Hunter Education program policies are standardized and enforced.(WMI)*										
	HE Staff and HQ	3	5	89%	1			11%		9
	Active IS & Bow	1	18	73%	5	1	1	27%		26
	Other Instructors	2	9	65%		5	1	35%		17
	Total	6	32	73%	6	6	2	27%	0	52
90. Other Hunter Services programs are coordinated and integrated into the core Hunter Education program.(WMI)*										
	HE Staff	3	3	75%	2			25%		8
	Other ADF&G Staff		10	63%	3	3		38%	10	26
	Total	3	13	67%	5	3	0	33%	10	34
91. Background checks on volunteer instructors are conducted before certification or recertification.										
	HE Staff and HQ	6	1	88%	1			13%		8
	Total	6	1	88%	1			13%		8
92. Equipment that is used or loaned to instructors is well-tracked and maintained.*										
	HE Staff	4	3	88%		1		13%		8
	Active IS & Bow	3	11	67%	1	5	1	33%	4	25
	Other Instructors		12	80%	1		2	20%	2	17
	Total	7	26	75%	2	6	3	25%	6	50
93. The Hunter Education program helps address agency needs.										
	HQ		1	100%				0%		1
Planning, Research and Surveys										
94. ADF&G regularly assesses the needs of the public, staff and instructors related to Hunter Education.*										
	HE Staff and HQ	2	4	67%	1	2		33%		9
	Active IS & Bow	2	7	39%	8	6		61%	2	25
	Other Instructors		4	29%	3	7		71%	3	17
	Other ADF&G Staff		4	16%	2	14	5	84%	2	27
	Total	4	19	32%	14	29	5	68%	7	78

NOTES: 1) % calculations did not use NI responses

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Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
95. ADF&G has conducted research to determine the expectations of the public concerning hunter education, retraining, and their knowledge of current hunter education requirements.(WMI)										
	HE Staff and HQ	2		22%	3	4		78%		9
	Total	2		22%	3	4		78%		9
96. ADF&G regularly assesses the needs of the instructors and students regarding methods of delivery of basic courses.(WMI)										
	HE Staff	2	2	57%	2	1		43%	1	8
	Active IS & Bow	1	11	55%	3	7		45%	3	25
	Other Instructors		5	33%	4	4	2	67%	1	16
	Total	3	18	48%	9	12	2	52%	5	49
97. ADF&G has investigated barriers to participation by nontraditional constituents. (WMI)										
	HE Staff and HQ	1	2	43%	3	1		57%	2	9
	Total	1	2	43%	3	1		57%	2	9
98. The Hunter Education staff is familiar with 5-year plan.*										
	HE Staff and HQ	2	3	56%	2	1	1	44%		9
	Total	2	3	56%	2	1	1	44%		9
99. The Hunter Education supervisor (deputy director) is familiar with Hunter Education 5-year plan. *										
	HE Staff and HQ	3	3	86%	1			14%	1	8
	Total	3	3	86%	1			14%	1	8
100. A Hunter Education needs assessment has been completed and will be incorporated in next 5-year Federal Aid plan.(WMI)*										
	HE Staff and HQ	3	2	83%	1			17%	3	9
	Total	3	2	83%	1			17%	3	9
101. Hunting accident and hunting violation data is collected and used for program planning.(WMI)*										
	HE Staff		2	33%	1	3		67%	2	8
	Total		2	33%	1	3		67%	2	8

NOTES: 1) % calculations did not use NI responses

2) not all questions were asked of every group

3) 10 of 30 "Other ADF Staff" are also HE instructors, and 2 answered some questions as instructors.

Appendix C. Alaska Hunter Education Program Review - Interview Results.

KEY: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree, NI = not enough information to respond		SA	A	% agree	N	D	SD	% neutral or disagree	NI	Total
<u>Needs</u>										
102. What are the agency needs that the Hunter Education program can help address? <i>(SEE REPORT)</i>										
103. What do you think are the top three needs related to Hunter Education in Alaska? - <i>(SEE COMMENTS IN APPENDICES)</i>										
<u>Overall, would you agree that the Hunter Information and Training program is:</u>										
Well-planned and reasonable?										
	HE Staff and HQ	3	5	89%		1		11%		9
	Other ADF&G Staff	1	9	59%	5	2		41%		17
	Total	4	14	69%	5	3	0	31%	0	26
Driven by "agency needs and priorities"?										
	HE Staff and HQ	2	5	88%	1			13%	1	9
	Other ADF&G Staff		11	65%	2	4		35%		17
	Total	2	16	72%	3	4	0	28%	1	26
Efficiently and effectively implemented and coordinated?										
	HE Staff and HQ	1	6	78%	1		1	22%		9
	Other ADF&G Staff		6	38%	6	4		63%	1	17
	Total	1	12	52%	7	4	1	48%	1	26
Successful (meets agency needs and achieves planned objectives)?										
	HE Staff and HQ	2	5	88%	1			13%	1	9
	Other ADF&G Staff	1	6	44%	4	5		56%	1	17
	Total	3	11	58%	5	5	0	42%	2	26

NOTES: 1) % calculations did not use NI responses

2) not all questions were asked of every group

3) 10 of 30 "Other ADF Staff" are also HE instructors, and 2 answered some questions as instructors.

Appendix D. Compiled comments from interviews with eight statewide HE staff and Deputy Director.

(IS = Independent Study course)

HE Staff Services:

Positive:

Staff respects each other.
New hires are step in right direction.
Regaining control of program from previous model.
Good technical expertise.
Have much more control over content.
New program, delivery, curriculum – heading in right direction.
Course materials getting better.
Changing to new IS course has been good.
Doing a good job, considering the demand.
Instructor training and certification good in urban areas.
Started quarterly newsletter.
Newsletter.
New incentive program.
Communication with volunteers getting better.

Negative:

Leadership has “benevolent dictator” style – short on people skills with volunteers.
“Dictatorship” leader is not sensitive to HE instructor needs.
Communication problems with instructors.
Communication can be improved.
Staff attitude/salesmanship needs improvement.
Still some instructors “not coming around” or “tainted from old system” and need work to bring them along.
No active recruitment of volunteers.
Recognition and incentives for volunteers are in transition.
Historically not many incentives. Higher demands will increase incentives.
Need more regional services and staff.
Revisions process slow.
Statewide services vary by area and not great in rural and Bush areas.

Suggestions:

Improve communication with instructors.
Need change in leadership style.
Volunteer management training.
Get training in volunteer management.
More formal communication between staff and instructors (e.g., newsletters).
More emphasis on instructors.
Communicate more with instructors – email, etc.
Improve instructor recruitment and retraining.

Establish/use Bowhunter Core Team – for assisting in current transition.
More communication with instructors (newsletter, etc.)
Videotape example of 1-day field course to distribute to instructors as model.
Improve/implement instructor incentive program.
Find out what other states are doing.
Continue implementation of new program.
CC and email info to staff.

Courses and Curriculum:

Positive:

Current curricula and key components are universal.
Working with USFWS Refuge staff to conduct HE classes with non-toxic shot clinics.
Streamlining the course is positive – frees up instructor's time.
New system with hands-on works well.
IS course with 1 day field course works well with mobile unit.

Negative:

Teaching blood trailing in BE is non-existent or poorly conducted.
AK based curricula needs to be beefed up (IS study guide/workbook).
Basic HE courses generally not available in Bush except once a year.
Very limited availability of BE in Bush.

Suggestions:

Delivery to rural/Bush communities should be different – distinguish from urban curriculum.
Use mobile unit on the road for 4 months instead of 2 months.
Improve BE curriculum. Written test is too easy, although still have to prove proficiency.

Hunter Ethics and Responsibility:

Positive:

One of major focus areas.
Alaska-specific responsibility (e.g. ATVs, Tread Lightly, boats)
Well covered. (2X)
Field course addresses well – lots of good comments from participants.

Suggestions:

Need to adapt to Bush ethics and culture.
Would like to do more in short course.

Course Delivery:

Positive:

Mobile unit.
Good to still allow longer course.
Intentions of leadership is good; but everyone is stretched/stressed.
Have been sensitive to rural/traditional instructors.
“The more I teach home study HE, the better I like it.”
Very positive for student and instructor.

Negative:

Ideas are there, but implementation of various methods has not taken place.
Sometimes not sensitive to urban instructors; time crunch; option needs to be there.
Some instructors feel that they do not get enough attention and want to continue teaching traditional method.

Suggestions:

Web access valuable for Bush delivery.
Need more methods, especially using Internet and DVD.
Use FWS Refuge staff more for Bush villages.
Use schools.
Reduce classroom time and do more hands-on field experience.
Want option to deliver long or alternate course (to home study), offering field and live-firing experiences.

Facilities

Adequate Classroom Space:

Anchorage, Fairbanks, Palmer (if able to use club)

Inadequate Classroom Space:

Difficult to arrange outside of big cities; small rural areas lack facilities, Kenny Lake school doesn't allow guns; some conflicts within Fairbanks HE facility.

Adequate firearms and archery ranges:

Not a problem with air rifles, DOT gravel pits often allowed in rural areas.

Inadequate firearms and archery ranges:

Indoor (winter) outside of major towns, Fairbanks and Mat-Su (rifle),

Positive:

Great job.
Pellet rifles have expanded options.
We can usually manage to find places.
Mobile unit goes above and beyond to meet needs.
RCRR almost pays for itself (income goes into F & G Fund, so protected for use by only ADF&G).
RCRR is used well for HE.
DART system really expanded opportunities.

Negative:

Bowhunters get a little short-changed at RCRR.
HE training doesn't always take precedence at Fairbanks HE facility.
Difficult for field course to take place at small rural communities.

Fairbanks HE facility not entirely useful for HE (no 3D targets, sighting in rifles, etc.) and priority is not always for HE.

Fairbanks facility is costly.

Some people want more ranges, but face “NIMBY” issue.

Fairbanks range very expensive to operate.

Suggestions:

Expand archery facilities at RCRR.

Enhance storage space.

Get outdoor range in Fairbanks for rifles.

Take advantage of using ADF&G properties.

Program Access and Non-discrimination

Positive:

Recruited equally in urban and rural areas.

No specific recruitment, especially in Bush.

Kids that need help focusing or reading get individual help.

Some special courses for Scouts.

Some special courses for adults, kids, females.

Negative:

Some materials don't have EEO statement.

Instructor recruitment is not very active.

Curriculum doesn't target diversity (e.g., cultural, Alaska, etc.)

No active recruitment of diversity of students.

Recruitment is a problem.

Students under 10 not mature enough for existing course.

Not sure how to recruit non-traditional instructors.

Still working on making field course accessible. Four-wheeler not always available.

Not sure if EEO statement is on muzzleloader materials.

Suggestions:

Do female-only courses.

Put ads in paper to recruit students.

Recruit from classes.

Program Evaluation

Positive:

Just starting.

Some instructors do own evaluations.

New policy will have instructors evaluated by staff once every 2 years.

Will add student evaluations soon.

Test scores to look at.

Follow-up calls made.

If instructor ever has question, staff asks them to call.

Intent is to conduct more monitoring in future.

Getting better at evaluations.

Hunter Survey taken in HE classes taught in mobile unit for next trip planning. Schedules posted on Internet.

Negative:

Monitoring is structured poorly and inconsistent statewide.

Course evaluation is not encouraged at this time.

No formal evaluation for course or students or internal evaluations.

Don't have hunter accident data to measure success.

Don't have accident and violation data.

Can't get hunter accident data from Public Safety. Not sure they have proper system to account for it.

Can get violation data to some extent – but haven't tracked trends and relationship to HE efforts.

Lack of coordination between HE and regional/area offices.

Staff doesn't have time to sit in on classes taught by volunteers.

Suggestions:

Get Public Safety to record and submit accident and violation data.

Talk to the right person re: violation data.

Implement hunter survey to estimate accident rate.

Advanced and Remedial Courses:

Positive:

Special courses for waterfowl, muzzleloading.

Partnership with Hunter Heritage Foundation.

Partnership with FWS Refuge staff for non-toxic shot to reach Bush; will be training those staff as HE instructors too.

Partners: National Wild Turkey Federation, Safari Club, Ruffed Grouse Society, AK Outdoor Council, Shooting Sports Assoc.

Hunt Alaska book now available.

Can meet archery demand.

Some violators made to attend basic HE course.

Have set up some special adult-only and youth-only courses.

Neutral/Explanation:

Decisions for "remedial" course made by District Attorney.

Hunt planning module in development.

Negative:

Implementation of advanced course not developed due to overload of work on current situation.

Lack staff resources.

Can't meet muzzleloading demand.

Have had to cancel clinics because we are overwhelmed with basic HE.

Don't provide a remedial course and don't offer enough clinics.

Board of Game decides on mandatory HE requirements – don't always heed advice of ADF&G on capacity to deliver.

Not a lot of women in HE.
Haven't offered many advanced courses lately.

Suggestions:

Wish we could offer more specialty courses (e.g. survival, navigation).
Do more women-only HE courses.
Check all brochures for Title VI clause.

Funding:

Positive:

Funding from HQ has improved dramatically since last review.
Fortunate to have Anchorage, Fairbanks ranges, mobile range, and Juneau in development.
Using all Federal Aid 4c and Section 10 funds – much improved since 1996.
Staff does a good job.
Haven't seen any outright abuses; they spend right, efficiently. Constantly prioritizing.
Outstanding support from HQ.
Funding has increased and is now appropriate and proportional to other ADF&G needs.
Never heard that instructors or staff didn't get what they needed.

Negative:

Need cut-way rifles.
“Penny Pinchers” though.
HQ recognizes more support is still needed.

Suggestions:

Provide info to instructors regarding how much is spent in HE.

Outreach & Customer Service:

Positive:

Really good people in staff positions; care about job; put in a lot of hours and go out of their way.
Regional office and Internet information.
Parents invited to classes.
Advanced classes and clinics include big dose of basic HE.
Anchorage staff even going to Cold Bay to teach.
Ads in newspapers.
This year have spent a lot of staff time meeting demand for basic courses. Taught 19 classes in 13 or so communities since April 2002 (putting over 8,000 miles on mobile unit).
Plug HE at big events.
Mobile unit can meet demand on road system.

Negative:

No active outreach recently.
Not enough information on promoting HE participation and the importance of HE.
No active hunter ed brochure development.
No instructor retraining available.

ADF&G not concerned with hunter recruitment and retention. Special hunts often opposed by area biologists.

Improve publicity – ad didn't provoke many calls.

ADF&G generally does poor job of outreach – no support for any program.

Don't really do outreach beyond big events and newsletter.

Professional development training for staff is lacking.

Suggestions:

Web site development for statewide program, like the one developed and used for Fairbanks range.

On-line course sign-up.

More on Internet, including more “how to,” and clarify regulations.

Use more PSAs for outreach.

Provide better outreach to make people aware of courses and clinics.

Send IHEA instructor journal (available free) with ADF&G cover letter to instructors.

Program Integration

Positive:

Interest to integrate. ADF&G staff do help if time is available.

Getting much better.

Some outstanding support from ADF&G staff.

Negative:

Transition delaying integration. Anchorage support moderate due to transition.

Some ADF&G staff try to undermine our efforts (e.g. aligning instructors against HE staff).

Some ADF&G staff don't care.

Need better coordination and communication between HE/HIT and regional and area staff.

Mobile unit depends on ADF&G area staff, who offer variable level of support.

Suggestions:

Place emphasis on schools.

Do more.

Integrate more as transition completes.

Recruit NGOs to become part of HE for recruiting new instructors.

Management & Policy

Positive:

Policy is good for consistent structure and good for new instructors.

Background check is good.

Region II service is good.

Moving in right direction; ugly change may be over.

Policy manual is effective.

ADF&G supports mandatory HE where practical (mainly road accessible areas).

Negative:

Delivery of policy has been poor.

Monitoring is structured poorly and inconsistent statewide.
Course evaluation is not encouraged at this time.
No formal evaluation for course or students or internal evaluations.
Policy not readily accepted by volunteers. Enforcement is difficult.
Lost some instructors over “heartache on policy.”
Serious personnel problem hampers program.
Equipment distribution is not efficient – shorthanded on supplies.
Some problems with statewide service.
Policies are not enforced.
Record keeping needs improvements.
Tracking regional and area personnel costs associated with HE varies.

Suggestions:

Additional staff for operation of program.

Planning, Research and Surveys

Positive:

Survey at Sportsman’s Show.
Ongoing survey on Internet, regional office information counters.
Instructor steering committee results from 2/97.
We use accidents and violations that we find out about (e.g., newspaper articles).
Last 5-year plan was developed with area biologists and HIT staff.

Negative:

Some staff is not aware of needs assessment and 5-year plan.
Have dropped the ball a little bit.
DWC strategic plan not final yet. Haven’t documented how HE fits into agency needs and priorities.
HE Steering Committee established in 1997 didn’t truly represent all instructors.

Suggestions:

Hunting accident data need to be collected and incorporated into curriculum.
Get DPS to track hunting incidents.
Interface more with area biologists – ask what they need and cooperate. Get their advice.
Track license trends.
Make information (e.g., 5-year plan, accident/violation data) more readily available (e.g., via year-end newsletter).

TOP NEEDS:

More support for volunteers. Better management of making the volunteers welcomed.
Need strong volunteer manager.
Communication and planning among leadership, staff and volunteers. Need infrastructure before mandatory requirements.
More understanding of volunteers.
Instructor evaluation and ensuring course quality.

Instructor recruitment, training and evaluation.
Recruiting and retaining instructors; better incentive program.
Need instructors to teach course when the public needs it most (July to October, March to May).
More volunteer instructors.
More instructor-led courses.
Leadership
Resources (staffing, instructors, supplies, facilities).
Need distance education program (via UA?) – good partner to 1 day course.
IT development and support for staff.
Regional staffing in Region I and III.
Making courses available in every community.
Expansion of HE into communities off road system.
Statewide staff in SE and Fairbanks.
Mandatory HE in SE Alaska.
HE availability; accessible in Bush areas.
System to track data and retrieve.
Increase funding for program and range operations and renovations.
Hands-on experience in courses.

Issues/problems to address:

Safety

Firearm safety in Bush.

Firearm safety

Hunters wasting meat is BIG issues, especially by non-resident and non-local hunters.

Conduct of hunters.

Compliance with regulations.

Reduce wounding loss.

Recruitment of hunters.

MISCELLANEOUS COMMENTS:

Positive:

Great staff – work together well. Autonomous and self-motivated, have high standards.

Staff works well with public.

Great staff, current system and policies.

Staff is doing a great job. Hundreds of hours of work above and beyond.

Staff has big picture and feels positive about direction.

Headed in right direction.

Moving in right direction.

Negative:

We're paying for past HE administration – running into animosity by long-time instructors.

Need to get more instructors to teach classes when needed.

Suggestions:

IT support and upgrades for data management.

Convince instructors to take proficiency seriously – can improve safety and reduce wounding loss.

Open lines of communication.

Keep improving communication with instructors.

Promote/dwell on positives.

Further assistance – recruitment/retention of instructors; incentives for participation.

Staff person in Juneau and Fairbanks.

More help, more people.

Determine how HE fits into agency needs and priorities to assist funding and integration.

Better job classification for HIT coordinator and regional coordinators

Appendix E. Compiled comments from interviews with 30 “other ADF&G staff” (17 area biologists, 5 management coordinators and assistants, 4 information staff, 1 regional HE staff, and 3 regional supervisors)

Abbreviations Used:

IS = Independent Study course

2X = mentioned two times

Background:

Communities represented include: Anchorage, Fairbanks, Juneau, Nome, Kotzebue, Barrow, Bethel, Dillingham, Tok, Cordova, King Salmon, Petersburg, Sitka, Galena, Ft. Yukon, Kodiak

10 of 30 interviewed have taught HE or BE in last 2 years

HE Staff Services:

Positive:

Technical aspect of program good.

Mobile unit and staff has given exceptional help to BOW.

Urban expertise good.

Significant positive changes in last few years.

Neutral/Explanation:

Anchorage HE folks have very little to any involvement in HE courses in SE

Courses coordinated locally.

Negative:

Seems they are too busy with Anchorage stuff, or really don't want to take the time to reach out to the outlying areas.

Lack of communication with volunteer HE instructors, which leads to the volunteers feeling that they are not appreciated, and that the Anchorage folks are not sincerely interested in any area outside of Anchorage.

Lack of “care and feeding” of volunteers has led them to being unreliable.

Inconsistent messages being relayed from Anchorage to the area offices in Southeast re: upcoming HE programs and instructor training opportunities.

Inability of the Anchorage office to be responsive toward persons interested in becoming volunteer HE instructors.

Had trouble getting materials for course and registrations from Anchorage.

Communication to new instructors has been lacking and off-putting (e.g., 17 page questionnaire, and “you are on probation” language is too heavy handed).

Bush expertise poor.

Bush instructors feel ignored – never contacted.

Inadequate staffing to provide service outside of urban areas.

Difficult to reach the statewide staff.

Don't support volunteers.

Seems that staff preferred to teach courses rather than volunteers.

Changes to HE program came as surprise (e.g., Hunter Orange requirement).

Too short-staffed to handle Anchorage demands with instructor fall-out.

Anchorage Info Center handles a lot of HE questions; mandatory requirement and instructor dropout has increased workload.

Public goes away angry when Info Center can't answer questions and no HE staff available.

Hard to get class materials.

Unreasonable demands on instructors, causing decline in number.

Seem short-staffed in Fairbanks.

More people request HE than are able to get in timeframe they want in Fairbanks.

Would like more assistance in rural areas.

Lack coordination with area staff.

Dictatorial attitude.

Suggestions:

More volunteer management training for staff.

Quarterly newsletter for each HE instructor containing info on what classes were taught, where, who taught them, and any new news re: HE. This would accomplish several things, 1) volunteers would get kudos by seeing the class they taught listed for others to see giving them recognition for a job well done, 2) this would give the Anchorage office a chance to communicate any new changes, ideas, etc. and keep everyone on the same page.

A video of the new curricula to supply to the instructors with the protocol to follow.

We also need to have people who are interested in becoming an instructor be able to get the paperwork and turn in the paperwork locally. At present this is done through Anchorage, and it is a very slow process, and the fact that the Anchorage HE folks don't know the people personally lessens the initiative to get the job done.

Always need HE staff available in Anchorage to answer course questions from public.

More support to coordinate courses and volunteers in Fairbanks.

Hire staff or have more delivery in rural/Bush areas.

Courses and Curriculum:

Positive:

New curriculum really popular with instructors and helped satisfy mandatory requirements.

Courses highly appreciated in rural and Bush when offered. Helping in cross-cultural difference – big challenge.

New IS course has made delivery in urban areas much easier.

Petersburg has very active archery club.

Negative:

Need more work to make courses available statewide.

In communities such as Gustavus and Skagway, people who have been interested in taking HE have had to travel to Haines or Juneau for the class.

Rural instructors have said that new IS course doesn't work in rural areas because homework is not as accepted, they don't accept "outside" teachers, and not enough trained instructors in community. Longer course works better.

Courses not applicable to Bush – insulting, and use different "ethics."

A bit of a crunch due to mandatory requirements and instructor dropout.

Mandatory HE in rural areas is a big problem – statewide staff haven't tried to meet need.

Need for HE and firearm safety in Bush – not being met.

Demand for courses in Bush areas not being met.
No BE or muzzleloading instructors in Tok.
No opportunity to teach kids how to shoot in new IS course.
Diverse nature of hunters in AK makes delivering courses and applicable curriculum a challenge.
Curriculum is set up for Western hunter ethics and not applicable to the Bush.
Biggest problem is cultural differences.
Outdoor classes difficult; impossible in winter.
Live-fire policy.
Q. 14 on IS test – answer is not correct for AK.

Suggestions:

More volunteers will help Bush acceptance of regulations.
Develop “how to shoot” class or partner with 4H.
Be creative in developing programs for “Bush” residents.
Include info on how rural hunters are overrun by urban hunters.
Look for fair weather for hands-on training.
Respond to communities that have had hunting related accidents (strike when time is ripe).
Work with school systems and elders, especially regarding gun safety.

Course Delivery:

Suggestions:

Continue with longer course in rural and off-road communities where parental support for homework and government interference (HE requirement) is low.

Facilities

Adequate firearms and archery ranges:

Cordova

Inadequate firearms and archery ranges:

Mat-Su (selecting site is difficult; ADF&G can support but not own), Bethel

Positive:

We have learned a lot from facilities that have been developed.
Juneau will be in good shape when range is completed.
Facilities are supervised, clean and safe.
Mobile unit.
Good facilities in urban areas.

Negative:

Not enough range support in rural/Bush areas.
Facilities require significant staff and operating funds.
Not sure that ADF&G should be involved in range development (except simple outdoor ranges).
Don't subsidize rifle teams for high schools and universities.

Suggestions:

More outdoor range facilities.

Only support ranges that can be self-sufficient in operating costs.

Program Access and Non-discrimination

Positive:

BOW and shooting courses for women are excellent.

Fair diversity.

Although we do not have specialized courses other than BOW, the general HE course is usually attended by ages 10 through 50, and the instructors try to be responsive to any special needs.

High public interest in special classes (certain species) and classes for kids.

Staff interest is there regarding “non urban male” students.

Make an effort for females.

Good job with gender and age diversity.

Negative:

Still have a lot of work to do with various skill levels and ages.

Mostly Western urban culture only in classes.

No Yupik instructors.

Expense of “rural/Bush” deliver is tough with present funding.

Poor job on reaching out to various cultures (2X)

No programs for rural/Native culture.

HE doesn't currently apply to marine mammal hunting (important in coastal Bush).

Suggestions:

Marksmanship skills.

Mobile HE unit on boat traveling major river systems visiting Bush communities in spring and fall during school sessions.

Develop a “twist” to program to encompass native culture and ethics.

Work with Eskimo culture (male dominate; sharing/family groups; game processing different than Western culture).

Advanced and Remedial Courses:

Positive:

Offer some advanced specialty courses - bear hunting clinics, bowhunting, muzzleloading and steel shot.

Negative:

Need more offerings, especially outside of Anchorage.

Limited partnerships so far.

No partnering in Bush.

Not enough in Bush.

Sometimes difficult to meet requirements from new regulations (passed in March) by July.

Suggestions:

More emphasis on waterfowl clinics (offshoot of CONSEP clinics).

More advanced courses in rural and Bush areas.

Need basic courses in rural areas.

Funding:*Positive:*

Staff too much centralized – leads to inadequate coverage statewide.

Negative:

Don't see funding used in rural and Bush areas. (2X)

Funding seems to have lagged behind increased demand and requirement for HE.

HE is not a top priority in rural and Bush areas.

Constant need in western and NW AK.

Suggestions:

Need more public info help in Anchorage.

Fund part-time staff for rural issues and needs.

More staff in rural/Bush areas.

Increase funding for western and NW AK.

Outreach & Customer Service:*Positive:*

Dept. supports program.

Anchorage phone listing, Internet, display in Anchorage office Info Center.

PSAs on 4-wheelers and gun safety.

Internet good. (2X)

Negative:

Department lacks knowledge on what it takes to operate.

Infrastructure not adequate for course coordination by volunteers (they're not organized well enough).

Communication problems.

Hard feelings with some staff and instructors on public outreach messages.

Don't recall hearing much public information about HE.

Need more outreach.

Folks in rural/Bush areas don't get much info. (2X)

Bush folks don't know where to get info.

Web-based instruction has disadvantages for immediate feedback.

Suggestions:

Have statewide staff coordinate advanced courses.

Have Basic courses coordinated by regional staff.

Do course publicity early to alleviate last-minute crunch.

Add course descriptions to sign-up lists.

Public Service Announcements – develop several interesting versions to media.

More outreach in Bush.

Customize delivery of materials to the audience.

Program Integration

Positive:

Desire and expertise is there – upper level support strong.

“BOW” is good.

Staff interest in addressing specific problems.

Negative:

Need more work with other groups.

ADF&G staff support is split. Time/staff not adequate.

Staff has hands full meeting basic program demands.

Instructors use 4H in Bush because they can't get ADF&G stuff.

Never heard from HE coordinator re: how they can help agency goals and problems.

Can't do much about ethical dilemmas caused by regulations.

Suggestions:

More staff to take advantage of new opportunities.

Management & Policy

Positive:

Program is basically integrated into overall goals.

Statewide service is improving.

Staff is good.

Negative:

Some personality issues.

Complaints from instructors dealing with personnel from statewide program.

Don't seem to keep up with demand – staff burning out?

Don't have Region V rep.

Ignore Bush.

Hunter Orange requirement alienated non-urban hunters by presenting it as “only uneducated hunters don't wear orange” rather than a good idea.

Suggestions:

Decentralize staffing structure.

Given a little more direction from HQ, hope that the present coordinators can make things more effective and efficient in a hurry.

Softer approach on Hunter Orange.

Planning, Research and Surveys

Positive:

Fairbanks HE staff assesses needs.

Negative:

Impact of regulations on staff's ability to handle sometimes not addressed before implementation.

Not much needs assessment with staff.
Never been surveyed.
Fairbanks HE coordinator has been swamped for years, but Dept. has not responded with increased support.
Need to do periodic/annual surveys targeted to diverse groups (e.g., Bush needs, rural needs, urban needs)

TOP NEEDS:

Research to determine actual needs within the state.
Decentralized infrastructure.
More funding for “statewide” services.
Emphasis on making HE culturally appropriate to rural and Bush areas.
HE staff specifically responsible for assisting Bush and rural areas and local ADF&G staff.
Bush outreach.
Being responsive to the HE needs in smaller communities.
Delivery of basic HE in Bush
HE geared toward Bush.
More shooting ranges provided in the state.
Reaching rural AK with courses.
Availability of courses in rural areas (e.g. Kake)
Service in rural/Bush areas on a regular basis (as requested by communities).
Innovative ways to reach Bush/rural communities.
Development of curriculum applicable to various cultures.
More support in rural/Bush areas.
Instructor recruitment in Bush.
Better volunteer management.
Instructor support and communication.
More instructors to deliver the program.
Work with instructors – make them feel very appreciated.
Instructor training in rural areas.
More instructors.
More incentives and outreach to recruit new instructors.
Less stringent qualification/requirements of volunteers.
Improve relationship with instructors.
Class opportunities increase.
Making people aware of regulations requiring HE, BE, muzzleloading classes in time to take class.
Making sure HE program can accommodate hunters required to take courses before regulation takes effect.
Recruiting more young people into the ranks of hunters.
Emphasizing to the hunters that hunting is a privilege that can be taken away if certain ethical standards are not met.
More classroom training materials.
Not sure what agency needs and priorities are.
More waterfowl clinics including CONSEP training

Better coordination between Anchorage HE staff and volunteers.
More staffing for all aspects – classes, outreach.
More staff and funding. (2X)
Adequate staffing.
Adequate funding.
More courses.
More classes (variety and number).
More outreach.
Meet needs of youth.
Routine updates to area biologists from HE staff.
Better coordination with area office operations.
Better advertisement of and requirement for existing classes.
Publicize importance of HE.
Effective publicity about need for HE due to regulations (need better ways to market classes).
Better public information to explain value of HE courses (promote courses).
More outreach into rural areas, especially Native villages.
Ads in newspapers, TV, emphasizing ethics and gun safety.

Issues/Problems to address:

Firearm safety – wanted and needed in Bush. (3X)
Gun safety – “lots of young kids do stupid things.”
Conservation ethics.
Wildlife conservation (don’t kill for fun; restraint needed to protect white-fronted geese)
Lack of understanding and support for conservation
Conservation - explaining reasons for bag limits and seasons.
Compliance with regulations.
Lack of respect between sport and subsistence hunters (rural/urban polarization)
Conflict between rural and urban hunters.
Lack of responsibility (“slob” hunters – both sport and subsistence)
Irresponsible hunter behavior.
Public acceptance of predator control.
Fire and habitat management
Lack of tolerance and respect for hunting among non-hunters.
Hunter ethics. (2X)
Some bow hunters along Haul Road have poor shot selection (too far) even though they’ve been certified through class.
Preventing hunting accidents – not a ADF&G priority or problem in AK
Wounding loss, violations, meat waste are bigger priorities, although more an issue of retaining public support for hunting than conservation issue
Addressing demand from mandatory requirement.
Recruitment of hunters to preserve revenues.
Maintain numbers of hunters.

MISCELLANEOUS COMMENTS:

Positive:

Components and technical aspects are good.
Getting through change in staffing and direction.
Region III does good job.
HE staff is responding the best they can.

Negative:

Putting team together (managing volunteers).
Communication – internal and with volunteers.
Miss the annual instructor meeting.
Rules hamper running classes in Bush (minimum number of students)
Internet in school is unreliable and slow
Materials not relevant to Bush.
Ethics not consistent with Bush.
Very difficult to accommodate mandatory HE in Unit 20.
Program started to train retired teachers as instructors, but seems to have fallen by the wayside.
Need more courses and new instructors in rural areas.
No instructors in Bush.
Existing instructors carrying heavy workload.
Rural staff feel unaware of program – out of loop.
HE program doesn't address area office needs and priorities.
Too much time spent on firearm safety – not enough on general hunter behavior and common sense.
Program is disappointment – not well designed or specific to AK hunting, especially for the Bush.
Some instructors and staff are unhappy with HE program – Hunter Orange requirement and “my way or highway” attitude was too dictatorial.

Suggestions:

Can still improve in lots of areas.
Evaluate effectiveness of program – e.g., pre and post test on ethics, wounding loss assessment after training
Most all of the problems can be fixed with better communication between the Anchorage coordinators and the ADF&G staff and volunteers in outlying areas. This might take some firm direction from HQ.
HE staff need to spend more time in rural communities to understand the needs and difficulties of teaching here.
Innovative way to reach rural and Bush areas.
Adapt program for Bush residents.
Make HE mandatory everywhere if can accomplish.
HE could help promote “selective” harvest vs. traditional (all the time) to help conserve populations near villages
Use HE as tool for conservation and management problems like public acceptance of predator control, rural/urban polarization, fire and habitat management, etc.
Get home study tailored to AK.

Work through school districts to incorporate in village schools.
Need education specialists to work with schools.
Better recognize and support volunteers.
Don't expand HE budget to supplant volunteers.
Staff shouldn't bend over backwards to accommodate procrastinating public who need HE
course to hunt in mandatory areas.
Have an ADF&G "magazine" featuring HE

Appendix F. Compiled comments from interviews with 15 “Active IS Instructors”
(7 also teach BE; 3 teach ME course)

Abbreviations used:

(F) = Comment from Fairbanks respondent
IS = Independent Study course

Background:

13 men, 2 women surveyed through random selection
3 instructors have not taught new IS course yet, although certified.
Other 11 instructors have taught from 1 to 20 IS courses in 2001 and 2002.
Communities taught in: Anchorage (7), Mat-Su (2), Fairbanks (4), Seward (1), SE towns (3)
Years teaching HE: 6 months to 11 years in AK as lead or assistant

HE Staff Services:

Positive:

HE staff is competent and capable; not sure if short-handed.
New hire is top notch – very positive change.
Getting better on instructor training.
Finally have obtained set of guns in Mat-Su Valley to use.
Fairbanks staff is a great asset. (F - 2X)
Region III Fish and Game “director” (HE coordinator?) is excellent resource. (F)
Fairbanks courses organized well. (F)

Neutral/Explanation:

Most instructors coordinate their own classes.

Negative:

Hearing for years that we were getting an “Alaskan curriculum.”
Had to wait years to get a set of firearms to use in courses.
Only knew about instructor training because another instructor told her (even though she’s been an instructor for several years).
Seem short-staffed.
Statewide staff leave “a bit to be desired.” Ignored issues raised by volunteers. (F)
“This is the way we’re going to do it” staff attitude comes across too harshly.

Suggestions:

Send a letter to DPS to get firearms.
Advertise opportunities to become instructor - (had to work at it to get on board). (F)
Want HE Coordinator to broker involvement by instructors.
Differentiate between paid and volunteer instructors. (F)
Longer course addressed a lot of special AK dangers and emphasized safety better – needs to be added to IS course (compass skills, etc.)
Need updated computer technology for data.

Courses and Curriculum:

Positive:

IS course is great when students get material and complete it. (F)

Instructors in general do an excellent job. (F)

Negative:

In theory courses are available to rural areas, but practically speaking, many communities are lacking.

There's no "teaching" anymore, just certifying.

IS – not enough time to shoot.

Biggest problem with IS is that marksmanship isn't emphasized and that isn't good.

Too much time is spent on teaching children how to shoot.

Problem when people don't complete exercises.

Many instructors don't like home study course because they can't teach except for handling safety and field course.

State doesn't always supply firearms, particularly muzzleloaders.

Muzzleloaders course needs to remove commercial aspect out of curriculum – don't endorse Knight products.

New course is missing AK dangers.

HE Book is not oriented to AK hunting.

Suggestions:

Make set of firearms available in Mat-Su Valley.

Get more detailed with muzzleloading materials (NMLRA materials emphasize shooting, not hunting. History isn't included).

Discourage longer instructor-led course (too long).

IS is aimed at 14 years and older – need a version for 9 years up. Test is especially hard for younger kids to understand.

Need to modify Bowhunter course for Bush residents.

Include a little more on survival in wet conditions and first aid in basic course.

Add marksmanship to basic IS course.

HE instructors should be allowed to teach muzzleloader course.

Instructors should be recognized by certifying card to teach specific courses, e.g., basic, muzzle or archery.

Hunter Ethics and Responsibility:

Positive:

Common violations are in the study guides.

Stop sign with bullet holes as training aid. "criminals shooting at sign"

Negative:

This subject is not nearly as well defined in IS course as in the longer course.

Suggestions:

Expand IS course into 2-day (12 hour) course to allow discussion and instruction in core areas.

Ethics and responsibility always needs to be a priority.
Instructors have actual true stories – interesting if we could combine and record issues and distribute to new instructors.

Course Delivery:

Positive:

Staff has been working on independent study/Internet/video presentations (not sure if they've succeeded yet).

Parental involvement is good. (F)

Negative:

“This is the way we're going to do it” staff attitude comes across too harshly.

Too much time is spent on teaching children how to shoot.

Suggestions:

Expand length of new course to allow for more presentation and discussion.

For the sake of time, switch to independent courses. (F)

Facilities

Adequate Classroom Space:

Anchorage, Fairbanks, Palmer, Wasilla, Ft. Wainwright, Eielson AFB, Craig, Seward (firehall), Haines, Skagway, Ketchikan

Inadequate Classroom Space:

Wasilla, Big Lake, POW Is., smaller SE communities

Adequate firearms and archery ranges:

Anchorage, Fairbanks, Palmer, Wasilla, Ft. Wainwright, Eielson AFB, Haines

Inadequate firearms and archery ranges or access:

Wasilla, Big Lake, Craig, Skagway, Ft. Wainwright, POW Is., smaller SE communities

Positive:

Made own accommodations in Big Lake.

Bigger cities have good ranges.

“We have it made” in Fairbanks.

Fairbanks facility is fantastic.

Negative:

Arrangement with National Guard Armory with pellet guns. Facility can be locked down and we can lose it.

Good mobile unit, but can't cover big state entirely.

Suggestions:

Range in Palmer could be made available.

Nice if we had enough money to provide hunter ed facilities in most communities.

Double the lane space at Fairbanks HE facility (currently 10 lanes). (F)

Program Access and Non-discrimination

Positive:

BOW, Bowhunter, Muzzleloading and clinics have come on line.

Negative:

Minorities, females and people with disabilities aren't actively recruited, but they are welcome at courses. (2X)

Need to do a little more work targeting minorities and people with special needs.

Course is designed at one level only.

Suggestions:

Try to get more girls in classes. (F)

Needs to be addressed more.

Need more minority and women instructors. (F)

Program Evaluation

Positive:

New Policy Manual.

Program has just come out with new Instructor's workbook – talking about it.

Course now includes instructor self-evaluation. Staff follows up at end of course.

Instructors are their own “worst policemen” – we sit down at the end of every course and graph out missed questions, highlight good scores and note improvement areas. (F)

Negative:

In the past, there really hasn't been a course evaluation system.

Evaluation depends on remoteness of course.

Course monitoring is excessive – 6 documents per student – absurd. (F)

Advanced and Remedial Courses:

Positive:

Clinics address specific species.

Some advanced courses are offered.

Negative:

Not sure if ADF&G has resources to expand.

They said they would offer advance courses with partners, but haven't delivered. (F)

Funding:

Positive:

Have all the supplies needed to conduct courses.

A better % of funds were made to hunter education starting 6 years ago.

Funding seems adequate for basic courses.

Negative:

Historically, a revolt from instructors was needed to get funding for materials and support. Still don't know if full HE apportionment is being used.

Suggestions:

Would like to see more funding for classes and spaces dedicated to hunter education. Charge fee for home study.

Outreach & Customer Service:

Positive:

Good job on providing summer courses.
Talk of giving instructors "range officer training."
Trooper office assists with connecting students with instructors.
Do a fine job. (F)
HE is listed in Anchorage phone book.

Negative:

No formal training offered in customer service.
Can't remember being told of "objectives for public outreach."
No instructor in-service opportunities at annual meetings.

Suggestions:

Basic course is more advanced than the ages of the students in class. Test needs work – get rid of explosion (?) stuff. (F)

Program Integration

Positive:

Good to continue targeting all types of youth groups.
Sportsmen's organizations have been good partners. (F)
Go into schools occasionally. (F)

Management & Policy

Positive:

Works well for urban setting.
Policies are getting better standardized and enforced.
Policies are standardized.

Negative:

HE staff hampered by lack of personnel.
Guns are kept in Palmer ADF&G office instead of in the hands of instructors for maintenance.
Some instructors don't like tone of communication.
Video "Last Shot" couldn't be found to use in course; and had to borrow bullets from private individual to finish class.
Policies are not enforced.
There have been a couple of conflicts between HE staff and volunteers (felt rudely treated); there are only 50-60 instructors left from 300.

Planning, Research and Surveys

Positive:

There is a student survey.

Negative:

Instructors' needs are not being assessed lately.

TOP NEEDS:

More courses to address mandatory law.

Make courses available in outlying areas (e.g. SE villages, etc.)

More standardized course for independent study field day – especially at RCRR.

More live-fire and field course time.

More audio-visual resources, e.g., situational dilemmas.

Develop or modify course for younger students. (F)

Improve readability of test and gear it to younger students – it's confusing now. (F)

More attention to Alaska in workbook.

Basic course needs more time for survival, navigation and 1st Aid – especially in Alaska.

Continue strong ethics to address hunter perception issue – remind students to be mindful of
“public image.”

Cultural awareness – subsistence issues – sensitivity training.

Need AK-specific material.

Need better equipment and more 3D targets. (F)

Mandatory use of ADF&G firearms in rural classes is difficult (CO₂ shipping problem).

Develop Internet course to reach more students.

Get into junior high schools (PE programs, etc.)

Get full funding/apportionment for HE.

Get more staff – specifically hunter ed oriented.

Recruit more instructors.

More instructor training.

Keep instructors current on training.

Give instructors advancements to work for (multiple certifications).

Management needs a more open mind towards volunteers. More recognition goes to paid
instructors than volunteers. (F)

Convince hunters that they need the course.

Regulation-type training – have to call troopers. Had troopers come to class but not a great
presentation.

Publicity – advertise more. (F)

More promotion through TV and radio.

Better communication statewide; respond to instructor issues and concerns; be more receptive to
“grass roots.” (F)

Cannon-fodder should be removed from written test. Words are confusing in some of the
questions; written at 10-year old level. (F)

Need to train more students and hunters.

Improved ethics.

Leadership in Anchorage office.
Responsiveness from Anchorage office.

MISCELLANEOUS COMMENTS:

Positive:

HE administrators doing great job.
Program has made a lot of progress in last 3 years; happy with program.
Great pool of volunteers. (F)
When a volunteer set up courses, have always gotten everything she needed. (F)
Glad the longer course is still allowed.
Wonderful program.
Instructor likes independence and latitude.
Fairbanks staff do great job.

Negative:

HE staff needs more help and more active instructors.
Staff in Anchorage seem to want to do all the training, but say they want us to do it.
Don't see a lot of services in rural AK, but getting better.
Alienated half the instructors by hunter orange requirement; never asked us.
Yearly instructor refresher training has been promised, but not delivered for rural areas.
Hunter Orange presented as replacement for following the rule of "identifying your target" and safe gun handling skills.
Had to work really hard at first to become certified; then rules changed. Lots of hoops, even for instructor that already had card from other state.
Need more women involved. (F)
Instructors can't wear patches or recommend guns, but their ADF&G trailer is covered with logos.
Attention span leads to having to keep questions simple; some on the test are difficult. (e.g., 10 & 12 year old sons took one line; two-liner questions modified by parent...did much better than ADF&G test). (F)
New IS course OK, but prefer longer course with Scouts.

Suggestions:

Make manual more oriented towards AK hunting. This would benefit people who have moved here from the Lower 48.
Do a manual this more Alaska-specific (e.g., deer, barbwire fences aren't typical in much of AK). (F)
Muzzleloader – Knight rifles – inlines only; should include sidelocks.
Possibly use high-powered rifles in field day activities.
Try to listen to instructor suggestions more and provide rationale WHY something can't be implemented.
Develop more opportunities get additional certification (e.g., bow or master instructor) in rural areas.
"Honey is sweeter than vinegar."

Continue communication with instructors.
Have Q.C./lap tops available to check out and use in the program.
Make HE mandatory statewide for all ages (except elderly). (F)
Continue meeting demand.

Appendix. G. Compiled comments from interviews with 11 BE instructors
(2 also teach HE)

Background:

11 surveyed through random selection (all men).

Instructors have taught from 1-12 courses in 2001 and 2002 as lead or assistant.

Areas taught in: Anchorage area (5), Fairbanks area (3), Wrangell (1), Wasilla (1), Nome (1)

Years teaching BE in AK: 1-19 years

(F) = comment from Fairbanks respondent

IS = Independent Study

HE Staff Services:

Positive:

Anchorage staff has been extremely helpful – rushed to get supplies and equipment.

Fairbanks staff is great. (2X) (F)

Staff services trying to rejuvenate.

Most all staff – positive. They relate well to students – encourage feedback.

Students are encouraged to add; no one gets bored.

Some students come in with negative attitudes – able to turn them into positive experiences.

When people call in, staff stays pretty on top of it.

They work with prospective students when there is a problem.

Neutral/Explanation:

Volunteers do a lot of the updating of materials.

Instructor recruitment mostly done by volunteers.

Promises have not been delivered – materials, new manuals.

Committee members have been puppets.

Negative:

Volunteers work hard to round up supplies and equipment. Most instructors have their own set because have had trouble in past.

Promises have not been delivered – materials, new manuals.

Committee members have been puppets.

Present staff lack adequate knowledge and skills in archery.

Difficult to recruit new, competent volunteers.

Sometimes program is understaffed. Need more help from volunteers.

Sometimes volunteers forget to follow up with recruiting new instructors.

Suggestions:

Recruit new instructors from top students. (F)

Better communication with BE instructors.

Better accounting of fund expenditures.

Follow up more.

Courses and Curriculum:

Positive:

Materials are good; really like the curriculum.

Negative:

BE videos are outdated.

Manual and workbook don't follow in chronological order.

Hesitant to teach new IS course because there's not enough time with students to determine attitude and not enough hands-on with firearms.

Some stuff pertains to quail and pheasant hunting.

Some is not specific to types of equipment.

Suggestions:

Could use revision – modernize.

Need more experiential learning.

May need more rural instructors. Have had students come to Anchorage from as far away as Valdez and Cordova.

Send instructors out to Bush to teach.

ADF&G should work with BE instructors to develop standards for shooting proficiency test.

Hunter Ethics and Responsibility

Positive:

We include Trooper in this session for discussion.

We discuss current violations published in newspaper.

Neutral/Explanation:

Curriculum doesn't go into depth, but some instructors spend a lot of time on this because slob hunters get under their skin.

Course Delivery:

Positive:

Instructor's son and daughter liked home study. (F)

Getting students outside is good (e.g., judging distances).

New ways and techniques are good.

Shooting portion has high standards.

Negative:

Instructors have had to develop variety of methods. (2X)

Facilities

Adequate Classroom Space:

Anchorage, Wasilla, Nome, Wrangell, Fairbanks

Inadequate Classroom Space:

Sometimes crowded at RCRR.

Adequate firearms and archery ranges:

Anchorage, Wasilla, Nome and villages (summer), Wrangell, Fairbanks

Inadequate firearms and archery ranges:

Nome and villages (winter)

Positive:

Great facilities in Anchorage (RCRR).

3-D targets for qualification very positive.

Live-fire experience very positive in basic HE class– first time opportunity for many to shoot.

Practical course fantastic!

Both shooting ranges are good except for bow.

Negative:

No range support outside of Anchorage.

Haven't had access to mobile range.

ADF&G hasn't supported archery ranges. (F)

Not enough mobile support for archery.

Proficiency is required but delivery of course not.

Archery ranges could use some work; targets are so bad.

Suggestions:

Invest in good bow and archery facilities at existing ranges.

Program Access and Non-discrimination

Positive:

Have recruited women and minorities from military. (F)

Openness to course is good - no problem for anybody.

Haven't really seen this as a problem.

Have courses for women and youth.

Negative:

Instructors have done recruiting, not staff.

No recruiting has happened.

Program Evaluation

Positive:

Staff attends twice per year. (F)

Local sports writer covered class last year (F).

Master instructors are always at my courses.

Negative:

Discussion/meeting regarding directions of program in 1997 not very productive.

Advanced and Remedial Courses

Negative:

Don't know of any, but most people are just trying to get basic certification.

Suggestions:

Funding:

Positive:

Much better than 2 years ago.

Negative:

Need more 3D targets in Mat-Su.

BE underfunded. Instructors are paying for their own material.

More materials are needed, e.g., videos, firearms for classroom.

Suggestions:

Ask Legislature to purchase targets for proficiency test.

Outreach & Customer Service:

Positive:

Palmer ADF&G staff has provided good customer service training.

Clerical support is very pleasant and helpful in customer service – tremendous asset.

Program Integration

Positive:

Jr. Olympic program (archery)

Shooting Sports with other groups very positive.

Five-stand shooting is great experience for kids – good recruiting.

Negative:

Partnerships have declined in last 2 years.

Instructors have to take initiative.

Suggestions:

Army Post has partnered for basic courses – maybe willing to do more.

Management & Policy

Positive:

Policies are standardized.

“Staff takes good care of us” – regarding equipment. (F)

Some Anchorage staff is very helpful in management and policy issues and helpful in recruiting new instructors.

Negative:

Policies aren't enforced.
Most instructors use own equipment.
Disagreed with New HE manual – too political.
Disagreed with policy and procedures for instructors.
BE equipment purchase is non-existent.

Planning, Research and Surveys

Positive:

Fairbanks staff has regular meetings and open door policy with instructors. (F)
Program working well – probably doesn't need much assessment.

Suggestions:

Don't remove committee members because they disagree with ADF&G staff.

TOP NEEDS:

HE staff has poor attitude - needs to realize that instructors are volunteers.
Need law to make hunter safety course mandatory for all over a certain age.
Need public education about perils of hunting and why HE is needed.
Federal subsistence laws conflict with state laws and management.
Better incentives for instructors (e.g. getting a buffalo permit or preferential drawing on permit hunts) (F)
More contact with instructors – review and update their skills. (F)
HE is necessary. (F)
Archery range support – some students only shoot just before the range day – if they pass, they don't shoot again. (F)
Updated BE video – AK specific on safety and ethics. (F)
New equipment for 1st Aid and map reading. (F)
Day pack with survivor kit and updated bows. (F)
Access to HE outside of Anchorage area.
Instructor commitment.
Recruitment of quality instructors.
Educate public on HE program and why mandatory HE is needed through PSAs and outreach.
Integrate firearm safety for Bush area population. Sell HE on firearm safety context as opposed to hunter education.
More recognition for volunteers.
Better recruitments of instructors – prospective applicants don't get response from ADF&G and shouldn't have to pay \$20 for background check.
Better condensation of study material – wasting money on excess paper (which would be better spent on targets, not 3 x 5 card on deer).
Have certified hunters who can safely handle firearms.
Teaching ethics class effectively – provide solid examples.
Have dedicated and knowledgeable instructors.
More instructors.
More archery-only areas so people can take the class.

Issues/problems for HE to address:

Hunter responsibility for their own actions towards game and others.

Bowhunting demands 110% of responsibility, ethics and commitment.

Military hunters are irresponsible along Haul Road – shooting signs, not traveling safely, wounding animals.

MISCELLANEOUS COMMENTS:

Positive:

Many instructors have developed good relationship with community, system and equipment and will continue to teach, but are unhappy about lack of HE staff support.

Highly value purpose of program.

Reactions of students – good in 8 hour course – gives them good foundation.

ADF&G office in Wrangell is very helpful – do ads for courses.

All staff doing a good job overall.

Going well. (F)

Staff deserves credit for working on Bush curriculum.

Thankful for long course to continue to be taught. Without long course, kids lose out on full experience.

Negative:

Dictatorial style of staff.

No two-way communication – “my way or highway.”

Anchorage seems to get majority of funding and services compared to Mat-Su.

Instructors have been poorly recognized and rewarded. (F)

ADF&G is way too political. Governor has gotten in way of good management. (F)

Federal subsistence policy exceeded bounds – has discouraged hunting. (F)

Hunter Orange statement is not the place for ADF&G to dictate.

Suggestions:

Share more funding among communities and instructors.

Any bowhunter of big game needs to have mandatory class and proficiency.

No big game hunting by bow if under 16 years old.

Update BE videos.

BE curricula needs to be updated on getting lost, hypothermia and latest bow equipment.

ADF&G should have more contact with instructors. (F)

Work with instructors to report hunting violations in field. (F)

For Bush, change name of HE course to “Firearm Safety” or some other name.

Provide an accounting of where all the Federal dollars are being spent in the HE program.

Appendix H. Compiled comments from interviews with 16 “other HE instructors” (9 “active HE”, 3 “probation IS”, 4 “on probation” – see definitions in report)

Background:

14 men, 2 women surveyed through random selection

16 instructors have taught or assisted from 1 to 12 courses in 2001 and 2002 (including 3 who taught 2-6 IS courses, one who teaches BE too).

Communities taught in: Petersburg (1), Soldotna (1), Palmer (1), Fairbanks (5), Dillingham (1), Eagle River (1), Wrangell (1), Sitka (2), Anchorage (1), Delta Jct. (1), Tok (1), North Pole (1), Nome (1), Bethel (1), Kodiak (1)
(some teach in multiple communities)

Years teaching HE: 1-39 years in AK as lead or assistant

(F) = Fairbanks respondent

(Sold.) = Soldotna respondent

IS = Independent Study

HE Staff Services:

Positive:

Local ADF&G staff do good job of recruitment. (Sold.)

Supply distribution is good.

Courses coordinated OK statewide. (F)

Clerical communication – great job.

Starting to get a grasp of things. Previously things were so goofed up, but they are finally heading in the right direction.

Regional communication good. (F)

Neutral/Explanation:

Volunteers coordinate classes. (2X)

Local ADF&G staff sets up classes. (Sold.)

Negative:

Most volunteers haven't had ADF&G training – just coached by others and then take test.

Very little communication with Anchorage staff. (Sold.)

Not aware of any recognition or incentives. (Sold.)

Change to home study.

Hunter Orange oath.

Stopped instructor annual meetings.

Don't like “my way or highway” attitude.

Not enough training in rural areas.

Have never gotten any assistance from ADF&G.

Equipment distribution is poor.

ADF&G hasn't coordinated any courses.

No evidence that ADF&G recruits instructors.

Some confusion with coordinating courses in Fairbanks, not totally because of Fairbanks staff.

(F)

Statewide communication poor. (F)
No training except new workbook since 1999.
Under staffed.
Resistance to getting certified – Fairbanks said we don't need more instructors. Second call to get application. Took 3 months to get application and 1 year to teach.
Notified too late to come to last training – need better notice.
No ADF&G staff to train people in Bethel in new delivery program.

Suggestions:

More full-time employees dedicated to hunter ed program.
Need more knowledge to serve outlying areas (Bush).
Send out info letter to coordinate training.

Courses and Curriculum:

Positive:

Good availability of courses in major cities.
Great program.
Glad to see that they've changed course curriculum to IS, especially firearm safety.
Longer course has good experiential opportunities.
Good experiential learning in BE.

Negative:

Instructor only available to teach longer course during winter.
Not enough opportunity in Mat-Su for courses – hard to round up all the expertise.
Sometimes too long a program – “kids getting home from school and it's too much to take.”
Hard to get folks in the middle of nowhere to pay attention, mind laws, etc. (they think they know it all).
New book is bad.
IS course is not usable for rural Natives.
IS course doesn't include experiential learning.
IS course doesn't work in schools or with youngsters from non-hunting families.
Longer course availability in Bush varies by community.
New IS course takes too much time on own.
Not enough experiential learning in IS course.
No shooting training in courses, but being discussed at Fairbanks HE facility. (F)
Longer course is too long.
Go overboard on longer course – should focus on safety.
No interactive video programs.
Fundamentals of basic course are good but it needs changes in detail and ethics parts for Bush.
Concerned with availability of training material – specifically firearms.
Too much emphasis on proficiency of marksmanship.
Not right to deny card due to lack of proficiency.

Suggestions:

Involve elders in teaching longer course in Bush communities.
Firearm instruction prior to class.

More emphasis on safety.

Hunter Ethics and Responsibility:

Positive:

Good job.
Adequate in longer course.
Most important subjects in HE.
Great job with Western culture.

Negative:

Not adequate time in IS course.
Could be more in IS course.
Need revision for Bush culture.

Suggestions:

Different in urban areas and Bush.

Course Delivery:

Positive:

Hands-on part is really good and beneficial.
Getting better.
BE course has variety.

Negative:

Two retired ADF&G biologists got frustrated with testing materials and gave up becoming instructors.

Facilities

Adequate Classroom Space:

Petersburg, Soldotna, Palmer, Fairbanks, Dillingham, Eagle River (work with Community Schools), Wrangell, Sitka, Delta Jct., Kodiak

Inadequate Classroom Space:

Pt. Baker, Port Protection, Sutton, some Interior villages, Bethel

Adequate firearms and archery ranges:

Petersburg, Soldotna, Anchorage, Palmer, Fairbanks, Dillingham, Eagle River, Wrangell, Sitka and outlying areas, Delta Jct. (except archery?), Kodiak

Inadequate firearms and archery ranges:

Kake, Pt. Baker, Port Protection (any small community outside of Petersburg), many Interior villages, Nome (in winter), Bethel

Positive:

Proficiency not a problem in longer course.
Mobile unit is really good.

Done a good job with what they've built.

Negative:

Mobile ranges may not be practical to serve small communities.

Not enough time for shooting proficiency in IS course.

Can't use schools anymore – policy has changed.

Instructors have to pay for facilities.

Didn't know mobile ranges existed.

No ranges in Bethel.

Suggestions:

Want more.

Hope ADF&G will support the development of a range in Bethel.

Program Access and Non-discrimination

Positive:

10% of students are handicapped.

Instructors have included diverse students without ADF&G help.

Wheelchairs work fine at Fairbanks HE facility.

Negative:

A diversity of students aren't recruited, but have had a good mix with females and Natives included.

Hard to accommodate special needs in IS course.

ADF&G doesn't recruit anyone. (2X)

Lot of non-response to potential instructors who try to apply.

No recruitment of instructors.

Program Evaluation

Positive:

Instructors team teach and coach each other.

Students fill out evaluation forms.

New policy asks for this.

Negative:

Student evaluations are kept in local ADF&G office (not sent to Anchorage staff).

Course monitoring by ADF&G disappeared when Anchorage staff got reassigned.

Never have been monitored.

Need some method to monitor.

Talked about but never seen implemented.

Advanced and Remedial Courses:

Positive:

Partnership with 4H Shooting Sports.

Steel shot clinics with USFWS.

Negative:

Never offered in rural areas.

Funding:

Positive:

ADF&G has come a long way in 5 years.

Funding more available in urban and rural areas.

Negative:

Instructor has had to pay for classrooms, guns, ammunition, insurance and transportation for students.

ADF&G never paid for supplies or equipment.

New law making people jump through hoops – need more staff. (F)

Has gone backwards in recent years.

Instructors don't know where HE funds go.

Hard to get supplies in rural areas.

No problem getting equipment. (F)

Bush needs more attention.

Bush not covered.

Outreach & Customer Service:

Positive:

Volunteers usually put short story or photo of class in local paper after completion.

Using DART during Sportsmen's Show.

Web site publicity.

Ads in paper are good. (F)

Good course publicity through ADF&G office and Internet. (F)

Negative:

Never had any assistance from ADF&G.

Instructors do all outreach.

Need to have more classes.

Perception that ADF&G trying to run without volunteers (mostly from Anchorage). (F)

Not enough training in Bush.

Suggestions:

Put photos of classes in newspapers.

Need more outreach in Bush.

Program Integration

Negative:

Instructors work on integration (not ADF&G). (2X)

Suggestions:

Can always do more.

Local Chapter of Safari Club gets special moose hunting permits for using with 12 lower-income kids (not exposed to hunting), and they keep meat.

Management & Policy

Negative:

Attorney advised not to sign new agreement (re: liability).

Nasty politics.

Have never gotten any equipment (except one time – very bad guns).

Sending guns from Anchorage is not practical.

Sometimes guns aren't clean. (F)

Hard to get supplies.

Lots of times instructors bring own guns. (F)

Not enough people to get job done.

Concerned with requirement to use State pellet guns only.

Suggestions:

Need new HE staff to focus on Bush system.

Planning, Research and Surveys

Positive:

Still have a ways to go, but heading in the right direction.

Negative:

Way behind on needs assessment.

Suggestions:

Have annual meetings with instructors.

TOP NEEDS:

More instructors in rural areas.

Publicize HE in middle and high schools.

Work with high schools to have HE as an elective. Rural schools are very open to HE.

Advertise to promote the joy of hunting and that HE is the way to get exposed.

At State level, contact hunting organizations for support, people, funds, equipment (e.g., AK Guides Assn.)

More ranges.

Expertise hard to get in rural and Bush areas (e.g., troopers, muzzle, bow, etc.)

Need more kids to teach (Dillingham area).

Needs to be mandatory.

Need to integrate BOW with male needs (new hunters).

Revamp system – new shorter course doesn't educate.

More support for instructors – costs instructor \$3,000/year to teach 4 courses (supplies, equipment, room rental, etc.)

Instructors need better information, training, communication from ADF&G

Instructors need help marketing program

ADF&G needs to listen to instructors and respect their knowledge and abilities.

Promote firearm safety to as many AK residents as possible (juveniles and adults).
Training program for adult hunters.
More funding.
Leadership.
Communication.
Trust between staff and instructors.
Treatment of volunteers – needs improvement.
Policy needs to be flexible.
Coordination of classes in outlying areas and recruiting.
More material support in rural areas, e.g., videos, life fire ammo and firearms (especially now that we can't use our own guns).
Develop or modify curriculum for Bush residents.
Hire staff to focus on Bush.
Reach as many youth as possible.

Issues/Problems to address:

Safety (2X)
Firearms safety
Responsibility
Ethics
Knowledge of conservation
Obeying rules and regulations
Survival skills, knowledge, ability
Care of game (urban hunters)
Firearms handling and safety
How to take care of game due to weather.
Finding way in the wilderness.
Bush communities need more training in firearm safety.

MISCELLANEOUS COMMENTS:

Positive:

New quarterly newsletter good.
Live-fire requirement is good – more important than bookwork on field dressing (can take specialized course instead).
Good program – keep it up.
Clerical staff has been extremely helpful.
Some new staff can make things better.
Good potential for future.
Happy with content – well managed.
Good to have HE program.
Very good shooting range (indoor).

Negative:

Not in favor of new instructor requirements, e.g. wearing Hunter Orange, being responsible/liable for students, too complicated.
Recent restrictions on instructors are beyond what HE program needs.

No class less than 5 students is arbitrary. Small classes are OK.
ADF&G doesn't take full advantage to market HE to public (e.g. after hunting accident occurs, during season openings, etc.)
Program really taken down right now.
IS course is big mistake – too short to educate – only meets card requirements (“ticket punch”).
There is too little time to judge attitude and get to know students.
Not happy with new direction of program – don't get to know students and instructor doesn't want to certify students he doesn't know.
Doesn't want inexperienced coaches helping on firing range.
Marksmanship is stressed over gun safety.
HE program has deteriorated in last few years.
Only few instructors have been trained so far on new IS course.
Not sure if longer course is still allowed.
Don't appreciate style of communication from ADF&G.
Instructors are not being consulted, even though most are very experienced and knowledgeable.
HE Memorandum of Agreements is not consistent with State volunteer service agreement (regarding indemnity)
Lead volunteer doesn't want to lose instructors over inflexible policy.
Pushing proficiency over safe handling in Basic course.
Need outdoor ranges (to sight-in rifles). Getting too crowded during season. (F)
Put too much on volunteers – tests, etc.

Suggestions:

Email messages and updates to instructors to keep their interest and enthusiasm (e.g., once per month).
Get instructors into small communities (help pay costs for willing volunteers).
ADF&G should look at hiring professional educators for youth (10-18 yrs.)
Can get more students taught by partnering with existing youth groups (e.g., 4H).
Develop PSAs to air after hunting accident, at season openings, etc.
Be ready for demand.
Support longer (20 hour) course.
One skilled adult per student shooting is needed.
New AK curriculum.
Need positive, valued dialog between staff and instructors.
Need range safety rules for course.
Volunteers want input into curriculum and policies (e.g., Texas model)
More communication.
Take bow and muzzle out of basic HE course.
Send copy of Federal Aid review to instructors.