



2017 Student Survey

"Working for Conservation and Education"

National Archery *in the Schools* Program

Believe

Achieve

Succeed



Mission

The National Archery in the Schools Program (NASP®) promotes instruction in international-style target archery as part of in-school curriculum, to improve educational performance and participation in the shooting sports among students in grades 4-12.



Guiding Principles

1. **All NASP® safety features must be followed to preserve archery's impeccable safety record.** Archery's safety record is better than that of every ball sport taught in schools except table tennis. The set up and operation of a safe archery range is thoroughly covered in the NASP® "Basic Archery Instructor" training series.
2. **NASP® lessons are oriented towards target archery.** Target archery is widely accepted as a safe, wholesome, and non-controversial discipline. Founders designed the program so young people everywhere, whether urban or rural, could learn archery skills and decide on their own how and where to apply those skills.
3. **NASP® lessons are presented to students in grades 4-12.** Students in these grade levels are best able to use the universal-fit NASP® equipment and adhere to all NASP® safety features. The units of study were written for these grade levels as an in-school curriculum.
4. **NASP® lessons are presented by NASP®-trained instructors in accordance with their training.** Range set-up and operation, equipment, and training methods used in NASP® are very specific and the same for every school in the program. No matter the prospective instructor's level of archery expertise, each must graduate from the NASP® "Basic Archery Instructor" training series. Only NASP®-certified trainers may present "Basic Archery Instructor"® courses.
5. **NASP® lessons are presented by school faculty as part of the in-school curriculum.** NASP® lessons were co-written by educators and archers. They were designed to be compliant with content standards defined by education departments. By aligning archery lessons with these standards, NASP® lessons are taught in school, during the school day, to every student. This in-school teaching emphasis provides opportunity for every student to discover their interest and aptitude for archery as opposed to attracting only existing archers to after-school-only programming.
6. **Equipment used in NASP® is standard and approved by NASP®'s board of directors.** NASP® uses equipment that is safe, universal fit, modern, affordable, durable, easy for the teacher and the student to learn to use and identical for every student. NASP® archery lessons focus on the development of proper process over results. When every student uses identical equipment, the tendency to blame or credit the archer's "success" on equipment choices is eliminated.
7. **Only entities approved by the NASP® board of directors may coordinate implementation of the NASP® in states, provinces, and countries.** Founders believe successful implementation of NASP® requires institutionalization on a state, province, or country-wide basis. The coordinating entity must be willing to adhere to NASP® operating principles and be capable of delivering jurisdiction-wide implementation.
8. **After-school archery activities for NASP® students should strive to be inclusive and suited to youth of all genders, sizes, abilities, and economic backgrounds.** In-school NASP® lessons are presented to every student. Every aspect of the NASP® experience is suited to a large number and variety of students. Most NASP® students want to participate in after-school archery activities. Many new archers would be discouraged to encounter methods or equipment in an after-school program that made it difficult for them to participate.
9. **NASP® competitions should replicate, as closely as possible, the inclusive format used in the NASP® National tournament.**
10. **Funding partners and sponsors of the NASP® and its participating schools and events should be appropriate for youth programming.**

2017 NASP® Student Survey

The National Archery in the Schools Program (NASP®) is proud to share the findings of its most recent participant survey. NASP® has historically and periodically surveyed participants in the 16-year-old program that has now included over 18 million student archers in grades 4 – 12.

NASP®, a 501(c)(3) non-profit organization, is the largest youth archery organization in the world and continues to grow at about 1,000 schools each year. It is this growth that continues to drive our efforts to improve our program. For several years, various stakeholders have inquired as to the impact that NASP® is having with respect to introducing students to the outdoors and outdoor recreation, the potential impact that NASP® represents for the archery industry, and the potential that NASP® serves in motivating students to perform better academically. With continued interest in this type of inquiry, NASP® leadership believed that the time was right for a new student survey to capture NASP® participant perceptions on specific topics.

Survey Development:

During several months of the survey development process, NASP® leadership collaborated with leadership and staff of the Kentucky Department of Fish and Wildlife Resources; Leadership and staff of Responsive Management, and Mr. Wayne Young Executive Director of the Kentucky Association of School Administrators. Areas of focus for this student survey included ongoing R3 efforts across the country (R3 - State Fish & Wildlife agency Recruitment, Retention and Reactivation planning), impact for the archery industry and the impact of NASP® as a potential factor on participant academic success.



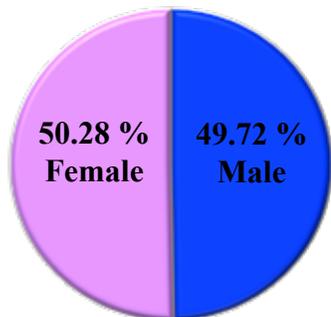
Methodology:

Following final item development and refinement, Survey Monkey Software was utilized to format, share, and collect responses for the survey. An email containing a hyperlink along with a model parent/administrator letter, was sent to all active members of the NASP® Basic Archery Instructor (BAI) database. Instructions were included for educators and coaches to share the survey link with students which included details about purpose, confidentiality, and explained the need to obtain appropriate prior permissions necessary to share and complete the survey.

The 16-question survey was emailed to all BAIs on April 4, 2017 and closed on June 1, 2017. In that time, 6715 responses were collected. Upon calculating the margin of error for this sample size, the results of the total number of respondents provides a 99% confidence interval (well within +/- 2% margin of error) that the perceptions gathered from the 6715 respondents accurately reflects those of the current 2.43 million NASP® students. This means that there is a 99% likelihood that our collected data sample fairly and accurately reflects the attitudes of the total population of potential respondents for this survey. The individual questions and responses are provided below.



Results: General/Programmatic

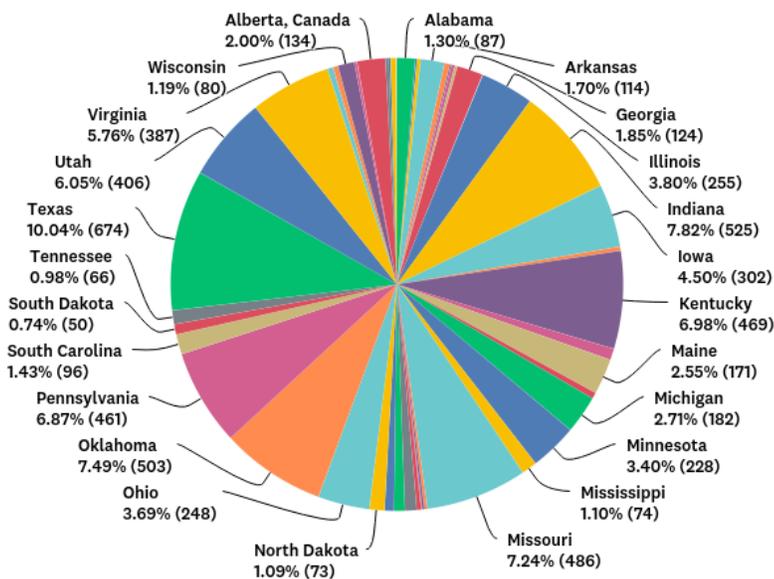


What is your gender?

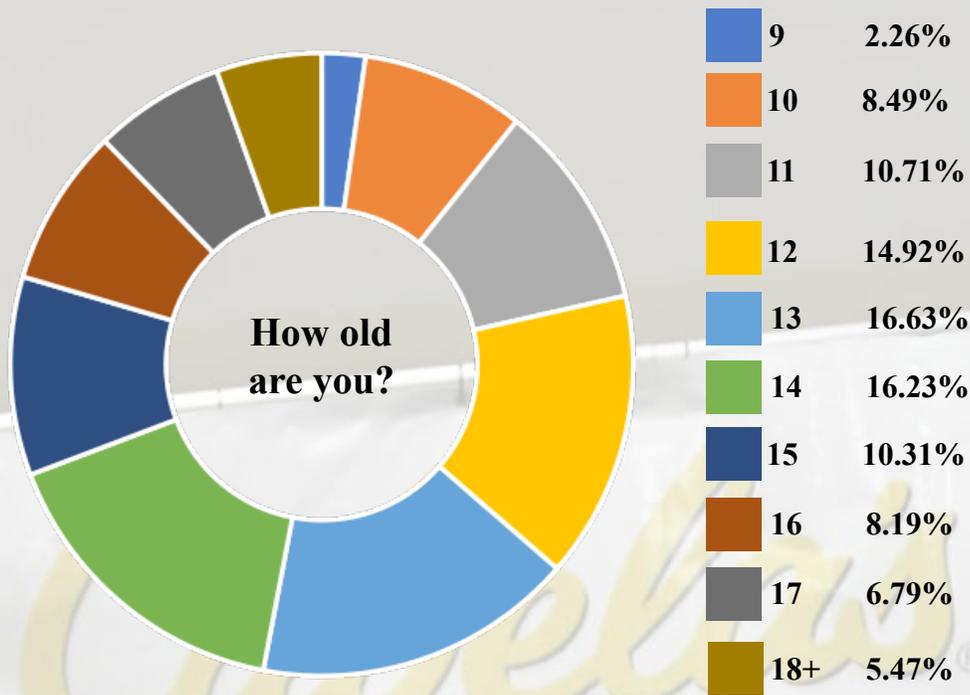
Respondents were asked for Gender information and a nearly symmetrical picture emerged of those responding with **50.28%** female and **49.72%** male. This is also generally reflective of current NASP® participants.

Which state/province is your NASP® school or homeschool located?

State/Province	%	# of Respondents
Texas	10.04%	674
Indiana	7.82%	525
Oklahoma	7.49%	503
Missouri	7.24%	486
Kentucky	6.98%	469
Pennsylvania	6.87%	461
Utah	6.05%	406
Virginia	5.76%	387
Iowa	4.50%	302
Illinois	3.80%	255
Ohio	3.69%	248
Minnesota	3.40%	228
Michigan	2.71%	182
Maine	2.55%	171
Alberta, Canada	2.00%	134
Georgia	1.85%	124
Arkansas	1.70%	114
South Carolina	1.43%	96
Alabama	1.30%	87
Wisconsin	1.19%	80
Mississippi	1.10%	74
North Dakota	1.09%	73
Tennessee	0.98%	66
New Mexico	0.83%	56
South Dakota	0.74%	50
North Carolina	0.66%	44

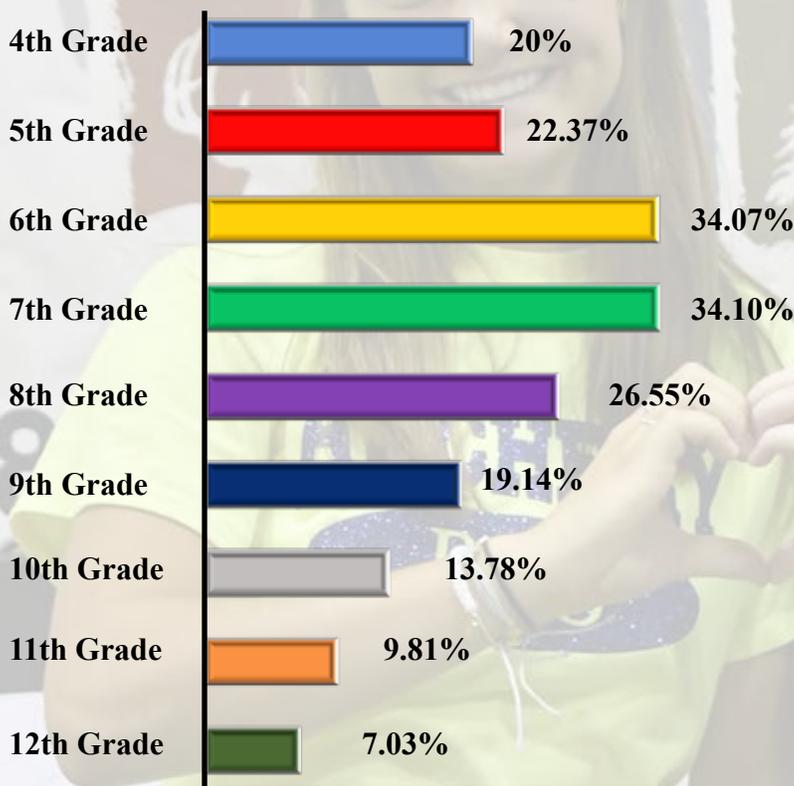


Respondents were asked for location information and were given the option to choose one of 47 US states, or one of the eight Canadian provinces that participate in the program. All but one jurisdiction was represented and the distribution above is represented in percentage and actual number of respondents. Beyond the awareness of respondent locations, this can be utilized in the future for survey information correlations based on jurisdictions and responses to the other questions.



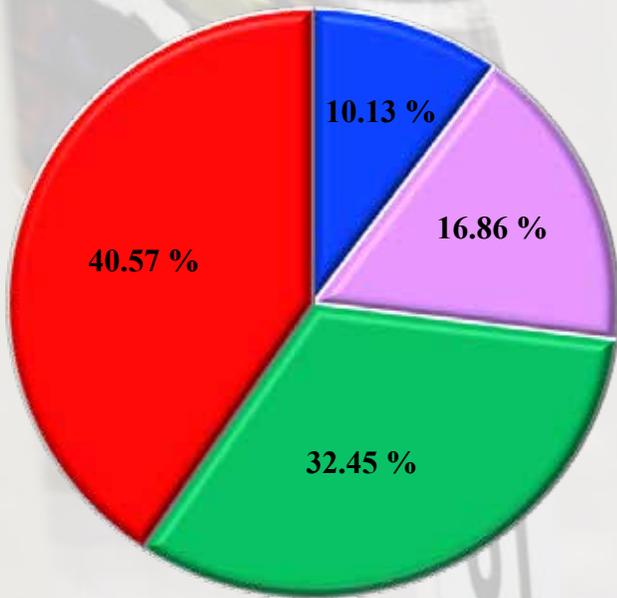
Respondents were asked to provide their current age at the time of the survey. Beyond the awareness of respondent ages, this can be utilized in the future for survey information correlations based on ages and responses. Distribution of ages falls into our historic range and mirrors our known tournament participant populations.

Please indicate all the grades that you participated in NASP® including this year? Check all that apply



Respondents were asked to provide a grade range where they were active participants. Respondents could choose as many grades as were accurate for participant between grades 4 -12. This question was to address the range of student participation and grade levels. Beyond the awareness of current respondent grade levels, this can be utilized in the future for survey information correlations based on grades and responses.

Which best describes your NASP® competition/tournament experience?

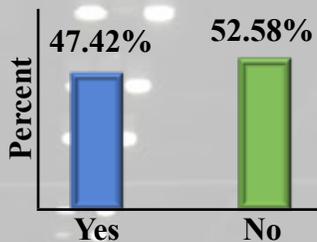


-  I have NO competition NASP® experience
-  I have participated in NASP® competitions/tournaments against other schools
-  I have participated in NASP® competitions/tournaments within my own school
-  Not Sure

Respondents were asked to provide feedback on their NASP® tournament experience. Historically, this information was addressed in previous surveys. Options to select were limited to interscholastic, within the school, no tournament experience, and an option for those students that were not sure which applied to them. With a large portion of participants experiencing the in-school participation experience only, many do not experience any form of competition beyond the school class time. With interscholastic competition growing in percentage from other previous survey results, NASP® will utilize this information to continue to reach out to those students that do not interact with other NASP® students through any type of virtual or live competition events to ensure their next steps toward archery interests are addressed. This is indeed an exciting challenge.

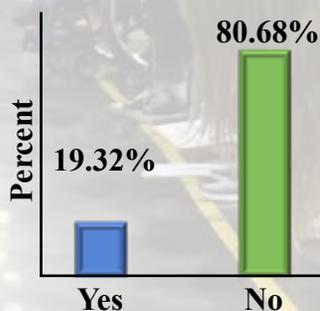


Was NASP® your first experience shooting a bow and arrow?



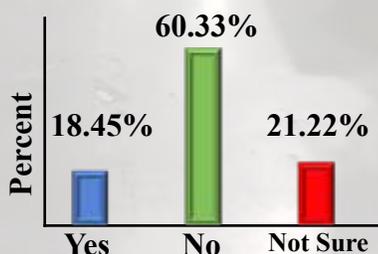
Based on the importance of the in-school requirement that NASP® requires for all participating schools and home schools, respondents were asked as to whether NASP® was their first experience with archery equipment. NASP® continues to hear feedback regarding the in-school requirement. Based on the information above, NASP® strongly holds to the belief that many our participants would indeed miss the “introduction” if the program were only offered after school. It is this continued reinforcement that NASP® points to in the value of the in-school requirement.

If you answered “No” to the previous question, was your first experience shooting a bow and arrow due to a friend or family member in NASP®?



Respondents were asked if a friend or family member that had previously participated in NASP® had any impact on their exposure to archery and archery equipment. With almost 20% of our participants reporting that a friend or family member led them to discover archery equipment, the value in exposure is compounded if considering the number of responses being added to those that marked yes to the previous question. This points to the added value of a quality introduction that leads to others being exposed to the fun of archery. NASP® continues to spread due to the safety protocols, the natural progression and personal growth experienced and the universal fit of the equipment.

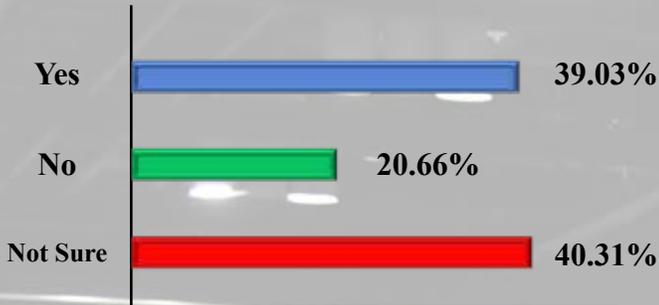
Did anyone else in your family start shooting a bow and arrow because you were doing NASP® in school?



Respondents were asked if their personal participation in NASP® had an impact on a family member being exposed to archery equipment. This response points to the continued value of NASP® participants interacting with family members to increasing opportunities for family members also becoming archers. Data from other surveys pointed to students indicating that NASP® led to families spending time shooting together because of participation in the program. The last three questions were connected to this earlier line of questioning.

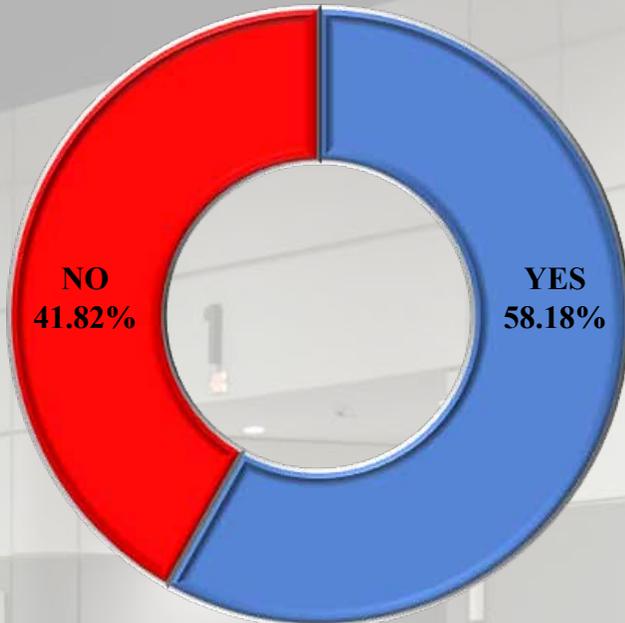
If NASP® established an organization where high school graduates could stay connected, would you be interested in joining a NASP® Alumni Organization?

For several years, NASP® participants have mentioned interest in a way to remain connected to the program following high school. Respondents were asked regarding their potential interest in such an alumni organization. NASP® will likely utilize this information in the creation of our new web site which launches in the summer/fall of 2017. Previous student feedback lead to the inclusion of this question. Many of our senior students express dismay at not knowing how to stay involved with NASP® beyond high school. Tremendous opportunities for current and past participants exist if the excitement of NASP® can be captured and shared.



Results: Education

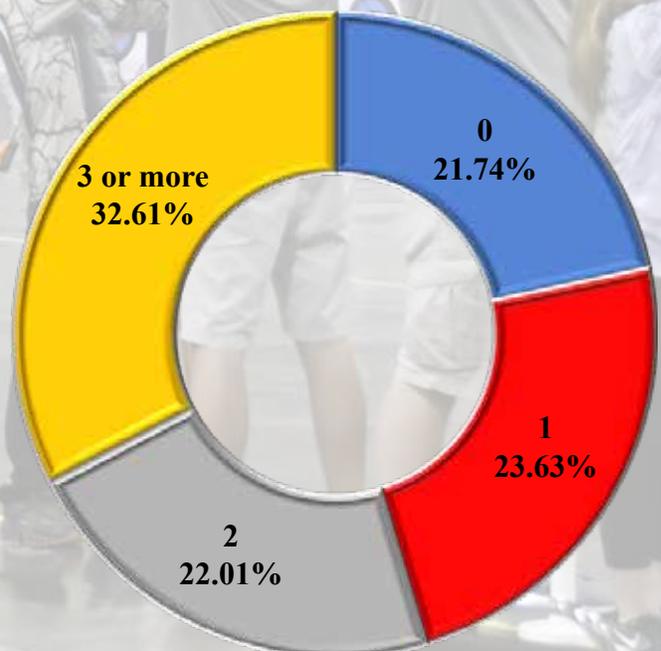
Has NASP® helped you feel more “connected to” and a part of your school?



With the implementation of the Academic Archer program, NASP® wanted to gauge the perception of respondents as to the value that NASP® provides, and the potential for engagement to their school. This has been a continual anecdotal mention by participants throughout the years of the program. This data will certainly be shared with potential educational decision makers where the program has not yet been implemented.

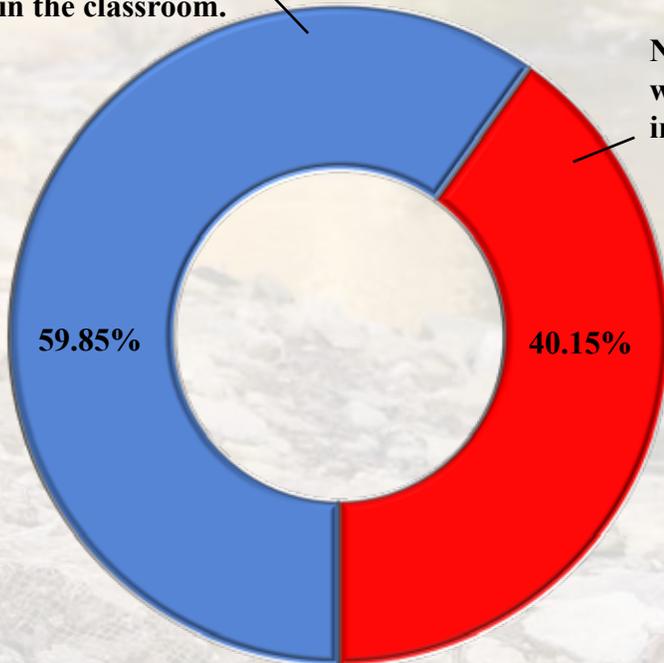
In addition to NASP®, how many other school activities do you participate in a normal school year? (For example - clubs, sports etc.)

Respondents were asked as to how involved they were in extra or co-curricular activities within their school. This question was included based on findings from previous surveys. There have been continual inquiries about the engagement and participation of NASP® students. Earlier NASP® surveys indicated that NASP® students were more likely to try other school clubs and sports following participation in NASP®.



Which of these responses best describes the impact that NASP® has had on your success in school?

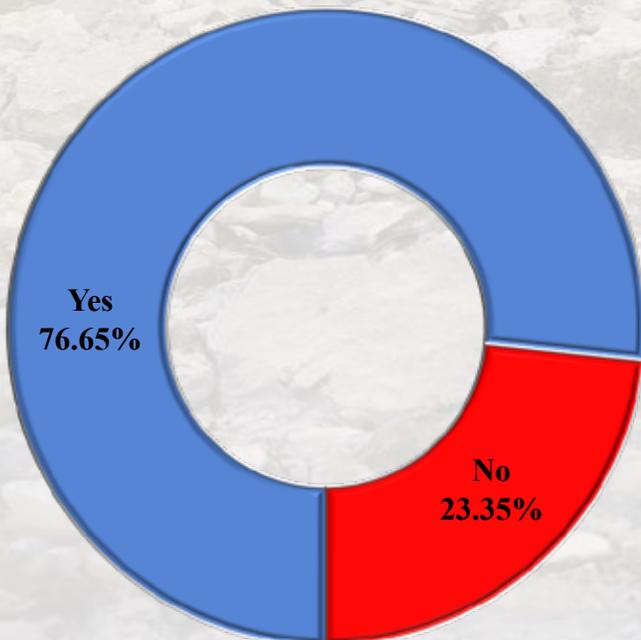
NASP® was not a factor to make me want to work harder in the classroom.



NASP® has made me want to work harder in the classroom.

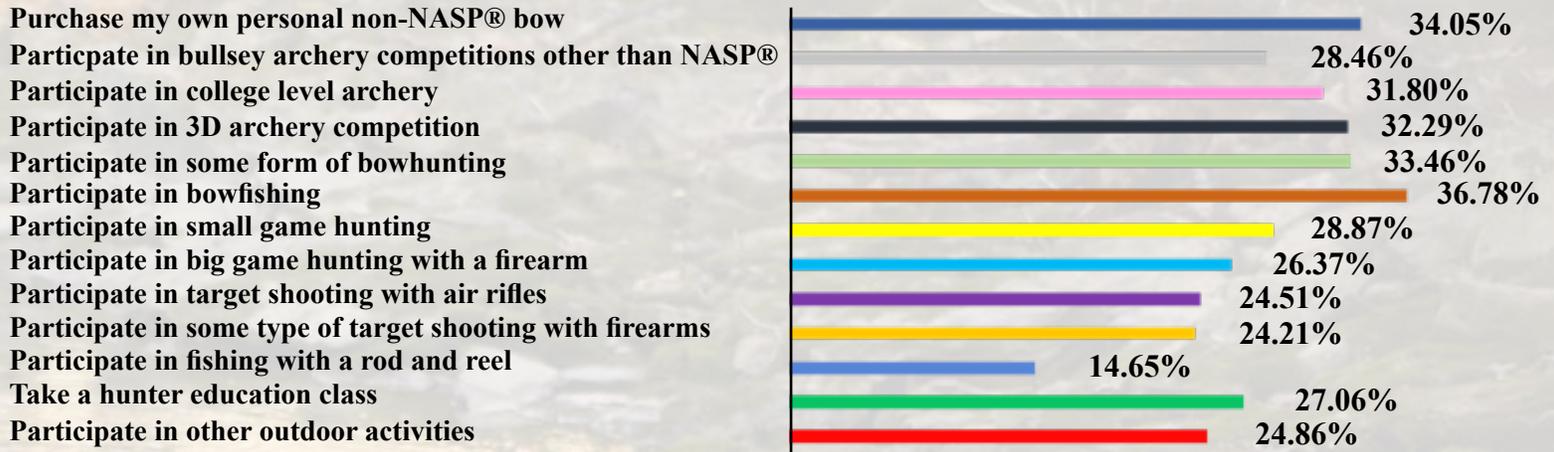
With the implementation of the Academic Archer program, NASP® wanted to investigate current student perceptions on the urgency of post-secondary readiness and the need for age appropriate career exploration. To gauge current local efforts already underway in these areas, respondents were asked as to their awareness of these topics already being introduced at the local level. NASP® fully intends to continue to emphasize the importance of “life readiness” among its participants. This information will be utilized as we gauge our messaging efforts with schools and students.

Has someone at your school or homeschool ever talked to you about planning for college or a job after school?



Results: Archery Industry/R3

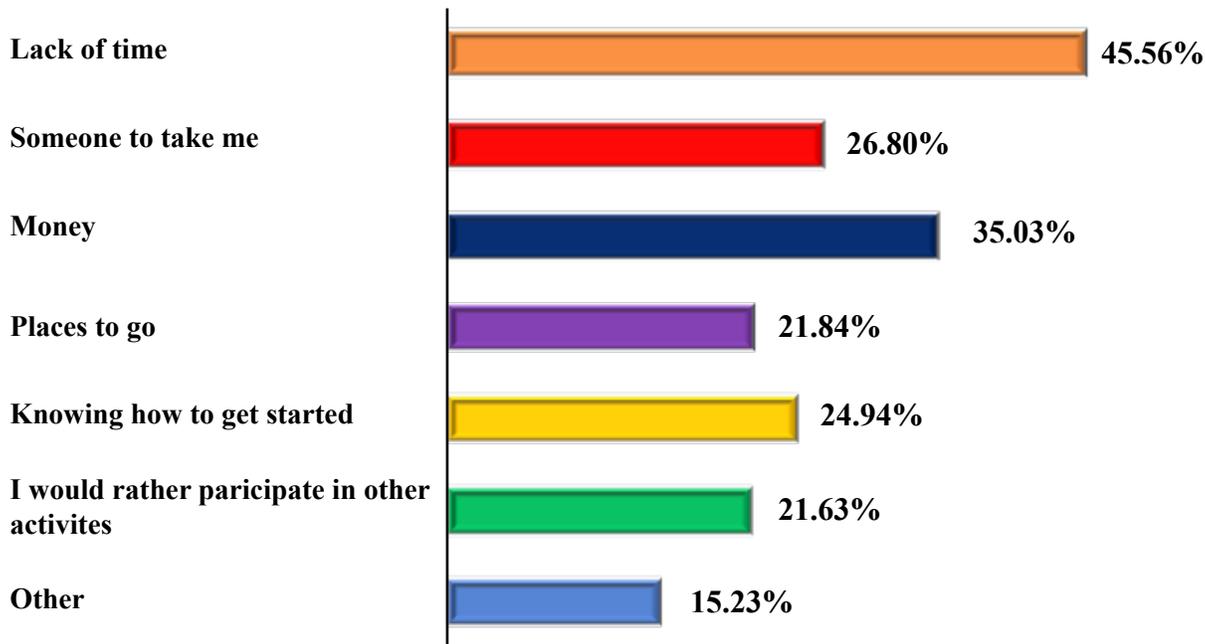
Because of your participation in NASP®, which of the following do you want to do, but haven't done yet? (Check all that apply)



In direct response to the potential role that NASP® serves in National R3 efforts, and potential interest from archery industry, respondents were asked regarding their current participation in outdoor related activities because of their participation in NASP®. NASP® continues to field inquiries from various sources on the relevance of how NASP® impacts efforts by the archery industry, as well as state fish and wildlife agencies across the country towards conservation, hunting, and increasing the numbers of future sportsmen and women. This data is the most compelling reason for current and future investment by agencies and organization into a program that is positively affecting 2.43 million students and has connected with 18 million since inception alone. For FW leaders, the numbers indicate that the program is indeed positively impacting the shooting sports. Potential to positively impact respondents toward attitudes concerning hunting, conservation efforts and an outdoor lifestyle is clear. The responses of those that have already participated when coupled with those that want to participate are almost overwhelming.



Which of the following reasons keep you from pursuing the activities you chose in question 14?



Respondents were asked about their responses to the previous question about their interest in pursuing future opportunities and to identify limiting factors/barriers that prevented them from pursuing these outdoor related activities.

Executive summary – Based on the 2017 Student Survey, NASP® has:

- **Taught millions of students to archery skills that would not otherwise have been introduced to the sport.**
- **Created a significant degree of inquiry from participants to experience and investigate other archery and outdoor activities including hunting and fishing.**
- **Served as a tool to motivate students to connect with their school, and to perform better in the classroom.**

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