AMERICAN CANOE ASSOCIATION
Kayak & Canoe Recreation

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NSRE PADDLESPORTS PARTICIPATION REPORT

YOUR BOATING DOLLARS AT WORK

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CHAPTER 1:

INTRODUCTION

Introduction

This report describes the results from the 2009 National Survey on Recreation and the Environment (*NSRE*). The *NSRE*, in general, was conducted to discover and describe: (1) participation by Americans in outdoor recreation activities, (2) opinions concerning management of both public and private forests and grasslands, (3) the importance and value of our natural environment, (3) uses and values of wildlife and wilderness, (4) people's lifestyles, and (5) recreational trips people take away from home. The *NSRE* data will be used by a variety of public and private organizations for both management and research purposes.

History of the NSRE

The 1999-2009 National Survey on Recreation and the Environment *(NSRE)* is the latest in a series of national surveys that was started in 1960 by the Outdoor Recreation Resources Review Commission (ORRRC). The federal government (ORRRC) initiated this National Recreation Survey (NRS) to assess outdoor recreation participation in the United States. Since that first in-the-home survey in 1960, six additional NRSs have been conducted -- 1965, 1970, 1972, 1977, 1982-83 and 1994-95. Over the years, the NRS surveys have changed in their methodology, composition, funding, and sponsorship.

In 1960, interviews were done in person over the four seasons of the year. In 1965, interviewing was done only in early fall. The 1970 survey instrument was a brief mailed supplement to the National Fishing and Hunting Survey. The 1982 survey was conducted in person in cooperation with the National Crime Survey, and the 1977, 1994, and 1999-2009 surveys were conducted by telephone.

In 1994 the NRS was renamed the National Survey on Recreation and the Environment (NSRE). This new name was introduced to reflect the growing interest and emphasis of the U.S. population about their natural environment. Accordingly, the *NSRE* was expanded to include questions concerning peoples' wildlife and wilderness uses, environmental values, and attitudes regarding public and management issues. Additional information pertaining to the recreational needs of people with challenging and disabling conditions was also included.

NSRE is the eighth in the continuing series of U. S. National Recreation Surveys. Although similar to the previous national surveys, *NSRE* explores the outdoor recreational needs and environmental interests of the American people in greater depth. The growth of the *NSRE* reflects the continuing growth of interest in our nation in outdoor recreation and our natural environment.

NSRE is an in-the-home phone survey of over 100,000 households across all ethnic groups throughout the United States. Questions from the *NSRE* broadly address such areas as outdoor recreation participation, demographics, household structure, lifestyles, environmental attitudes, natural resource values (for example, concerning Wilderness), constraints to participation, and attitudes toward management policies.

The funding and responsibility of the NRS's have also changed quite considerably over the years. Initially the Outdoor Recreation Resources Review Commission, which did the first survey in 1960, recommended that subsequent surveys be completed at five-year intervals, but consistent funding and responsibility were not created. From 1965 through 1977, the research was done by the Bureau of Outdoor Recreation and its successor, the Heritage Conservation and Recreation Service. Those agencies were abolished in 1981, and responsibility fell to the National Park Service in the U.S. Department of the Interior (USDI). The National Park Service coordinated the development of a consortium that included itself, the Forest Service in the U.S. Department of Agriculture (USDA), the Department of Health and Human Services Administration on Aging, and the USDI's Bureau of Land Management.

By the late 1980's, it was clear that the National Park Service would no longer assume the financial and organizational demands of such a large survey. Park Service Officials asked the Forest Service to assume its coordinating role for the next National Recreation Survey. The Outdoor Recreation and Wilderness Assessment Group, a part of the research branch of the Forest Service, assumed this role jointly with the National Oceanic and Atmospheric Administration (NOAA). This joint role between the Forest Service Outdoor Recreation and Wilderness Assessment Group in Athens, GA and NOAA has continued to the present day and includes responsibility for the current *NSRE* survey.

The present list of sponsoring agencies for the 2002-2009 *NSRE* effort includes the USDA Forest Service, NOAA, the USDA's Economic Research Service, the U.S. Environmental Protection Agency, USDI Bureau of Land Management, the National Park Service, the University of Georgia, and the University of Tennessee. In addition, valuable assistance and resources were also provided by the American Horse Council, the American Motorcyclist Association, the American Recreation Coalition, the Carhart Wilderness Training Center, the Corps of Engineers, the Forest Service (specifically the Carhart Wilderness Training Center, Ecosystem Management Coordination, Recreation Staff, the Rocky Mountain Research Station, and Wildlife Staff), the National Association of Recreation Resource Planners, the National Association of State Outdoor Recreation Liaison Officers, the National Environmental Education & Training Foundation, the Natural Resources Conservation Service, the Outdoor Recreation Coalition of America, the Rails-to-Trails Conservancy, the Recreation Vehicle Industry Association, the Snow Sports Industries of America, the U.S. Orienteering Federation, and the Wilderness Society.

Instrumentation

The NSRE is not one survey but several versions of a survey. For instance, each version of the NSRE consists of approximately five modules of questions. In every version of the NSRE one module of questions always pertains to people's participation in recreation activities and a second module always pertains to their social-demographic characteristics (i.e., age, income, education level, etc). However, the three remaining modules of questions in each version could pertain to a myriad of topics from wilderness use, environmental opinions, attitudes to land management policies, wildfires, private lands, etc. Furthermore, each version of the NSRE has a target of 5,000 completed interviews. Once 5,000 interviews have been collected, a new version of the NSRE (with a recreation participation, demographic, and three other modules) is constructed and operated.

Survey Methods

Computer-Aided Telephone Interviewing System (CATI)

The CATI system has two primary functions: (1) it facilitates the dialing and interviewing process; and (2) it manages the administrative functions associated with interviewing. For each interview, the CATI system randomly selects numbers for an interviewer, who then instructs the computer to dial that number.

The phone numbers for the *NSRE* survey were obtained from Survey Sampling, Inc (SSI). SSI subjects all their numbers to extensive cleaning and validation to ensure that all exchanges are currently valid. SSI provided the NSRE with a random-digit-dial (RDD) sample using a database of "working blocks." A block is a set of 100 contiguous numbers identified by the first two digits of the last four numbers (e.g., in number 559-4200, "42"is the block). A block is termed to be working if one or more listed telephone numbers are found in that block. Numbers are generated from all eligible blocks in proportion to their density of listed telephone households. As numbers are pulled, they are marked as used and are not available again during a nine-month period. Once numbers are selected, they are entered into the computer-aided telephone interviewing system (CATI).

Once the CATI system has randomly selected and dialed a telephone number, the interviewer, upon hearing someone answer, identifies the survey, its main purpose, and the name of the research laboratory (Presser, Blair, & Triplett, 1992). The interviewer then inquires how many people in the household are 16 years or older, and asks to speak to the person 16 or older who had the most recent birthday (Link & Oldendick, 1998; Oldendick, Bishop, Sorenson, & Tuchfarber, 1988). Upon reaching an appropriate person and receiving agreement to an interview, the interviewer reads the survey questions as they appear on the computer screen. Using a computer to control the survey, skip patterns are executed as intended, responses are within range, there are no missing data, and data entry occurs as the survey is administered. As responses are fed through the programmed data entry and management system, they are reviewed to assure they are within the permissible range of values and missing data problems are resolved. If no person is contacted or an answering machine is obtained, the interviewer enters a code (e.g., busy or no answer). If the timing of the call is inconvenient, a call back is scheduled for another date and time (Presser et al., 1992).

Sampling

Sampling across the country's population and locations was designed to provide a minimum number of interviews for each state so that individual state reports on participation across all activities could be generated and so that reliable estimates of activity participation could be computed for activities with less than a 10% national participation rate. To achieve these objectives, an initial sampling strategy for a national sample of 50,000 completed interviews was developed. The strategy combined proportional nationwide population sampling aiming for 29,400 completed interviews and a quota sample (i.e., 65% urban, 25% near urban, and 10% rural) distributing 400 interviews to each state and totaling 20,600 completed interviews. The remaining 50,000 completed interviews were obtained using a national sampling strategy. Sampling occurred throughout the year(s) during which the *NSRE* was being conducted to minimize seasonal recall bias to the extent possible.

General Overview of Methods Used to Maximize Response Rates and Control for Non-Response Bias

a. Carefully design, test and revise the survey contents

In order to maximize response rates, the NSRE phone survey was carefully designed and endlessly refined through application and through careful attention to input from experienced phone interviewers at the University of Tennessee and elsewhere. Wording and ordering of questions was designed to ease flow, maximize interest in the questionnaire subject matter and maintain consistency over time.

b. Scheduling callbacks

Each eligible number was attempted a minimum of 15-20 times at various time intervals of the day and on different days of the week in order to maximize the opportunity of interviewing an eligible member of an eligible household. To minimize respondent burden and encourage full involvement in the survey, each person was asked, "Is this a good time to answer a few questions or would another time be better for you?" The Computer Aided Telephone System (CATI) facilitated the scheduling of callbacks at a specific time if requested by the respondent. The computer managed the database of telephone numbers so that scheduled callbacks were distributed to the first available interviewer at the designated time and date.

c. Training

Interviewer training was a vital part of achieving maximum response rates. All interviewers under went intensive and detailed training so that they had a high level of familiarity and practice with the survey. Each interviewer was monitored regularly for quality control purposes and additional training was provided as needed.

d. Minimize language barriers

In order to maximize response rates, the NSRE was also administered in Spanish. Interviewers screened for Spanish-speaking people at the beginning of the survey then transferred them to a Spanish-speaking interviewer as needed.

e. Meet AAPOR quality standards

Similar surveys repeated over a five-year period at the Human Dimensions Research Lab which used the same methods as the NSRE have been shown to produce very reliable results. (See Table 1 for the contact, cooperation, and response rates for the NSRE survey.) Response rates were calculated using the definitions of response rates established by the American Association of Public Opinion Research. The Lab followed the code of ethics set by the American Association of Public Opinion Research and constantly works to meet the AAPOR quality standards. Adherence to ethics and quality standards were basic to maintaining response rates and confidence by the interviewee.

f. Attempt to convert refusers

To help deal with non-response, at the end of each of version a random sample of immediate ("soft refusals," including those who hung up immediately) and a sample of those not ever contacted were selected. These samples of refusals and non-contacts were limited to those for which an address could be obtained. They were sent an explanatory letter indicating the nature of the survey and its importance. The letter notified the

household that a further callback would be made to solicit their participation. Their numbers were then attempted again, and the results of completed surveys from converted refusers were compared with the results from those who accepted the survey during the first rounds of calling. Any significant differences between acceptor and refuser/non-contact responses to the primary variables of this study, i.e., recreation participation rates, and if there were sufficient sample sizes for developing independent estimates of refuser/non-contact activity participation rates, weighting ratios were calculated. These weights were used to adjust estimates of acceptor activity participation rates for analysis and reporting.

g. Weight to correct for over or under representation of population strata

Survey respondents were weighted so that their distribution across socio-demographic strata mirrors the distribution of the U. S. population across the same strata. This is a widely accepted, non-controversial and necessary method for addressing non-response issues. The weights computed and applied to the NSRE survey were small indicating good sample distribution from the 19-to-20 percent response rates attained (see response rates in Table 1 and a comparison of sample and population distributions in Table 2). In addition, present NSRE estimates of participation rates were generally in the same range of the estimates obtained from the 1994-95 NSRE. In neither survey did non-response bias seem to be significant. A sizeable number of refereed journal articles have been published using both the 1995 and present NSRE surveys and in all cases, peer reviews were favorable and the articles accepted.

The U.S. Census Bureau advised us that the civilian non-institutionalized population was the best estimated population distribution for validating telephone-sampling frames. Table 2 compares the percentage distributions of the civilian non-institutionalized population of age 16 and older based on Census Bureau estimates with the NSRE sample distributions for Versions 1 through 6. Strata included sex, race/ethnicity, age, education level and urban/rural residence. Response rates were higher for females; non-Hispanic whites; and for those ages 25-34, 45-54, and 55-64. Response rates were slightly lower for those aged 35-44. Response rates were generally higher for higher levels of education. Differences between urban/rural strata were more related to intentional over sampling to meet different research needs than to differences in response rates.

h. Weighting based on multiple regression estimates of coefficients

The primary approach to weighting and adjusting estimated participation rates marine recreation participation was development of multivariate models where estimated coefficients were used as weights for sex, race/ethnicity and age strata. Results are summarized in Table 3. Since the survey was designed so that, for some applications (modules), a version could be a stand-alone survey, there were constraints on how many cells could implement using multivariate weighting. For education level and urban/rural residence multiplicative weights were utilized.

Table 4 shows the effects of sample weighting of marine recreation activities. Comparison of the unweighted and weighted sample estimates of participation rates shows the potential extent of over or under representation of samples on estimated participation rates for marine recreation activities. Of the 19 activities/settings shown, 11 were corrected for over representation, 7 were corrected for under representation, and one remained uncorrected because sample and population percentages were the same. Given the small differences between weighted and unweighted estimates, it was concluded that the sample distribution generally represents well the distribution of the population. However, weighting was undertaken as one means for adjusting for potential non-response bias. The large sample sizes of the NSRE help make this approach to sample weighting more reliable.

i. An additional step for identifying and comparing refusers

An additional step taken with regard to non-response effects was to include a follow-up to refusals to ask a very limited number of questions (e.g., age, sex and participation in any outdoor recreation). One could then analyze this to suggest something about the extent of non-response bias on estimates of participation. The reason then was not to address non-response bias (RDD surveys were getting over 70 percent response rates in those days), instead the objective was to reduce burden on people that did not participate in outdoor recreation (by the use of a screening question) and to also save costs. A sample of 1,000 was chosen and the screening question was used. A significantly smaller proportion of people participated in outdoor recreation when the screening question was used. People did not know our definition of outdoor recreation unless they went through entire list of activities. Thus, any attempt to analyze non-response bias from a sample of refusals that employs a screening question would be invalid. Significantly lower participation rates from those receiving a screening question on outdoor recreation participation would also be expected.

Attempts were also made to use various screening questions for different groups of activities as an alternative to going through each separate activity. Again, the objective was to reduce burden and costs by shortening survey time. The screening question worked for boating activities (i.e., no significant differences in estimates of participation in boating), but it did not work for wildlife viewing activities (i.e., there were significant differences in participation rates for wildlife viewing using a screening question). So the screening question was used for boating activities, but not for wildlife viewing activities.

Our approach for addressing refusals was to ask for age and sex (actually not asked interviewer codes sex by their judgment). Analysis with respect to participation could then be done by relating age and sex, along with other factors, to participation. If there were different response rates by age and sex for the soft refusals sample versus the sample of complete surveys, and there was a significant relationship between age and sex and participation in outdoor recreation, then one might infer some level of non-response bias. However, the question was still one of extent of the bias and as previous analysis has demonstrated, the extent was relatively small and could be adjusted for by sample weighting. However, to further our ability to analysis non-response bias, two additional activity questions were used to ascertain some indication of recreation participation by soft refusals.

j. Sample proportionate to the geographic and demographic distributions of the population

The RDD sampling was conducted proportionate to the distribution of the national population, geographically and demographically. Data was collected from a random sample of the population of individuals 16 years of age or older residing in the United States and the District of Columbia at the time of survey implementation. Sample households were selected by means of a Random Digit Dialing (RDD) technique, permitting a natural stratification of the sample by state, county, and area code (Frey, 1989; Groves and Kahn, 1979). RDD samples theoretically provided an equal probability sample of all households in the nation with a telephone access line (i.e., a unique telephone number that rings in that household only). This equal-probability sample included all households with telephones regardless of whether a phone number is published or unlisted (Lavrakas, 1987).

Table 1. Response Rates for NSRE

	ALL – Version 1 thru Version 18
Response Rate 1	
I/(I+P) + (R+NC+O) + (UH+UO)	0.191868
Response Rate 2	
(I+P)/(I+P) + (R+NC+O) + (UH+UO)	0.200296
Response Rate 3	
I/((I+P) + (R+NC+O) + e(UH+UO))	0.192627
Response Rate 4	
(I+P)/((I+P) + (R+NC+O) + e(UH+UO))	0.201088
Cooperation Rate 1	
I/(I+P)+R+O)	0.210388
Cooperation Rate 2	
(I+P)/((I+P)+R+0))	0.219629
Cooperation Rate 3	
I/((I+P)+R))	0.215806
Cooperation Rate 4	
(I+P)/((I+P)+R))	0.225286
Refusal Rate 1	
R/((I+P)+(R+NC+O) + UH + UO))	0.688781
Refusal Rate 2	
R/((I+P)+(R+NC+O) + e(UH + UO))	0.691505
Refusal Rate 3	
R/((I+P)+(R+NC+O))	0.697108
Contact Rate 1	
(I+P)+R+O / (I+P)+R+O+NC+ (UH + UO)	0.911975
Contact Rate 2	
(I+P)+R+O / (I+P)+R+O+NC + e(UH+UO)	0.915582
Contact Rate 3	
(I+P)+R+O / (I+P)+R+O+NC	0.923001

Response Rates.--A necessary but not sufficient condition for non-response bias was that there is (are) a (some) factor (s) for which response rates in the sample were not proportional to their representation in the population surveyed. The U.S. Census Bureau advised us that the civilian non-institutionalized population best represents telephone-sampling frames. Table 2 below compared the civilian non institutionalized population years 16 and older with the NSRE 2000-04 sample for Versions 1 through 6 for sex, race/ethnicity, age, education level and urban/rural residence. Response rates were higher for females; white, not Hispanic; those ages 25-34, 45-54, and 55-64. Response rates were slightly lower for those ages 35-44. Response rates were generally higher for higher levels of education. Differences for urban/rural were probably more related to intentional rural over sampling than response rates.

Relationship Between Sample Characteristics and Participation in Marine Recreation.--Response rates for selected sample characteristics established a difference in survey response rates for several important characteristics. Table 3 shows that these factors were also important in explaining participation in marine recreation. Table 3 shows a summary of probit and logit equations that were estimated for all 19 activities/settings for which we estimated participation rates for marine recreation. Estimates of participation in marine recreation were dependent on factors for which there were biases in response rates. This finding provided sufficient conditions to conclude that potential for non-response bias exists.

Table 2. Population and Sample Comparisons: Demographics for Weighting

Demographic Characteristic	Census [1]	NSRE
SEX		
Male	47.8	43.6
Female	52.2	56.4
RACE/ETHNICITY		
White, Not Hispanic	74.2	83.0
Hispanic	10.2	6.6
Black, Not Hispanic	11.2	7.5
Other, Not Hispanic	4.3	2.9
AGE		
16 – 24	16.1	14.0
25 – 34	17.9	18.5
35 – 44	21.4	21.0
45 – 54	17.4	19.6
55 – 64	11.3	12.8
65 +	15.9	14.1
EDUCATION LEVEL		
8th Grade or less	7.56	2.22
9th - 11th Grade	14.71	8.26
High School Graduate or GED	31.49	26.50
Some College or Technical School	18.17	22.80
Associate's Degree or Technical School	6.64	7.70
Bachelor's Degree	14.35	19.83
Master's Degree	4.41	8.92
Professional Degree	1.23	1.54
Doctorate Degree	0.89	1.67
Other	0.56	0.56
URBAN/RURAL RESIDENCE		
Urban	80.04	65.68
Rural	19.96	34.32
Total Population/Sample	206,171,709	27,854

1. U.S. Department of Commerce, Bureau of the Census, Civilian noninstitutionalized population 16 years of older, Sept. 2004, (http://www.census.gov) for multivariate on sex, age and race/ethnicity.

Sample Weighting to Correct for Non Response Bias. Sample weights were constructed by first developing multivariate weights for sex, race/ethnicity and age. Since the survey was designed so that, for some applications (modules), a version could be a stand-alone survey, some constraints were present on how many cells could be implemented using multivariate weighting. For education level and urban/rural residence multiplicative weights were used.

For Table 3, the following definitions apply:

AGE = Age of respondent

AGESQ = Age of Respondent squared

MALE= Dummy variable for sex, 1=male 0=female

BLACK=Dummy variable for Race/Ethnicity, 1=black/African American, not Hispanic (White, not Hispanic is base or excluded category)

ASIAN=Dummy variable for Race/Ethnicity, 1=Asian or Pacific Islander, not Hispanic (White, not Hispanic is base or excluded category)

NATIVE=Dummy variable for Race/Ethnicity, 1=Native American or Native Hawaiian, not Hispanic (White, not Hispanic is base or excluded category)

HISPANIC=Dummy variable for Race/Ethnicity, 1=Hispanic (White, not Hispanic is base category).

URBAN=Dummy variable for Urban/Rural residence, 1=Urban residence and 0=Rural residence

EDUCHS=Dummy variable for Education Level, 1=High School Graduate (those with less than a High School Graduate level of education and other in base or excluded category)

EDUCOL=Dummy variable for Education Level, 1=Some College or College Graduate (those with less than High School Graduate level of education and other in base or excluded category)

EDUCGRAD=Dummy variable for Education Level, 1=Masters, Doctorate or Professional degree (those with less than High Scholl Graduate level of education and other in base or excluded category.

'-' means factor is negatively related to participation.

'+' means factor is positively related to participation.

'*' means factor is statistically significant at 0.05 level of significance.

'**' means factor is statistically significant at 0.10 level of significance.

NOTE: Other factors, such as Household Income and residence in a coastal county, were other factors included in estimation equations. Those factors are not included here, but were significant in explaining participation for several marine recreation activities/settings.

Table 3. Results for Selected Participation Equations for Marine Recreation

	AGE	AGESQ	MALE	URBAN
Visit Saltwater Beaches	-*	+*	-*	+*
Visit Saltwater Watersides Besides Beaches	-*	+	+*	+*
Swimming in Saltwater	-*	+	-*	+*
Snorkeling in Saltwater	-*	-**	+*	+*
Scuba Diving in Saltwater	-*	-	+*	+*
Surfing in Saltwater	-*	+*	+*	+*
Wind Surfing in Saltwater	-	-	+*	+
Fishing in Saltwater	-	-*	+*	-
Motorboating in Saltwater	-	-	+*	+**
Sailing in Saltwater	-*	+*	-**	+*
Personal Watercraft Use in Saltwater	-*	+*	+*	+*
Canoeing in Saltwater	-*	+	+*	+
Kayaking in Saltwater	-**	-	+	+
Rowing in Saltwater	-*	+	+*	-
Water skiing in Saltwater	-*	+*	+*	+*
Bird Watching in Saltwater Surroundings	+*	-*	-*	+**
Viewing Other Wildlife in Saltwater Surroundings	+*	-*	-*	+*
Viewing or Photographing Scenery in Saltwater Surroundings	+*	-*	-*	+*
Hunting Waterfowl in Saltwater Surroundings	-*	+	+*	-

Table 3. Results for Selected Participation Equations for Marine Recreation (continued)

	BLACK	ASIAN	NATIVE	HISPANIC
Visit Saltwater Beaches	-*	-*	-*	-*
Visit Saltwater Watersides Besides Beaches	-*	-*	-	-*
Swimming in Saltwater	-*	-*	-*	-*
Snorkeling in Saltwater	-*	-*	-*	-*
Scuba Diving in Saltwater	-*	-*	-	-*
Surfing in Saltwater	-*	+**	-	-*
Wind Surfing in Saltwater	-	+	+*	-
Fishing in Saltwater	-*	-	+	-*
Motorboating in Saltwater	-*	-*	-	-*
Sailing in Saltwater	-*	-*	-	-*
Personal Watercraft Use in Saltwater	-*	-	+	-**
Canoeing in Saltwater	-*	+**	+	-*
Kayaking in Saltwater	-*	-*	-	-*
Rowing in Saltwater	-	-	+	-
Water skiing in Saltwater	-*	-*	-	-**
Bird Watching in Saltwater Surroundings	-*	-*	-	-*
Viewing Other Wildlife in Saltwater Surroundings	-*	-*	-	-*
Viewing or Photographing Scenery in Saltwater Surroundings	-*	-*	-	-*
Hunting Waterfowl in Saltwater Surroundings	-*	-*	+	-*

Table 3. Results for Selected Participation Equations for Marine Recreation (continued)

	EDUCHS	EDUCOL	EDUGRAD
Visit Saltwater Beaches	+*	+*	+*

Visit Saltwater Watersides Besides Beaches	+	+*	+*
Swimming in Saltwater	+*	+*	+*
Snorkeling in Saltwater	+*	+*	+*
Scuba Diving in Saltwater	-	+*	+*
Surfing in Saltwater	+	+*	+*
Wind Surfing in Saltwater	-*	-	+
Fishing in Saltwater	+	+*	-*
Motorboating in Saltwater	+*	+*	+*
Sailing in Saltwater	-	+*	+*
Personal Watercraft Use in Saltwater	+*	+*	+*
Canoeing in Saltwater	-*	-	+
Kayaking in Saltwater	-	+*	+*
Rowing in Saltwater	-**	+	+
Water skiing in Saltwater	+	+*	+
Bird Watching in Saltwater Surroundings	+*	+*	+*
Viewing Other Wildlife in Saltwater Surroundings	+*	+*	+*
Viewing or Photographing Scenery in Saltwater Surroundings	+*	+*	+*
Hunting Waterfowl in Saltwater Surroundings	+*	-	-

Table 4 shows the effects of sample weighting. Comparison of the unweighted and weighted sample estimates of participation shows the potential extent of non-response bias on estimated participation rates in marine recreation. Of the 19 activities/settings, 11 would have been over estimated using unweighted data, 7 would have been under estimated using unweighted data, and for one the estimate was the same with weighted and unweighted data.

Table 4. Participation in Coastal/Marine Recreation [1]

Activity or Setting	Participation Rate (%) Unweighted	Participation Rate (%) Weighted [2]	Over or Under Estimate [3]
Visit Saltwater Beaches	31.99	30.03	+
Visit Saltwater Watersides Besides Beaches	4.50	4.50	same
Swimming in Saltwater	27.97	25.53	+
Snorkeling in Saltwater	5.80	5.07	+
Scuba Diving in Saltwater	1.46	1.35	+
Surfing in Saltwater	1.43	1.59	-
Wind Surfing in Saltwater	0.38	0.39	-
Fishing in Saltwater	10.13	10.32	-
Motorboating in Saltwater	7.93	7.11	+
Sailing in Saltwater	3.49	2.98	+
Personal Watercraft Use in Saltwater	2.39	2.57	-
Canoeing in Saltwater	0.98	1.05	-
Kayaking in Saltwater	1.51	1.33	+
Rowing in Saltwater	0.55	0.53	+
Water skiing in Saltwater	1.03	1.15	-
Bird Watching in Saltwater Surroundings	9.13	7.17	+
Viewing Other Wildlife in Saltwater Surroundings	7.68	6.45	+
Viewing or Photographing Scenery in Saltwater Surroundings	11.01	9.19	+
Hunting Waterfowl in Saltwater Surroundings	0.32	0.33	-
Any Coastal/Marine Recreation	45.33	43.30	+

1. Civilian Non Institutionalized Population 16 years and Older, Sept. 2004 - NSRE 2000, Versions 1-6, Sample of 27,854 Households.

2. Weights included multivariate weights for Age, Race/Ethnicity and Sex and multiplicative weights for Education level and Urban/Rural place of residence.

3. + means unweighted sample estimate of participation greater than weighted estimate and – means unweighted sample estimate of participation is less than weighted estimate.

Specific Methods Used to Maximize Response Rates and Control for Non-Response Bias

a. Change introduction

i. Identify survey sponsor

Response rates for *government-sponsored surveys* reportedly were higher (49% or better) than the response rates being achieved by the NSRE. The current introduction being used by the Human Dimensions Research Lab did not identify the survey as being government sponsored. Therefore, the opening statement was changed to the following:

Hello. My name is _____ and we are calling on behalf of the United States Forest Service.

ii. Increase motivation for participating in the survey

The next statement in the introduction was shortened and made to the point, to gain the respondent's attention and interest in completing the survey. Taking out the word "outdoor," encouraged those who did not participate in outdoor recreation to continue with the survey versus opting out at the beginning due to lack of interest. Therefore, the next statement in the introduction was changed to the following:

We are asking a select sample of the public about recreation opportunities in the U.S.

b. Increase level of detail for recording call dispositions

By keeping more detailed records regarding residential household status of non-contacted phone listings, the HD Lab was able to estimate the value of e, which was the estimated proportion of non-contacted cases which were eligible as household residents to be respondents to the survey. This parameter wa used to calculate AAPOR's Response Rate 3. All attempts coded as no answers and busy signals for the NSRE were recorded in the past as "Non-contact" in the AAPOR response rate calculations, with no distinction of potential eligibility. Therefore, all no answer and busy signal attempts were reviewed to determine whether the number was likely a residential listing. This enabled us to estimate likely residency rate for non-contacted phone listings of unknown eligibility for use in computing survey response rates (see separate spreadsheet for response rates).

c. Pre-notification using advance letters

i. Experimental design and sampling

Some studies have shown increases in response rates resulting from sending in advance a letter notifying potential respondents that a phone contact will be attempted. Therefore advance letters were used to improve NSRE response rates. For the RDD sample drawn for the NSRE survey, a reverse appended was conducted, which provided the names and addresses for all numbers listed in the sample. There is no way to know exactly what percent of the sample would have addresses which could be listed. An average of a 40% match rate of names, addresses and numbers has been reported in other studies. This meant sending approximately 14,000 letters for the NSRE survey. For the approximately 40% of listings with names and addresses, response rates were calculated and compared (see separate spreadsheet).

ii. Advance letter specifications

1. Official US Forest Service stationery was used to identify the survey as government sponsored and the letter emphasized the importance of the survey. The letter was from Dr. Ken Cordell, Project Leader and Senior Scientist, with the USDA Forest Service.

2. Since the survey was randomly selecting a person out of the household and not seeking a specific person, the advance letter was addressed to the "John Smith Household" and the salutation greeted the "residents at the John Smith household." The person that was randomly select in the household to be interviewed may or may not have seen the letter.

d. Reducing Survey Length

The only way this step really helped was to ensure the survey length was kept to 13-15 minutes. Thus, the NSRE survey was limited to a 13-15-minute interview time on average. In any case, all versions of the NSRE were submitted to extensive testing and refinement before application. However, the Human Dimensions Research Lab at The University of Tennessee has shown that response rates improve with shorter interviews.

e. Strengthen refusal conversion efforts

i. Training

The supervisory staff of the Human Dimensions Research Lab at the University of Tennessee reviewed interviewer training materials and looked for ways to improve overall training. The highest priority was given to more intensive refusal aversion and refusal conversion training.

ii. Extend data collection period

Based on the time frame for overall data collection in order to meet agency data needs for resource planning, management and policy, there was limited allowance for extending the data collection time period. However, to the maximum extent possible, extra time was budgeted near the end of the data collection period in order to have a crew of interviewers work specifically on refusal conversions. At the end of these extended time periods, improvements in response rates and costs were evaluated and approaches refined in accordance with this evaluation.

iii. Send follow-up letter to refusals

For those households for which addresses were obtained, a sample of those who refused were sent a letter on Forest Service letterhead prior to re-contact. In the cases for which a name was obtained, the letter was also personally addressed, rather than generally to the household. The letter again stressed the importance of the survey. Selection of this sample occurred at the end of each week's interviewing.

Weighting Procedures

As blocks of interviews were completed and compiled, they were examined to identify differences in demographic profiles between those surveyed and the overall population of the country as described in Bureau of Census website reports. Indeed, sufficient differences are typically found to require weighting adjustments for over or under sampling. Weighting was achieved using a composite of multi-variate and multiplicative weights to account for age, race, gender**,** education, and urban/rural differences. This composite weighting helped adjust estimates of recreation participation and other NSRE estimates to better represent what those estimates would have been had the sample been truly proportionately distributed across social strata.

This type of weighting procedure, referred to as *post-stratification* (Holt & Smith, 1979), is the most widely accepted method for adjusting sample proportions to mirror population distributions (Zhang, 2000). Post-stratification has been successfully applied in similar national surveys in the U. S. and in other countries (Thomsen

& Halmoy, 1998). For **NSRE**, a total of 60 strata (6 age x 2 gender x 5 race) were identified to match identical strata in the U.S. Census. Each individual strata weight, Sw_i, is the ratio of the Census population proportion to the **NSRE** sample proportion:

$$Sw_i = P_i / p_i$$

where P_i = U.S. Census proportion for strata *i*

p_i = NSRE 2000 sample proportion for strata *i*

A weight Sw_i >1.0 indicated that the particular strata was a smaller proportion of the sample than of the U. S. population based on Census estimates. Likewise, weights with a value less than 1.0 indicated that the strata was randomly sampled in greater numbers than its proportion of the U.S. population age 16 and over. A unitary weight (i.e., no adjustment) means the sample strata was sampled at the same rate as its proportion of the population. Each individual respondent was assigned to one and only one of the 60 age-gender-race strata and thus assigned an Sw_i for that strata.

We took an additional step to account for the sampling proportions of two other socioeconomic strata: educational attainment and place of residence (rural/urban). Weights for each of these were calculated separately in a similar fashion to the age-gender-race weight. The education weight, Ew_i, is the ratio of Census: sample proportions for nine different levels of educational attainment, ranging from "8th grade or less" to "Doctorate Degree." The residence weight, Rw_i, is simply the ratio of the percentage of the U.S. population living either in metropolitan statistical areas or not divided by their counterparts in the NSRE data. This was adjusted for the fact that urban or metropolitan residents were slightly under sampled in the survey. A single weight, W_i, for each individual survey respondent was then calculated as the product of the three intermediate weights:

$$W_i = Sw_i \square Ew_i \square Rw_i$$

The largest composite weights, therefore, were applied to respondents whose numbers were under represented in the total sample. The smallest weights were applied to strata which were over represented. The sample had a potential total of 1,080 (60 x 9 x 2) unique weights, with each individual assigned a weight, W_i, depending on his or her combination of the three intermediate weights.

Sources of Error

There are many potential sources of error or bias in a large survey of human subjects. The principal sources of bias for the NSRE include recall and digit preference among the response biases, and refusal, avidity, and incomplete listings among the non-response biases. As with any survey, regardless of scope or complexity, bias is a reality to be recognized and dealt with early on to the extent affordable through design of the sample and survey content. Brief descriptions of principal anticipated sources of bias in the NSRE are presented below.

Recall bias is simply an inability of a respondent to recall accurately or to recall at all whether they participated in recreational activities or to recall the number of or places where these activities were undertaken. There is no conclusive evidence regarding optimum recall period (one week, one month, six months, etc.) or methods of

correcting recall bias. Digit preference bias is related to recall bias, but more specifically is a participation rounding bias. For example, for activities of frequent participation, such as walking or running/jogging, respondents often round to the nearest five or ten, such as twenty-five, thirty, or forty, rather than accurately reporting actual number of occasions, such as twenty-eight times during the past twelve months.

Principal sources of non-response bias include avidity and incomplete phone listings. Avidity bias is the tendency of persons who do not participate or who participate only infrequently in outdoor leisure activities to refuse participation in the survey. Left unaccounted for, avidity bias can result in seriously inflated estimates of population participation rates and biased estimates of participation differences by social group. Incomplete phone listings, like any other incomplete sampling frame, can occur for many reasons. More frequently encountered reasons include institutionalization, persons not having a phone, and persons having access only to pay phones or other non-individualistic arrangements. For the NSRE, an attempt to estimate avidity and listing bias was made by asking two key questions of persons who refuse the survey. Those questions are age and whether or not the respondent participated in outdoor recreation in the last twelve months. Additionally, the sex of the respondent was recorded when recognizable. The estimated proportions of non-respondents, relative to respondents, was combined with weights derived from the 2007 U.S. Census of Population estimates to weight each observation to correct for over or under representation by social group characteristics in the sample.

The NSRE included a more comprehensive listing of outdoor recreation activities than any of the previous national surveys. The activities list for the NSRE included seventy explicitly named activities. Some of these listed activities have always been relatively vague. Examples are sightseeing and walking for pleasure. Others are much more specific and have relatively precise technical definitions. Examples of specific activities include snorkeling and rock climbing. Respondents are left to determine, by their own definition of the activities listed, whether or not they have participated. For the NSRE, several new activities were listed, largely driven by newly available or vastly improved technologies, such as jet skiing, rock climbing, and orienteering. To the extent that respondents understand the activities they are being asked about, valid responses are recorded. However, little exists in the literature to guide or control for this potential source of error in collecting data on participation.

Sources of bias were addressed through data weighting and other approaches as necessary. For example, equally distributing a quota of 400 across the 50 states results in over-sampling of rural areas (e.g., 65% Urban, 25% Near Urban, and 10% Rural). Thus, we used a sampling strategy that combined the quota of 400 per state with a proportional nationwide sample (e.g., 64.6% Urban, 27.4% Near Urban, and 8.0% Rural). In addition, random digit dialing reaches a random sample of telephone numbers, rather than of people. Affluent families are virtually certain to have a telephone number (97%), often more than one. At the other end of the scale, many low-income households do not have a telephone (ranging from 8 to 23% depending on geographic area). As a result, affluent people are likely to be somewhat over represented in the survey sample (Bowen, 1994; Groves, 1990; Tucker, Lepkowski, Casady, & Groves, 1992). To compensate for these types of sampling biases, the NSRE data set was weighted based on comparisons with 2000 Census data.

Another source of bias comes from language barriers through the undesirable but unavoidable exclusion of people who cannot speak either English or Spanish. According to the 2007 Census estimates, 12.5 % of the U.S. population is Hispanic. For the non-English speaking segment of the Hispanic population, the NSRE was conducted in Spanish. The most difficult part of this process was getting the translation generic enough for overall comprehension by all the various Hispanic dialects. Other non-English speaking U.S. residents were excluded from the survey. The complexity of the translation and interviewing processes made interviewing in all languages prohibitively costly.

All results provided within this paper are based upon the number of NSRE survey's completed at the time the analysis for this paper was conducted. As of the writing of this report, data collection for the NSRE was still on-going. Obviously, then, as more data are collected final estimates of the percentages and numbers of people participating in different activities may change slightly from those reported in this paper.

In viewing the results presented in this report, it is important to remember that individuals were asked about their personal participation in specific recreation activities. To date, versions one to twelve of the *NSRE* have been completed, which means participants have answered questions pertaining to approximately 80 outdoor recreation activities. For analysis and description of results, it was useful to place these activities into 12 groups. For simplicity, each activity was placed in only one category. In many cases, however, activities could have been placed in more than one category. Hiking, for example, was classed as an individual activity, which it is for many people. For others, however, hiking might best be classed as a backpacking and camping activity.

Social Implications

This report has been generated with respect to various social characteristics namely: gender, age, race, education, income, and employment status. The different divisions of these categories are described in chapter 2.

Also, please note that with a maximum sample of approximately 2,500 respondents for the American Canoe Association's module not all combinations of social characteristics may be present in the analyses investigated in this study. The weighting will help compensate for this by correcting for over or under representation by the respondent's social group in the sample

Participation Questions and Possible Responses

Because the NSRE will be used for many different purposes, the level of detail needed to describe participation in the activities varied. For each activity, a categorical yes/no answer recorded whether or not the respondent participated in the activity at least once in the past twelve months.

Activities Covered

Individual Activities	Day Hiking	Inline skating or rollerblading
Bicycling	Running or jogging	Orienteering
Mountain biking	Golf	
Walking for exercise or pleasure	Tennis outdoors	***Snow and Ice Activities***
Horseback riding	Gardening or landscaping	Ice skating outdoors

Sledding

Snowshoeing

Downhill skiing

Snowboarding

Cross country skiing

Snowmobiling

Swimming

Swimming in streams, lakes, or the ocean

Swimming in an outdoor pool

Snorkeling

Scuba diving

Visiting a beach

Visiting a waterside

Driving for Pleasure

Sightseeing

Driving for pleasure on country roads or in a park

4-wheel drive, ATV or

motorcycle driving off-road

Riding motorcycles for pleasure on a highway

Viewing or Photographing

Viewing, identifying, or photographing birds

Viewing, identifying or photographing fish

Viewing, identifying or photographing other wildlife

Viewing, identifying or photographing wildflowers, trees or other natural vegetation

Viewing or photographing natural scenery

Hunting

Big game

Small game

Waterfowl

Fishing

Fishing in coldwater such as Mountains rivers or streams

Fishing in warm rivers and lakes

Ice fishing

Saltwater fishing

Fishing for Migratory fish like

salmon, shad or other spawning fish

Visiting Educational Sites

Visiting nature center, nature trail, visitor center, or zoo

Attend outdoor concerts, plays or other outdoor performances

Visit prehistoric structures or archaeological sites

Visiting historic sites, buildings, or monuments

Visiting a farm or other rural land setting

Traditional Activities

Gathering of family or friends

Picnicking

Outdoor Team Sports

Softball or baseball

Football

Basketball outdoors

Soccer outdoors

Handball, racquetball, or squash outdoors

Yard games - horseshoes, badminton, croquet, frisbee

Attend outdoor sports events as a spectator

Volleyball outdoors

Boating/Floating/Sailing

Sailing

Canoeing

Kayaking

Rowing

Motor boating

Water skiing

Personal water craft such as jet skis, wave runners

Sailboarding or windsurfing

Rafting, tubing, or other floating

Surfing

Outdoor Adventure

Activities

Exploring caves

Backpack camping on trails

Camping at developed sites

Camping at primitive sites

Visiting a wilderness or other primitive, roadless area

Gather mushrooms, berries,

firewood or other natural products

Mountain climbing

Rock climbing

The American Canoe Association (ACA) Module, Questions and Data Collection

The module of questions for the American Canoe Association pertaining to how people receive information and instruction about proper paddlesports water safety were developed and revised over a six month period. The initial ACA module was pilot tested to check for validity and reliability on 100 respondents. Based upon the results of the pilot test, the ACA module was revised and a final set of questions were formulated (Please see ACA's module of questions below).

The first round of data for the ACA was collected in Version 3 of the NSRE between August 2006 and September 2007. The second round of data for the ACA was collected in version 5 of the NSRE between February 2009 and November 2009. Version 3 collected 1,000 completed interviews and version 5 collected 1,014 completed interviews for a grand total of 2,104.

The American Canoe Association (ACA) Module and Questions

ACA1 Earlier you indicated that you participated in (name activity(ies)).

How many years have you been paddling?

1 Less than one year

2 1 – 2 years

3 3 – 4 years

4 5 or more years

ACA2 Do you consider yourself a

1 Novice (has limited experience in a boat or is learning how to handle a boat)

2 Intermediate (has some skills like being able to recover from a capsize – solid boat handler)

3 Advanced (has strong skills and a skilled boat handler)

4 Expert (has very high skills and can lead others)

ACA3 Do you own a canoe, kayak, or raft?

1 Yes

2 No → skipto ACA4

ACA3a How many of the following boats do you own?

a. Canoes ___

b. Kayaks ___

c. Rafts ___

ACA4 How often did you rent or borrow a canoe, kayak, or raft in the last year?

1 Always

2 Most of the time

3 Some of the time

4 Almost never

5 Never

Alternate asking ACA5 and ACA6

ACA5 From the following list, please tell me what were the main sources of information you used when first starting to paddle.

a. Self-study

b. Safety information from an outfitter or retail shop

c. Attend a workshop or information program from government agency

d. Attend a workshop or information program from a non-government agency

e. Watch safety videos

f. Complete a course including hands-on, on-water instruction

g. Read posters, flyers, and signage

h. Read books, magazines, or other printed material

j. Using the Internet

k. Friends/family

i. Did you use any other source of information when you first started paddling?

If yes → what other source did you use? _____

ACA6 From the following list, please tell me what were the main sources of instruction you used when first starting to paddle.

a. Self-study

b. Study safety information received from an outfitter or retail shop

c. Attend a workshop or information program from government agency

d. Attend a workshop or information program from a non-government agency

e. Watch safety videos

f. Read posters, flyers, and signage

g. Read books, magazines, or other printed material

h. Friends/family

i. Using the Internet

ACA7 Have you completed an on-water course which included capsize training, paddling skills, and rescue?

1 Yes

2 No → skipto ACA6h

ACA7a How many hours did you spend in the course? ___

ACA6h Did you use any other source of instruction when you first started paddling?

If yes → what other source did you use? _____

ACA8 On a scale of 1 to 5, with 1 being "not important" and 5 being "very important" how important are each of the following safety practices when paddling a canoe, kayak, or raft? (select 10 out of 20 and randomize for each respondent)

a. Wearing your life jacket

b. Dressing for the impact of cold water

d. Wearing foot protection

e. Having skills to rescue yourself in case of capsize

f. Having skills to rescue others in case of capsize

g. Avoiding capsize or falling overboard

h. Not drinking alcohol

i. Planning for an emergency

j. Being equipped to handle an on-water emergency

k. Using maps or guidebooks to plan your outing

l. Telling someone where you are going and your expected return

m. Learning skills from an instructor before paddling

n. Paddling with a person who has more knowledge and experience

o. Having local knowledge of the waters you are using

p. Paddling on waters and in weather conditions that are within your ability

q. Not paddling alone

r. Being able to swim

s. Knowing the rules about sharing waters with powerboats

t. Understanding the difficulty of rivers by their Class rankings

u. Understanding tides, including rip tides

ACA9 Are you a member of a paddling club or paddling organization?

1 Yes

2 No

CHAPTER 2:
RESPONDENTS TO ACA MODULES
DEMOGRAPHICS COMPARED TO CENSUS

This section displays the demographic characteristics of the NSRE ACA data sample compared to the Census. The table 2.1 examines gender, race, age, income level, and education based on the NSRE ACA data sample and the 2000 and 2008 Census estimates. Please note: Percent within each demographic group may not equal 100% exactly due to rounding. Educational attainment for the NSRE ACA data sample and Census are for the population age 25 and older.

Table 2.1: Demographic Characteristics for Respondents from the NRSE ACA Sample and the 2000 and 2008 Censuses.

Demographic	Stratum	NSRE Percent	Census Percent
Gender	Male	47.9	48.8
	Female	52.1	51.2
Race/Ethnicity	White, Non-Hispanic	67.5	69.0
	Black, Non-Hispanic	12.6	11.9
	American Indian, Non-Hispanic	0.9	0.7
	Asian or Pacific Islander, Non-Hispanic	3.4	4.6
	Hispanic	15.5	13.7
Age	16-24	15.6	16.1
	25-34	16.6	17.1
	35-44	16.6	17.8
	45-54	18.0	18.6
	55-64	13.6	14.1
	65+	19.6	16.3
Annual Family Income	<$15,000	15.1	10.1
	$15,000-$24,999	12.2	10.7
	$25,000-$49,999	25.0	29.1
	$50,000-$74,999	18.5	22.3
	$75,000-$99,999	12.0	12.5
	$100,000-$149,999	10.2	9.6
	$150,000+	7.0	5.7
Education	Less than high school	20.1	19.6
	High school graduate	27.5	28.6
	Some college	27.6	27.4

Demographic	Stratum	NSRE Percent	Census Percent
	College degree	15.9	15.5
	Post-graduate degree	8.8	8.9
Place of Residence	Non-metro resident	17.9	16.5
	Metro area resident	82.1	83.5

Source: NSRE 2005-2009, Versions 3a and 5. N=10,006. Interview dates: 7/06 to 11/09. 2000 Census of Population and Housing and 2008 Census Estimates.

Table 2.1 reveals a near split between males (48.8%) and females (51.2%) from the Census estimate. The majority of the surveyed national population are white, non-Hispanic (69%), with relatively lower representation within Hispanic (13.7%), Black, non-Hispanic (11.9%), Asian or Pacific Islander, non-Hispanic (4.6%), and American Indian, non-Hispanic (0.7%) ethnic groups. The population's age is fairly equally distributed, with the 55 – 64 age group (14.1%) having slightly fewer individuals. The largest percentage of the population earns $25,000 - $49,999 (29.1%) annually, with the second largest earning $50,000 – $74,999 (22.3%). Those earning $100,000 - $149,000 (9.6%) and $150,000+ (5.7%) make up the smallest percentages. Most of the surveyed national population has at least a high school diploma. Slightly more than one-fourth possess some college education, and 15.5% have completed a college degree. The majority live in metro areas (83.5%), while significantly fewer live in non-metro regions (16.5%).

Comparing Census demographics to the NSRE ACA data sample yields similar percentages within most characteristic strata. However, it is worth noting that there are some differences for several percentages between the two groups. The 65+ age group in the NSRE ACA data sample (19.6%) reveals a slight over-representation compared to the Census (16.3%). Several of the annual income strata display notable differences in the NSRE ACA data sample, including over-representation in the <$15,000 (15.1%), under-representation in the $25,000 - $49,999 (25%), and under-representation in the $50,000 - $74, 999 (18.5%) strata.

CHAPTER 3:
ACA MODULE QUESTIONS BY OVERALL PERCENTAGES AND BY POPULATION PERCENT

This section provides an overview of participation characteristics for the national population in five categories of paddling activities: canoeing, kayaking, rafting, rowing, and paddling. The following tables provide details specific to participation levels, experience, equipment, sources of information and instruction, on-water course training, the importance of safety practices, and membership in paddling clubs or organizations.

Table 3.1**:** Percent and Estimated Number of People age 16 and Older Participating in Paddling Activities.

Activity	Percent	Number of Participants	Mean Annual Days	Total Annual Days
Canoeing	9.7	22,829.7	5.5	125,190.0
Kayaking	6.3	14,744.9	6.2	91,499.1
Rafting	5.7	13,410.1	6.0	80,771.5
Rowing	3.9	9,156.5	6.1	55,656.7
Paddling	17.2	40,578.3	8.3	338,125.0

Note: Paddling indicates the number of individuals who participated in paddling activities during the timeframe specified in this survey and is comprised of individuals who participated in one or more of the four paddling activities. The four activities do not sum to the paddling total because a person may have participated in more than one of the activities. Number of participants and total annual days are in 1,000s. Participants are based on 2008 Census estimate of 235.3 million Americans age 16 and older.
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 9,989.

Table 3.1 shows that a little more than 40% of the national population participated in paddling activities, with the largest group partaking in a variety of activities, or as labeled here, “paddling” (17.2%), followed by canoeing (9.7%), and kayaking (6.3%). Activities with the lowest number of participants include rafting (5.7%) and rowing (3.9%). Paddling participants partook in a combination of activities 8.3 days per year, while canoeing and kayaking participants averaged 5.5 and 6.2 days per year, respectively. Rafting and rowing participants similarly participated 6.0 and 6.1 days on average. Paddling participants recorded the highest total annual days, at 338,125 days, followed by canoeing (125,190 days) and kayaking (91,499.1 days).

Table 3.2: How Many Years have you been Paddling?

# Years Paddling	Percent	Number (1,000’s)
Less than one year	20.0	8,119.1
1-2 years	10.8	4,374.5
3-4 years	12.9	5,240.8
5 or more years	55.3	22,450.8
Don't know	0.8	340.7
Refused	0.1	52.5
Total	100.0	40,578.4

(Percent responding and estimated number of people age 16 and older in 1,000’s.)
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 3.2 displays the national population's years of experience in paddling activities. A little more than half (55.3%) participated for five or more years. Those participating less than one year (20%) make up the next significant group, followed by 3 - 4 years (12.9%) and 1-2 years (10.8%). It is worth noting that relatively few respondents didn't know the answer (0.8%) or refused to respond (0.1%).

Table 3.3: Self-assessment of Paddling Skills.

Level of Expertise	Percent	Number (1,000s)
Novice (limited experience)	47.8	19,410.6
Intermediate (some skills)	37.3	15,134.1
Advanced (strong skills)	8.8	3,568.5
Expert (very high skills)	4.6	1,865.6
Don't know	1.2	483.5
Refused	0.3	116.1
Total	100.0	40,578.4

(Percent responding and estimated number of people age 16 and older in 1,000s.)
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 3.3 records the national population's self-assessment of paddling skills, ranging from Novice (limited experience) to Expert (very high skills). Most reported their skill level as Novice (47.8%) and Intermediate (37.3%). Fewer reported Advanced (8.8%) or Expert (4.6%) skill levels. Few respondents didn't know their skill level (1.2%) or refused to respond (0.3%).

Table 3.4: Do you Own a Canoe, Kayak, or Raft?

Own Canoe, Kayak, Raft	Percent	Number (1,000s)
Yes	38.2	15,489.4
No	61.7	25,043.3
Don't know	0.1	27.2
Refused	0.0	18.3
Total	100.0	40,578.2

(Percent responding and estimated number of people age 16 and older in 1,000s.)
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 3.4 reports paddling activity equipment owned by the national population. The majority of the population (61.7%) does not own a canoe, kayak, or raft. Those owning a canoe, kayak, or raft made up 38.2%. Few people didn't know the answer (0.1%) or refused to respond (0.0%).

Table 3.5: How Many of the Following Boats do you Own?

Number Owned	Canoes		Kayaks		Rafts		Total Boats Owned	
	%	Number	%	Number	%	Number	%	Number
0	35.4	5,477.7	53.9	8,350.3	68.4	10,592.1	1.4	215.0
1	51.4	7,960.1	27.0	4,184.6	20.3	3,139.8	43.9	6,806.5
2	10.3	1,601.4	13.7	2,123.1	6.6	1,021.9	29.4	4,553.2
3-4	1.9	298.9	4.4	683.4	3.4	529.9	18.8	2,915.6
5 or more	0.6	85.7	0.4	67.8	1.0	153.2	6.5	999.2
Don't know	0.3	52.4	0.3	52.4	0.3	52.4		
Refused	0.1	13.2	0.2	27.8				
Total	100.0	15,489.4	100.0	15,489.4	100.0	15,489.3	100.0	15,489.5

(Percent responding and estimated number of people owning boats in 1,000s.)
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.
Note: A small percentage (1.4%) of respondents said they owned a boat but did not answer how many they own of each type. The 3 types of boats do not sum across to total boats owned because, for example, 1 boat owned of each type equals 3 total boats, not 1.

Table 3.5 presents the numbers of each kind of boat owned by individuals within the national population. More than a third (35.4%) do not own a canoe. About half the population (51.4%) owns one canoe. Fewer people own two (10.3%), 3 - 4 (1.9%), or 5 or more (0.6%) canoes. A little more than half of the population (53.9%) does not own a kayak. Those owning one kayak (27%) compose almost a third of the population. Relatively fewer own two (13.7%), 3 - 4 (4.4%), or 5 or more (0.4%) kayaks. The majority do not own rafts (68.4%), while 20.3% own at least one raft. The minority of people own two (6.6%), 3 - 4 (3.4%), or 5 or more (1.0%) rafts. Overall, 43.9% of the population owns at least one boat, and nearly a third own 2 boats (29.4%). Those owning 3 – 4 boats compose 18.8%. Few people either don't own a boat (1.4%) or own 5 or more boats (6.5%). In all boat categories, few people didn't know the answer or refused to respond.

Table 3.6: How Often did you Rent or Borrow a Canoe, Kayak, or Raft in the Last Year?

How Often Rent or Borrow	Percent	Number (1,000s)
Always	34.4	13,976.9
Most of the time	5.0	2,046.7
Some of the time	12.4	5,016.0
Almost never	16.7	6,763.7
Never	30.2	12,252.2
Don't know	1.1	439.2
Refused	0.2	83.6
Total	*100.0*	*40,578.3*

(Percent responding and estimated number of people age 16 and older in 1,000s.)
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 3.6 shows the percentages and numbers of people within the national population that rented or borrowed a canoe, kayak, or raft over the course of a year, using a scale of frequency from "Always" to "Never." Approximately one third reported "Always" (34.4%), and another third reported "Never" (30.2%). The next largest group reported "Almost never" (16.7%), while few reported "Some of the time (12.4%) and "Most of the time" (5.0%). Few people didn't know (1.1%) or refused to respond (0.2%).

Table 3.7: Main Sources of I*nformation* used when First Starting to Paddle.

Source of Information	Percent	Number (1,000s)
Friends/family	61.7	25,033.8
Self-study	42.4	17,218.6
Read books, magazines, or other printed material	35.1	14,227.1
Read posters, flyers, and signage	28.2	11,447.7
Safety information from an outfitter or retail shop	26.3	10,687.5
Using the Internet	22.8	9,265.8
Complete a course including hands-on, on-water instruction	18.9	7,665.9
Attend a workshop or information program from a non-government agency	15.9	6,436.1
Watch safety videos	13.9	5,632.8
Other sources of information	6.1	2,461.8
Attend a workshop or information program from government agency	6.0	2,453.7
Don't know	2.1	836.8

(Percent responding and estimated number of people in 1,000s, based on 40.58 million paddlers.)
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 976.

Table 3.7 reveals the main sources of information used by the national population when first starting to paddle. Sources are listed from most commonly used to least. The majority received information through friends or family (61.7%). Self-study (42.4%) and reading books, magazines, or other printed material (35.1%) are the next most common sources of information. Nearly a third read posters, flyers, and signage (28.2%), while another near-third received safety information from an outfitter or retail shop (26.3%). Using the Internet (22.8%), completing a course with hands-on instruction (18.9%), and attending a non-government agency workshop (15.9%) were also popular means of gathering information. Fewer people watched safety videos (13.9%), used other sources of information (6.1%), or attended a government agency workshop or information program (6.0%). Few people didn't know the answer (2.1%).

Table 3.8: Responses to Other Sources of I*nformation* used when Respondent First Started Paddling.

Information - Other Sources	Count
Internet	11
Boy Scouts	10
Word of mouth	5
Television	3
Scouting	2
AMC Guide	1
Attending camp as a youth.	1
Boys Scouts of America	1
Camp Counselor	1
Classes	1
DNR guide	1
Hands on Training	1
Just decided to go, no information sources lead me, basically just word of mouth	1
Postings along the Arkansas River. You guys do a fine job of handling areas along the Arkansas River.	1
Red Cross safety course, I went to a camp a long time ago	1
School Outing Club	1
Summer Camp	1
Teachers	1
The person I would paddle with was experienced enough to instruct me.	1
Boy scouts	1
Boyscouts	1
Camp	1
Certified instructor	1
Common sense	1
Going with people who have done it before	1
Guide	1
Hands on guide	1
Internet, travel agent	1
Lessons at a nature center nonprofit, non govn't	1
Library	1
Military	1

Information - Other Sources	Count
Mom's group. once a month took an outdoor activity. 15 minute onland instruction and 5 minutes in wat	1
Observing others	1
Outdoor class in high school	1
Personal guides	1
Personal instruction	1
Summer camp	1
Swift water rescue tech classes	1
The instructor at the rafting company	1
Went to the conservation center for info	1
Word of month	1
Total	67

Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 976.

Table 3.8 lists other sources of information when first starting to paddle and the number of NSRE ACA sample respondents using those sources. These represent information sources that were provided as responses to an open-ended question in order to explore sources that were not listed as response options in the question related to Table 3.7. Sources are listed from most commonly used to least. The Internet (11), Boy Scouts (10), and word-of-mouth (5) represent other sources of information with the largest number of users. Television (3) and scouting (2) have the next largest representation. All other sources for information were listed once. In total, 67 other sources were listed by respondents.

Table 3.9: Main Sources of Instruction used when First Starting to Paddle.

Source of Instruction	Percent	Number (1,000s)
Friends/family	69.0	27,986.0
Self-study	43.7	17,729.0
Read books, magazines, or other printed material	32.3	13,115.6
Read posters, flyers, and signage	26.0	10,549.3
Safety information from an outfitter or retail shop	21.5	8,743.1
Using the Internet	16.6	6,751.7
Attend a workshop or information program from a non-government agency	16.5	6,681.2
Watch safety videos	11.3	4,598.3
Other sources of information	8.4	3,398.7

Source of Instruction	Percent	Number (1,000s)
Attend a workshop or information program from government agency	5.9	2,379.6
Don't know	4.3	1,761.5

(Percent responding and estimated number of people in 1,000s, based on 40.58 million paddlers.)
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 1,098.

Table 3.9 lists the main sources of instruction used when first starting to paddle and the percentage of the national population using those sources. Sources are listed from most commonly used to least. The majority (69.0%) learned to paddle from friends and/or family, followed by self-study (43.7%), and reading books, magazines, or other printed material (32.3%). A significant portion received instruction from reading posters, flyers, and signage (26.0%). Other forms of instruction included using the Internet (16.6%), and attending a non-government agency workshop or information program (16.5%). Few people watched safety videos (11.3%), used other sources of information (8.4%), or attended a government agency workshop or information program (5.9%).

Table 3.10: Responses to Other Sources of *Instruction* used When Respondent First Started Paddling.

List other source of instruction	Count
Boy Scouts	26
Instructor	6
Internet	5
Camp counselor	3
Lessons	2
An outdoor center	1
At girl scout camp	1
Attend a class	1
Books	1
Brothers	1
College course	1
Florida Marine patrol	1
Government maps for river courses.	1
Guide	1
Had a guide show her	1
Hands on training	1
Harbor's Navigation Code	1
I always go with a guide.	1

List other source of instruction	Count
I had a guide	1
I was the director of a camp and we hired someone to come in and teach us to canoe	1
I was trained when I bought it, one on one	1
Informally, at a camp	1
Just instruction on life jackets	1
Learned through Boy Scouts of America	1
Other experienced people.	1
Other kayakers at the YMCA	1
Read about it and watched people on Delaware River.	1
Seeing by doing	1
Signage	1
The instructions that came with the boat	1
The instructor at the aquatic site.	1
Things like YMCA, Coast Guard	1
Through a camp.	1
Through the Red Cross.	1
We went through a thing called Access Fort and they taught me.	1
YMCA and girl scout camps	1
YMCA camps	1
A lesson by a guide	1
A more experienced neighbor	1
Book on kayaking	1
Books and internet	1
Books, internet	1
Books,videos, and the actual instructions	1
Camp and family	1
Canoe guide. what to do and not to do	1
Class from a sporting goods store	1
Class in Washington State University	1
Coach at school and magazine articles	1
Common sense	1
Course at YMCA	1

List other source of instruction	Count
Experience, learned in high school	1
Experienced friend	1
Family	1
Friend'd instructions	1
Friends	1
From the person that rented the canoe	1
Guides	1
Guides, everything, we read stufff	1
How to guides and stuff like that	1
I always boyscouts with summer camps	1
I was at camp when they taught me. I had two months worth of camp on training for canoeing and rafting.	1
I went to course with a bunch of other kayakers and learned from each other about rescue.	1
It was 35 years ago	1
Just basic instruction course prior to getting on the water	1
Kayak instructor.	1
Kayak safari tour	1
Kayaking school	1
Learning from others who paddled	1
Lifeguard experience	1
My father-in law taught us	1
Old guy	1
Other people	1
Parents	1
Person	1
Personal instruction	1
Practice	1
Practiced on lake with more experienced paddlers.	1
Previous water safety knowledge	1
Read books	1
Read on the internet, and checked a book out of the library	1
Read signs	1

List other source of instruction	Count
Scouts	1
Someone with experience	1
Speaker	1
Summer camp	1
Teacher	1
The agency and when we went on the river the people taught us	1
The water guide	1
Trainer	1
Training with the scouts	1
Tutoring from experts	1
University club	1
US air force special forces	1
Water safety	1
Total	131

Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 1,382.

Table 3.10 lists other sources of instruction used when first starting to paddle and the number of NSRE ACA sample respondents using those sources. These represent instructional sources that were provided as responses to an open-ended question in order to explore sources that were not listed as response options in the question related to Table 3.9. Sources are listed from most commonly used to least. Boy Scouts (26), an instructor (6), and the Internet (5) represent other sources of instruction with the largest number of users. Receiving instruction from a camp counselor (3) or lessons (2) has the next largest representation. All other sources for instruction were listed once. In total, 131 other sources were listed.

Table 3.11: Have you Completed an On-water Course which Included Capsize Training, Paddling Skills, and Rescue?

Completed an On-Water Course	Percent	Number (1,000s)
Yes	27.8	11,268.2
No	71.6	29,047.2
Don't know	0.5	210.9
Refused	0.1	52.0
Total	100.0	40,578.3

(Percent responding and estimated number of people age 16 and older in 1,000s.)
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 3.11 shows the percentage of the national population that has or has not completed an on-water course which included capsize training, paddling skills, and rescue. The majority *has not completed* an on-water course (71.6%), while 27.8% *has completed* a course. Few didn't know (0.5%) or refused to provide a response (0.1%).

Table 3.12: Number of Hours Spent in an On-water Course.

Hours	Percent	Number (1,000s)
1-2	19.1	2,151.7
3-5	21.8	2,462.0
6-10	19.7	2,221.5
11-24	11.8	1,332.0
25 or more	11.2	1,266.2
Don't know	16.3	1,834.8
Total	100.0	11,268.2

(Percent responding and estimated number of people in 1,000s.)
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 3.12 displays the number of hours spent in an on-water course. Those partaking in 3 - 5 hours (21.8%) made up the largest group, followed close by those partaking in 6 – 10 (19.7%) and 1 – 2 (19.1%) hours. Few people partook in 11 – 24 (11.8%) or 25 or more (11.2%) hours. It is worth noting that 16.3% did not know how many hours they spent in on-water training.

Table 3.13: On a Scale of 1 to 5, with 1 Being "Not Important" and 5 Being "Very Important" How Important are Each of the Following Safety Practices When Paddling a Canoe, Kayak, or Raft?

		1 = Not Important		2		3		4		5 = Very Important	
Safety Practice	n=	%	Number	%	Number	%	Number	%	Number	%	Number
Having skills to rescue yourself in case of capsize	1,059	0.7	297.5	0.6	249.2	1.7	671.4	7.5	3,041.1	88.6	35,963.4
Being able to swim	1,072	1.0	405.0	0.4	157.9	2.4	969.6	7.9	3,187.3	87.4	35,462.4
Telling someone where you are going and your expected return	1,032	1.8	731.6	1.0	397.2	4.1	1,655.8	11.6	4,694.0	80.7	32,763.5
Paddling on waters and in	1,041	1.3	545.8	0.6	245.2	7.7	3,116.6	14.1	5,741.3	75.5	30,643.7

Safety Practice	n=	1 = Not Important		2		3		4		5 = Very Important	
		%	Number	%	Number	%	Number	%	Number	%	Number
weather conditions within your ability											
Wearing your life jacket	1,081	2.4	963.6	2.6	1,060.4	9.0	3,658.9	10.5	4,260.6	75.2	30,504.0
Being equipped to handle an on-water emergency	1,068	1.5	618.6	2.5	1,017.4	6.9	2,783.5	15.1	6,120.8	73.2	29,692.3
Not drinking alcohol	1,074	7.8	3,154.9	4.1	1,655.0	7.2	2,911.2	8.4	3,414.4	71.9	29,192.3
Planning for an emergency	1,006	2.6	1,052.4	2.7	1,096.2	6.9	2,808.5	15.2	6,173.2	71.5	29,031.0
Avoiding capsize or falling overboard	1,028	2.3	949.1	3.1	1,274.2	9.7	3,920.6	14.4	5,840.6	69.9	28,370.6
Having skills to rescue others in case of capsize	1,001	1.0	414.9	1.0	404.6	7.7	3,112.9	19.5	7,932.3	69.7	28,281.8
Understanding tides, including rip tides	1,051	5.4	2,190.4	4.0	1,634.0	8.4	3,408.3	12.8	5,214.0	67.5	27,372.3
Knowing the rules about sharing waters with powerboats	1,044	3.9	1,575.8	2.2	899.5	10.6	4,300.3	15.5	6,293.9	66.5	26,974.9
Having local knowledge of the waters you are using	1,058	2.2	880.5	3.0	1,197.6	9.1	3,689.0	26.2	10,642.0	58.9	23,880.8
Understanding the difficulty of rivers by their Class rankings	1,047	4.3	1,743.2	3.3	1,335.3	9.5	3,851.4	21.2	8,604.8	58.2	23,619.0
Not paddling alone	984	5.3	2,136.8	8.1	3,301.4	15.0	6,100.3	15.7	6,354.6	55.4	22,486.6

Safety Practice	n=	1 = Not Important		2		3		4		5 = Very Important	
		%	Number	%	Number	%	Number	%	Number	%	Number
Dressing for the impact of cold water	1,020	4.2	1,697.2	4.1	1,652.1	19.9	8,071.6	17.8	7,208.6	52.9	21,454.8
Wearing foot protection	1,013	8.0	3,235.1	9.1	3,699.2	21.7	8,803.7	17.0	6,894.2	43.3	17,574.0
Paddling with a person who has more knowledge and experience	1,016	6.6	2,689.7	7.6	3,088.7	21.8	8,831.3	21.1	8,562.0	41.8	16,951.1
Learning skills from an instructor before paddling	1,040	10.6	4,294.5	13.5	5,472.8	20.8	8,457.7	17.2	6,968.4	37.0	15,022.7
Using maps or guidebooks to plan your outing	1,045	9.6	3,890.2	9.0	3,660.7	21.2	8,617.3	22.7	9,216.1	36.2	14,672.0

(Percent responding and estimated number of people in 1,000s, based on 40.58 million paddlers. Don't know and refused responses are not shown.) Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. Respondents received a randomized set of 10 of the 20 items.

Table 3.13 displays the degree to which NSRE ACA respondents rate the importance of safety practices when paddling a canoe, kayak, or raft on a scale of 1 to 5, with 1 being "not important" and 5 being "very important."

The majority of respondents (80% to 100%) rated the following safety practices as 5, “very important”: having skills to rescue yourself in case of capsize (88.6%), being able to swim (87.4%), and telling someone where you are going and your expected return (80.7%). Approximately three fourths (70% to 79.9%) of respondents rated the following safety practices as “very important”: paddling on waters and in weather conditions within your ability (75.5%), wearing your life jacket (75.2%), being equipped to handle an on-water emergency (73.2%), not drinking alcohol (71.9%), and planning for an emergency (71.5%).

Sixty to 69.99% of respondents rated avoiding capsize of falling overboard (69.9%), having skills to rescue others in case of capsize (69.7%), understanding tides, including rip tides (67.5%), knowing the rules about sharing waters with powerboats (66.5%) as “very important.” It is worth noting that “having skills to rescue others in case of capsize” was rated as 4 by 19.5% of respondents.

Fifty to 59.99% of respondents rated having local knowledge of the waters you are using (58.9%), understanding the difficulty of rivers by their Class rankings (58.2%), not paddling alone (55.4%), and dressing for the impact of cold water (52.9%) as “very important.” Several of these practices received a rating of 4 by a noticeable percentage of respondents, including having local knowledge of the waters you are using (26.2%) and understanding the difficulty of rivers by their Class rankings (21.2%). The practice of dressing for the impact of cold water was ranked as 3 by 19.9% of respondents.

Respondents who view wearing foot protection as “very important” compose 43.3%, while those rating it as 4 (17.0%) and 3 (21.7%) represent other significant percentages. Paddling with a person who has more knowledge and experience is rated “very important” by 41.8%. Those rating it less important, as 4 or 3, compose 21.1% and 21.8%,

respectively. Learning skills from an instructor before paddling is rated "very important" by 37.0% of respondents, while 17.2% rate it as 4, 20.8% as 3, 13.5% as 2, and 10.6% as 1. Using maps or guidebooks to plan your outing is rated "very important" by 36.2%, while 22.7% rate it as 4, 21.2% as 3, 9.0% as 2, and 9.6% as 1.

Table 3.14: Are You a Member of a Paddling club or Paddling Organization?

Member of Paddling Club or Organization	Percent	Number (1,000s)
Yes	2.5	1,004.3
No	97.3	39,484.6
Don't know	0.0	18.5
Refused	0.2	71.0
Total	100.0	40,578.4

(Percent responding and estimated number of people age 16 and older in 1,000s.)
Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 3.14 displays the national population's membership in paddling clubs or paddling organizations. The majority does not hold membership (97.3%), and very few people do hold membership (2.5%).

CHAPTER 4:
ACA MODULES (15 QUESTIONS) BY DEMOGRAPHICS

This chapter displays stratified demographic characteristics for survey question items. Five demographic characteristics (Age, Sex, Race/Ethnicity, Educational Attainment, Annual Family Income) are inventoried and stratified for each survey question.

Table 4.1: Participants in Paddling Activities. (Percentages in each demographic group sum down to 100)

Demographic	Strata	Canoeing	Kayaking	Rafting	Rowing	Paddling
Age	16-24	29.3	28.0	28.0	23.3	25.9
	25-34	17.2	12.7	24.9	16.5	18.4
	35-44	19.9	18.6	22.1	18.7	19.9
	45-54	18.9	21.6	15.9	18.5	18.7
	55-64	9.5	11.6	5.8	10.5	10.1
	65+	5.3	7.5	3.3	12.4	7.0
Sex	Male	59.7	56.4	51.6	60.3	56.5
	Female	40.3	43.6	48.4	39.7	43.5
Race/Ethnicity	White	86.1	83.2	76.3	80.5	81.2
	African American	4.4	2.3	3.8	4.8	3.8
	American Indian	0.7	0.2	0.9	0.2	0.7
	Asian or Pacific Islander	1.2	3.3	3.7	2.1	2.4
	Hispanic	7.5	11.0	15.3	12.4	11.9
Educational attainment	Less than high school	19.3	12.5	19.9	17.1	16.7
	High school graduate	20.7	18.5	25.7	20.6	22.0
	Some college	26.6	25.5	26.6	32.1	27.8
	Bachelor's degree	20.9	26.2	17.4	18.6	21.2
	Post-graduate degree	12.4	17.3	10.4	11.6	12.4
Annual family income	<$25,000	12.0	9.8	12.3	15.9	11.3
	$25,000-$49,999	14.9	10.6	19.6	16.0	16.0
	$50,000-$74,999	15.9	14.6	13.1	20.0	15.5
	$75,000-$99,999	14.0	12.1	12.2	9.3	12.8
	$100,000-$149,999	10.9	14.0	8.9	7.2	10.8
	$150,000+	7.6	12.1	10.5	5.3	9.4
	Don't know	11.6	11.4	11.0	12.9	10.9
	Refused	13.1	15.5	12.4	13.4	13.3

Note: Paddling indicates someone who participated in one or more of the four paddling activities. Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 9,989.

Table 4.1 shows the percentage of sample population respondents participating in paddling activities. The greatest percentage of participants participating in canoeing is represented by the age 16 – 24 group (29.3%), followed by ages 35 – 44 (19.9%), 45 – 54 (18.9%), 25 – 34 (17.2%), 55 – 64 (9.5%), and 65+ (5.3%). The greatest percentage of participants participating in kayaking is represented by the age 16 -24 group (28.0%), followed by ages 45 – 54 (21.6%), 35 – 44 (18.6%), 25 – 34 (12.7%), 55 – 64 (11.6%), and 65+ (7.5%). Rafting is most popular among respondents ages 16 – 24 (28.0%), followed by 25 – 34 (24.9%), 35 – 44 (22.1%), 45 – 54 (15.9%), 55 – 64 (5.8%), and 65+ (3.3%). Rowing holds the greatest number of participants in the age 16 – 24 category (23.3%), followed by 35 – 44 (18.7%), 45 – 54 (18.5%), 25 – 34 (16.5%), 65+ (12.4%), and 55 – 64 (10.5%). The greatest percentage of respondents participating in paddling is the age 16 – 24 stratum (25.9%), followed by 35 – 44 (19.9%), 45 – 54 (18.7%), 25 – 34 (18.4%), 55 – 64 (10.1%), and 65+ (7.0%).

Overall, the most popular activity for the 16 – 24 age group is canoeing (29.3%), followed by kayaking and rafting (28%, each), rowing (23.3%), and paddling (25.9%). The most popular activity for the 25 – 34 age group is rafting (24.9%), followed by paddling (18.4%), canoeing (17.2%), rowing (16.5%), and kayaking (12.7%). The most popular activity for the 35 – 44 age group is rafting (22.1%), followed by canoeing and paddling (19.9%, each), rowing (18.7%), and kayaking (18.6%). The most popular activity for 45 – 54 age group is kayaking (21.6%), followed by canoeing (18.9%), paddling (18.7%), rowing (18.5%), and rafting (15.9%). The most popular activity for the 55 -64 age group is kayaking (11.6%), followed by rowing (10.5%), paddling (10.1%), canoeing (9.5%), and rafting (5.8%). The most popular activity for ages 65+ is rowing (12.4%), followed by kayaking (7.5%), paddling (7.0%), canoeing (5.3%), and rafting (3.3%).

More than half of male sample population respondents participate in each activity. The female sample population consistently reports less than half in participation levels. More men participate in paddling activities than women in all areas, including: canoeing (59.7% men, 40.3% women), kayaking (56.4% men, 43.6% women), rafting (51.6% men, 48.4% women), rowing (60.3% men, 39.7% women), paddling (56.5% men, 43.5% women). Overall, rowing is the most popular activity for men (60.3%), and rafting, the least popular (51.6%). Rafting is the most popular activity for women, with rowing representing the least popular (39.7%).

White sample population respondents show the highest participation levels in all paddling activities: canoeing (86.1%), kayaking (83.2%), rafting (76.3%), rowing (80.5%), and paddling (81.2%). Participation levels are significantly lower for African American, American Indian, Asian or Pacific Islander, and Hispanic respondents. The most popular activity among African Americans is rowing (4.8%), followed by canoeing (4.4%), rafting and paddling (3.8%, each), and kayaking (2.3%). The most popular activity among American Indian respondents is rafting (0.9%), followed by canoeing and paddling (0.7%, each), and kayaking and rowing (0.2%, each). Asian or Pacific Islander respondents are most likely to participate in paddling (2.4%), rafting (3.7%), kayaking (3.3%), rowing (2.1%), and canoeing (1.2%). Hispanic respondents are most likely to participate in rafting (15.3%), rowing (12.4%), paddling (11.9%), kayaking (11.0%), and canoeing (7.5%).

Respondents with less than a high school education are most likely to participate in rafting (19.9%), followed by canoeing (19.3%), rowing (17.1%), paddling (16.7%), and kayaking (12.5%). Respondents holding a high school degree hold the highest participation in rafting (25.7%), followed by canoeing (20.7%), rowing (20.6%), paddling (22.0%), and kayaking (18.5%). Respondents with some college education are most likely to participate in rowing (32.1%), followed by paddling (27.8%), and canoeing and kayaking (26.6%, each). Respondents holding a bachelor's degree hold the highest participation levels in kayaking (26.2%), followed by paddling (21.2%), canoeing (20.9%), rowing (18.6%), and rafting (17.4%). Respondents holding a post-graduate degree participate in kayaking the most (17.3%), followed by canoeing and paddling (12.4%), rowing (11.6%), rafting (10.4%).

Overall, respondents with some college (26.6%) are most likely to participate in canoeing, while those with a post-graduate degree (12.4%) are least likely to participate. Kayaking is most popular with those holding a bachelor's degree (26.2%), and least popular with those with less than a high school education (12.5%). Rafting is most popular with respondents holding some college education (26.6%), and least popular with those holding a post-graduate degree. Respondents with the highest percentage participating in rowing include those with some college education, while respondents with a post-graduate degree are least likely to participate. Paddling is most popular among respondents with some college education, and least popular with those holding a post-graduate degree (12.4%)

Respondents earning less than $25,000 show the greatest participation in rowing (15.9%), followed by canoeing and rafting (12.3%), paddling (11.3%), and kayaking (9.8%). People earning $25,000 - $49,999 show the highest participation levels in rafting (19.6%), followed by rowing and paddling (16.0%, each), canoeing (14.9%), and kayaking (10.6%). Respondents falling into the $50,000 - $74,999 income bracket show highest participation in rowing (20.0%), followed by canoeing (15.9%), paddling (15.5%), kayaking (14.6%), and rafting (13.1%). People earning $75,000 - $99,999 demonstrate the highest participation in canoeing (14.0%), followed by paddling (12.8%), rafting (12.2%), kayaking (12.1%), and rowing (9.3%). Respondents earning $100,000 - $149,999 are most likely to participate in kayaking (14.0%), followed by canoeing (10.9%), paddling (10.8%), rafting (8,9%), and rowing (7.2%). People earning more than $150,000 showed the highest participation in kayaking (12.1%), followed by rafting (10.5%), paddling (9.4%), canoeing (7.6%), and rowing (5.3%).

Overall, respondents making $50,000 - $74, 999 (15.9%) hold the highest participation in canoeing, and those earning less than $25,000 (12.0%) are least likely to participate. Kayaking is most popular among respondents earning $50,000 - $74,999 (14.6%), and is least popular among those earning less than $25,000 (9.8%). Rafting is most popular with those earning $25,000 - $49,999 (19.6%), and least popular with those earning $100,000 - $149,000 (8.9%). Rowing demonstrates highest participation among participants earning $25,000 - $49,999 (16.0%), and lowest participation within the $150,000+ (5.3%) income bracket. Paddling is most popular with participants earning $25,000 - $34,999 (16.0%), and least popular with those earning more than $150,000 (9.4%).

It should be noted that some respondents did not know if they participated in the activities, including: canoeing (11.6%), kayaking (11.4%), rafting (11.0%), rowing (12.9%), and paddling (10.9%). Respondents refusing to answer for each activity are as follows: canoeing (13.1%), kayaking (15.5%), rafting (12.4%), rowing (13.4%), and paddling (13.3%).

Table 4.2: How many years have you been paddling? (Percentages in each demographic group sum down to 100)

Demographic	Strata	Less than one year	1-2 years	3-4 years	5 or more years
Age	16-24	46.4	41.8	44.0	11.0
	25-34	13.3	21.4	12.3	21.6
	35-44	19.8	11.8	18.0	22.1
	45-54	9.4	12.2	14.5	23.9
	55-64	6.6	5.7	7.0	12.9
	65+	4.6	7.1	4.2	8.6
Sex	Male	51.4	48.5	61.2	59.8
	Female	48.6	51.5	38.8	40.2

Demographic	Strata	Less than one year	1-2 years	3-4 years	5 or more years
Race/Ethnicity	White	66.5	77.8	88.6	86.0
	African American	7.4	10.4	2.1	1.7
	American Indian	1.1	0.0	0.2	0.7
	Asian or Pacific Islander	6.2	0.0	1.5	1.5
	Hispanic	18.7	11.9	7.5	10.1
Educational attainment	Less than high school	24.9	21.7	21.1	11.7
	High school graduate	26.3	25.0	26.1	19.2
	Some college	25.2	30.6	26.3	28.5
	Bachelor's degree	16.4	17.8	16.2	24.2
	Post-graduate degree	7.3	4.9	10.3	16.4
Annual family income	<$25,000	11.8	19.0	12.7	9.6
	$25,000-$49,999	15.1	15.9	15.5	16.6
	$50,000-$74,999	9.3	12.9	10.7	19.4
	$75,000-$99,999	13.2	11.0	11.6	13.6
	$100,000-$149,999	10.4	5.9	15.3	10.8
	$150,000+	4.9	7.4	9.8	11.3
	Don't know	20.6	14.6	15.9	5.3
	Refused	14.6	13.3	8.6	13.4

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 4.2 displays respondents' years of paddling experience. The greatest percentage of people in the age 16 – 24 bracket have less than one year of experience (46.4%), followed by 3 – 4 years (44.0%), 1 -2 years (41.8%), and 5 or more years (11.0%). The greatest percentage of respondents ages 25 – 34 have 5 or more years of experience (21.6%), followed by 1 – 2 years (21.4%), less than one year (13.3%), and 3 – 4 years (12.3%). The greatest percentage of respondents falling into the 35 – 44 bracket hold 5 or more years of experience (22.1%), followed by less than one year (19.8%), 3 – 4 years (18.0%), and 1 – 2 years (11.8%). Respondents ages 45 – 54 report the highest percentage in the 5 or more years category (23.9%), followed by 3 – 4 years (14.5%), 1 – 2 years (12.2%), and less than one year (9.4%). The greatest percentage of respondents ages 55 – 64 have 5 or more years of experience (12.9%), followed by 3 – 4 years (7.0%), less than one year (6.6%), and 1 – 2 years (5.7%). Respondents ages 65+ report the greatest percentage under 5 or more years of paddling experience (8.6%), followed by 1 -2 years (7.1%), less than one year (4.6%), and 3 – 4 years (4.2%).

Overall, the greatest percentage of respondents with less than one year of paddling experience are ages 16 – 24 (46.4%), and the lowest percentage fall into the 65+ age group (4.6%). The greatest percentage of those with 1 – 2 years of experience are 16 – 24 years of age (41.8%), the lowest are those in the 55 – 64 age bracket (5.7%). People with 3 – 4 years of paddling experience hold the greatest percentage in the 16 – 24 age group (44.0%), while the

lowest percentage for this experience level is represented by ages 65+ (4.2%). The greatest percentage of respondents with 5 or more years of experience are ages 45 – 54 (23.9%), and the lowest are ages 65+ (8.6%).

More than half of male sample population respondents have paddling experience in each category. Men have more paddling experience than women in all areas, including: less than one year (51.4% men, 48.6% women), 1 – 2 years (48.5% men, 51.5% women), 3 – 4 years (61.2% men, 38.8% women), 5 or more years (59.8% men, 40.2% women). Overall, the highest percentage of men have 3 – 4 years paddling experience (61.2%), and the lowest, 1 – 2 years (48.5%). The highest percentage of women have 1 – 2 years experience (51.5%), and the lowest, 3 – 4 years (38.8%).

White sample population respondents show the highest percentages in all experience categories: less than one year (66.5%), 1 – 2 years (77.8%), 3 – 4 years (88.6%), 5 or more years (86.0%). Percentages are significantly lower for all other ethnic groups. The greatest percentage of African Americans holds 1 – 2 years experience (10.4%), followed by less than one year (7.4%), 3 – 4 years (2.1%), and 5 or more years (1.7%). The greatest percentage of American Indians hold less than one year of experience (1.1%), followed by 5 or more years (0.7%), 3 – 4 years (0.2%), and 1 – 2 years (0.0%). The greatest percentage of Asian or Pacific Islander respondents have less than one year experience (6.2%), followed by 3 – 4 years and 5 or more years (1.5%, each), and 1 – 2 years (0.0%). Hispanic respondents are most likely to have less than one year of experience (18.7%), followed by 1 – 2 years (11.9%), 5 or more years (10.1%), and 3 – 4 years (7.5%).

The highest percentage of respondents with less than a high school degree report having less than one year of experience (24.9%), followed by 1 – 2 years (21.7%), 3 – 4 years (21.1%), and 5 or more years (11.7%). The highest percentage of high school graduates have less than one year experience (26.3%), followed by 3 – 4 years (26.1%), 1 – 2 years (25.0%), and 5 or more years (19.2%). Respondents with some college education are most likely to have 1 – 2 years paddling experience (30.6%), followed by 5 or more years of experience (28.5%), 3 - 4 years (26.3%), and less than one year (25.2%). Respondents holding a bachelor's degree report the highest percentage under 5 or more years (24.2%), followed by 1 – 2 years (17.8%), less than one year (16.4%), and 3 – 4 years (16.2%). The greatest percentage respondents with post-graduate degrees have 5 or more years of experience (16.4%), followed by 3 – 4 years (10.3%), less than one year (7.3%), and 1 – 2 years (4.9%).

Overall, the highest percentage of respondents with less than one year paddling experience are high school graduates (26.3%), and the lowest hold post-graduate degrees (7.3%). The highest percentage of respondents with 1 – 2 years experience has some college education (30.6%), and the lowest, respondents with post-graduate degrees (4.9%). Respondents with some college report the highest percentage under 3 – 4 years experience (26.3%), and those holding post-graduate degrees show the lowest percentage (10.3%). The highest percentage of people with 5 or more years of experience have some college education, and the lowest hold less than a high school degree (11.7%).

The greatest percentage of respondents earning less than $25,000 annually have 1 – 2 years paddling experience (19.0%), followed by 3 – 4 years (12.7%), less than one year (11.8%), and 5 or more years (9.6%). People earning $25,000 - $49,999 report the highest percentage under 5 or more years of paddling experience (16.6%), followed by 1 – 2 years (15.9%), 3 – 4 years (15.5%), and less than one year (15.1%). Respondents falling into the $50,000 - $74,999 income bracket show the highest percentage having 5 or more years of experience (19.4%), followed by 1 – 2 years (12.9%), 3 – 4 years (10.7%), and less than one year (9.3%). Those earning $75,000 - $99,999 demonstrate the highest percentage as having 5 or more years of experience (13.6%), followed by less than one year (13.2%), 3 – 4 years (11.6%), 1 – 2 years (11.0%). Respondents earning $100,000 - $149,999 are most likely to have 3 – 4 years of paddling experience (15.3%), followed by 5 or more years (10.8%), less than one year (10.4%), and 1 – 2 years (5.9%). The highest percentage of people those earning more than $150,000 have 5 or more years of experience (11.3%), followed by 3 – 4 years (9.8%), 1 – 2 years (7.4%), and less than one year (4.9%).

Overall, the highest percentage of respondents with less than one year of paddling experience earn $25,000 - $49,999 annually (15.1%), and the lowest, $150,000+ (4.9%). The highest percentage of people with 1 – 2 years experience earn less than $25,000 (19.0%), and the lowest earn $150,000+ (7.4%). The greatest percentage of people with 3 – 4 years experience earn $25,000 - $49,999 (15.5%), and the lowest, $150,000+ (11.3%). The highest percentage of people with 5 or more years of experience earned $50,000 - $74,999 annually (19.4%), and the lowest earn less than $25,000 (9.6%).

It should be noted that some respondents did not know their experience level, as follows: less than one year (20.6%), 1 – 2 years (14.6%), 3 – 4 years (15.9%), and 5 or more years (5.3%). Respondents refusing to answer on each of the experience level categories are as follows: less than one year (14.6%), 1 – 2 years (13.3%), 3 – 4 years (8.6%), and 5 or more years (13.4%).

Table 4.3: Self-assessment of paddling skills. (Percentages in each demographic group sum down to 100)

Demographic	Strata	Novice	Intermediate	Advanced	Expert
Age	16-24	28.7	26.0	20.0	6.0
	25-34	17.9	18.4	13.4	40.9
	35-44	20.4	19.9	17.7	14.2
	45-54	16.5	19.4	26.1	25.1
	55-64	9.6	9.6	15.8	9.7
	65+	7.0	6.8	7.0	4.1
Sex	Male	51.5	60.7	75.2	56.1
	Female	48.5	39.3	24.8	43.9
Race/Ethnicity	White	78.6	86.4	92.3	55.5
	African American	6.0	2.3	1.4	0.0
	American Indian	0.9	0.2	1.5	0.7
	Asian or Pacific Islander	3.8	1.0	0.0	5.8
	Hispanic	10.7	10.2	4.8	38.1
Educational attainment	Less than high school	16.6	15.3	12.6	25.2
	High school graduate	23.7	19.4	19.6	31.6
	Some college	28.0	28.3	25.0	27.7
	Bachelor's degree	20.4	23.2	24.9	8.6
	Post-graduate degree	11.3	13.7	17.9	7.0
Annual family income	<$25,000	9.7	14.1	9.4	14.2
	$25,000-$49,999	17.1	12.6	16.3	22.4
	$50,000-$74,999	15.3	16.6	19.8	6.2
	$75,000-$99,999	13.5	11.8	17.6	8.4

Demographic	Strata	Novice	Intermediate	Advanced	Expert
	$100,000-$149,999	11.3	10.4	12.8	9.2
	$150,000+	6.7	11.6	6.7	27.9
	Don't know	12.7	10.4	3.9	7.0
	Refused	13.7	12.5	13.5	4.5

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 4.3 displays respondents' self-assessment of paddling skills. People aged 16 – 24 reported the highest percentage in the novice category (28.7%), followed by intermediate (26.0%), advanced (20.0%), and expert (6.0%). The greatest percentage of respondents aged 25 – 34 self-assessed their skills as expert (40.9%), followed by intermediate (18.4%), novice (17.9%), and advanced (13.4%). Respondents in the 35 – 44 age group showed the highest number reporting their skills as novice (20.4%), followed by intermediate (19.9%), advanced (17.7%), and expert (14.2%). The greatest percentage of respondents aged 45 – 54 self-assessed as advanced (26.1%), followed by expert (25.1%), intermediate (19.4%), and novice (16.5%). People aged 55 – 64 reported the highest percentage in the advanced category (15.8%), followed by expert (9.7%), and novice and intermediate (9.6%, each). The greatest percentage of people aged 65+ reported their skills as novice and advanced (7.0%, each), followed by intermediate (6.8%), and expert (4.1%).

Overall, the greatest percentage of respondents self-reporting skills as novice are aged 16 – 24 (28.7%), and the lowest percentage fall into the 65+ age group (7.0%). The greatest percentage of people reporting intermediate skills are aged 16 – 24 (26.0%), and the lowest are aged 65+ (6.8%). The greatest percentage of people reporting advanced skills are aged 45 – 54 (26.1%), and the lowest are aged 65+ (7.0%). Respondents aged 25 – 34 show the highest percentage reporting expert skills (40.9%), and those aged 65+ report the lowest (4.1%).

Male respondents reported higher percentages than women in each skill category: novice (51.5% men, 48.5% women), intermediate (60.7% men, 39.3% women), advanced (75.2% men, 24.8% women), expert (56.1% men, 43.9% women). Male respondents also reported the highest percentage in the advanced category (75.2%), and the lowest in the novice category (51.5%). Female respondents reported the highest percentage in the novice category (48.5%), and the lowest in the advanced category (24.8%).

White respondents showed the highest percentages in all skill categories: novice (78.6%), intermediate (85.4%), advanced (92.3%), and expert (55.5%). All other ethnic groups reported significantly lower percentages. African American reported the highest percentage in the novice category (6.0%), followed by intermediate (2.3%), advanced (1.4%), and expert (0.0%). American Indians reported the highest percentage in the advanced skill category (1.4%), followed by novice (0.9%), expert (0.7%), and intermediate (0.2%). The highest percentage of Asian or Pacific Islanders self-assess their skills as expert (5.8%), followed by novice (3.8%), intermediate (1.0%), and advanced (0.0%). Hispanic respondents are most likely to report their skill level as expert (38.1%), followed by novice (10.7%), intermediate (10.2%), and advanced (4.8%).

The greatest percentage of respondents with less than a high school diploma reported their skills as expert (25.2%), followed by novice (16.6%), intermediate (15.3%), and advanced (12.6%). Respondents with a high school diploma are most likely to report their skill level as expert (31.6%), followed by novice (23.7%), advanced (19.6%), and intermediate (19.4%). The greatest percentage of respondents with some college education self-assessed their skill-level as intermediate (28.3%), followed by novice (28.0%), expert (27.7%), and advanced (25.0%). People holding a bachelor's degree showed the greatest percentage reporting their skill set as advanced (24.9%), followed by intermediate (23.2%), novice (20.4%), and expert (8.6%). The greatest percentage of people holding post-

graduate degrees reported advanced skills (17.9%), followed by intermediate (13.7%), novice (11.3%), and expert (7.0%).

Overall, the highest percentage of respondents reporting novice skills has some college education (28.0%), and respondents with post-graduate degrees represent the lowest percentage (11.3%). The highest percentage of people having intermediate skills possess some college education (28.3%), and the lowest percentage in this category hold post-graduate degrees (13.7%). The highest percentage of respondents reporting advanced skills has some college education (25.0%), and the lowest percentage has less than a high school degree (12.6%). High school graduates (31.6%) represent the highest percentage with expert skills, and the lowest, by those with post-graduate degrees (7.0%).

The greatest percentage of respondents earning less than $25,000 annually report their skill-level as expert (14.2%), followed by intermediate (14.1%), novice (0.7%), and advanced (9.4%). People earning $25,000 - $49,999 report the highest percentage under the expert skill-level (22.4%), followed by novice (17.1%), advanced (16.3%), and intermediate (12.6%). Respondents falling into the $50,000 - $74,999 income bracket show the highest percentage reporting advanced skills (19.8%), followed by intermediate (16.6%), novice (15.3%), and expert (6.2%). People earning $75,000 - $99,999 demonstrate the highest percentage as having advanced skills (17.6%), followed by novice (13.5%), intermediate (11.8%), and expert (8.4%). Respondents earning $100,000 - $149,999 are most likely to self-assess their ability as advanced (12.8%), followed by novice (11.3%), intermediate (10.4%), and expert (9.2%). The highest percentage of people earning more than $150,000 report their skills as expert (27.9%), followed by intermediate (11.6%), novice and advanced (6.7%, each).

Overall, the highest percentage of respondents reporting novice skills earn $25,000 - $49,999 annually, and the lowest reporting novice earn $150,000+ annually (6.7%). he highest percentage of people reporting intermediate skills fall into the $50,000 - $74,999 income bracket (16.6%), and the lowest reporting the same skill-level fall into the $100,000 - $149,999 income bracket (10.4%). The highest percentage of people reporting advanced skill earns $50,000 - $74,999 (19.8%), and the lowest percentage in this category earn $150,000+ annually (6.7%). People earning $150,000+ annually represent the highest percentage reporting expert skills (27.9%), while those earning $50,000 - $74,999 represent the lowest (6.2%).

It should be noted that some respondents did not know their skill level, as follows: novice (12.7%), intermediate (10.4%), advanced (3.9%), and expert (7.0%). Respondents refusing to answer on each of the skill level categories are also as follows: novice (13.7%), intermediate (12.5%), advanced (13.5%), and expert (4.5%).

Table 4.4: Do you own a canoe, kayak, or raft? (Percent saying "Yes." Percentages in each demographic group sum down to 100)

Demographic	Strata	Own a boat
Age	16-24	20.0
	25-34	17.5
	35-44	19.4
	45-54	23.6
	55-64	12.2
	65+	7.3
Sex	Male	61.0

Demographic	Strata	Own a boat
	Female	39.0
Race/Ethnicity	White	86.6
	African American	0.7
	American Indian	0.9
	Asian or Pacific Islander	1.4
	Hispanic	10.3
Educational attainment	Less than high school	16.0
	High school graduate	21.4
	Some college	29.4
	Bachelor's degree	19.7
	Post-graduate degree	13.5
Annual family income	<$25,000	7.7
	$25,000-$49,999	16.2
	$50,000-$74,999	16.4
	$75,000-$99,999	12.3
	$100,000-$149,999	12.1
	$150,000+	12.4
	Don't know	10.6
	Refused	12.3

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 4.4 displays respondents' ownership of a canoe, kayak, or raft. The greatest percentage of respondents owning a boat were aged 45 – 54 (23.6%), followed by respondents aged 16 – 24 (20.0%), 35 – 44 (19.4%), 25 – 34 (17.5%), 55 – 64 (12.2%), and 65+ (7.3%). More than half of male respondents own a boat (61.0%), and men are more likely than women to own a boat (61.0% men, 39.0% women). A significantly greater percentage of white respondents own boats (86.6%), compared to all other ethnic groups: African Americans (0.7%), American Indian (0.9%), Asian or Pacific Islander (1.4%), and Hispanic (10.3%).

Respondents with some college education are most likely to own a boat (29.4%), followed by high school graduates (21.4%), those holding bachelor's degrees (19.7%), those with less than a high school degree (16.0%), and those holding post-graduate degrees (13.5%). Respondents earning $50,000 - $74,999 represent the highest percentage owning boats (16.4%), followed by the remaining income brackets, $25,000 - $49,999 (16.2%), $150,000+ (12.4%), $75,000 - $99,999 (12.3%), $100,000 - $149,999 (12.1%), and less than $25,000 (7.7%).

Some respondents did not know if they owned a boat (10.6%), and some refused to answer the question (12.3%).

Table 4.5: How often did you rent or borrow a canoe, kayak, or raft in the last year? (Percentages in each demographic group sum down to 100)

Demographic	Strata	Always	Most of the Time	Some of the Time	Almost Never	Never
Age	16-24	21.1	53.0	36.4	37.4	15.6
	25-34	20.1	11.6	14.6	16.9	20.3
	35-44	25.2	16.8	17.0	18.1	17.0
	45-54	20.6	8.9	15.1	16.4	21.2
	55-64	8.7	6.4	9.0	8.1	14.0
	65+	4.2	3.4	7.8	3.2	11.8
Sex	Male	49.8	60.3	61.1	60.1	62.0
	Female	50.2	39.7	38.9	39.9	38.0
Race/Ethnicity	White	83.7	78.3	77.4	80.3	80.8
	African American	3.8	5.9	6.0	6.4	1.4
	American Indian	0.7	0.7	2.1	0.0	0.4
	Asian or Pacific Islander	1.9	1.0	4.0	3.2	2.3
	Hispanic	9.9	14.1	10.4	10.1	15.0
Educational attainment	Less than high school	12.9	24.5	18.9	20.2	15.6
	High school graduate	16.7	20.0	22.8	23.1	27.7
	Some college	28.5	23.5	25.6	30.0	27.6
	Bachelor's degree	27.2	19.7	19.3	16.9	17.9
	Post-graduate degree	14.8	12.3	13.4	9.8	11.1
Annual family income	<$25,000	13.5	13.7	17.0	6.4	8.2
	$25,000-$49,999	16.5	13.5	12.1	15.6	18.3
	$50,000-$74,999	16.1	23.0	11.7	14.6	15.8
	$75,000-$99,999	14.6	13.5	15.9	11.0	11.4
	$100,000-$149,999	11.7	10.2	8.9	9.8	11.0
	$150,000+	8.2	3.8	7.8	9.4	12.6
	Don't know	6.1	14.6	13.8	20.1	9.2
	Refused	13.4	7.6	12.9	13.1	13.7

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 4.5 displays the frequency with which respondents' borrowed a canoe, kayak, or raft in the last year. Respondents aged 16 – 24 showed the highest percentage under "most of the time" (53.0%), followed by "almost never" (37.4%), "some of the time" (36.4%), "always" (21.1%), and "never" (15.6%). People in the 25 – 34 aged

bracket most frequently selected "never" (20.3%), followed by "always" (20.1%), "almost never" (16.9%), "some of the time" (14.6%), and "most of the time" (11.6%). The greatest percentage of respondents aged 35 – 44 selected "always" (25.2%), followed by "almost never" (18.1%), "some of the time" (17.0%) and "never" (17.0%), and "most of the time" (16.8%). Respondents aged 45 – 54 showed the highest percentage under "never" (21.1%), followed by "always" (20.6%), "almost never" (16.4%), "some of the time" (15.1%), and "most of the time" (8.9%). The greatest percentage of respondents in the age 55 – 64 age bracket showed the highest percentage under "never" (14.0%), followed by "some of the time" (9.0%), "always" (8.7%), "almost never" (8.1%), and "most of the time" (6.4%). Respondents aged 65+ most likely never borrowed a boat (11.8%), followed by "some of the time" (7.8%), "always" (4.2%), "most of the time" (3.4%), and "almost never" (3.2%).

Overall, people always borrowing a canoe, kayak, or raft are best represented by the age 35 – 44 group (25.2%), and those least likely to respond "always" are represented by the age 65+ group (4.2%). The greatest percentage of respondents selecting "most of the time" fall into the age 16 – 24 bracket (53.0%), and the lowest percentage for this response are represented under the age 65+ group (3.4%). Respondents choosing "some of the time" were most likely to be aged 16 – 24 (36.4%), and the least likely are aged 65+ (7.8%). People reporting "almost never" were best represented by respondents aged 16 - 24 (37.4%), while this response was selected least by those aged 65+ (3.2%). The greatest percentage choosing "never" were aged 45 – 54 (21.2%), and the lowest percentage were aged 65+ (11.8%).

Male respondents showed higher percentages than female respondents in all categories: "always" (49.8% men, 50.2% women), "most of the time" (60.3% men, 39.7% women), "some of the time" (61.1% men, 38.9% women), "almost never" (60.1% men, 39.9% women), and "never" (62.0% men, 38.0% women). The highest percentage of male respondents selected "never" (62.0%), and the lowest, "always" (49.8%). The highest percentage of female respondents chose "always" (50.2%), and the lowest, "never" (38.0%) in regards to borrowing a canoe, kayak, or raft.

White respondents showed significantly higher percentages in all categories compared to all other ethnic groups surveyed: always (83.7%), most of the time (78.3%), some of the time (77.4%), almost never (80.3%), and never (80.8%). African Americans showed the highest percentage selecting "almost never" (6.4%), followed by "some of the time" (6.0%), "most of the time" (5.9%), "always" (3.8%), and "never" (1.4%). American Indian respondents most frequently reported "some of the time" (2.1%), followed by "always" and "most of the time" (0.7%, each), "never" (0.4%), and "almost never" (0.0%). Asian or Pacific Islanders showed the highest percentage reporting "some of the time" (4.0%), followed by "almost never" (3.2%), "never" (2.3%), and "always" and "most of the time" (1.0%, each). Hispanic respondents reported "never" most frequently (15.0%), followed by "most of the time" (14.1%), "some of the time" (10.4%), "almost never" (10.1%), and "always" (9.9%).

The highest percentage of respondents with less than a high school degree borrowed a boat "most of the time" (24.5%), followed by "almost never" (20.2%), "some of the time" (18.9%), "never" (15.6%), and "always" (12.9%). Respondents who were high school graduates showed "never" as the most common response (27.7%), followed by "almost never" (23.1%), "some of the time" (22.8%), "most of the time" (20.0%), and "always" (16.7%). The greatest percentage of people with some college education selected "almost never" (30.0%), followed by "always" (28.5%), "never" (27.6%), "some of the time" (25.6%), and "most of the time" (23.5%). Respondents holding a bachelor's degree were most likely to select "always" (27.2%), followed by "most of the time" (19.7%), "some of the time" (19.3%), "never" (17.9%), and "almost never" (16.9%). The highest percentage of respondents holding a post-graduate degree borrowed a boat "always" (14.8%), followed by "some of the time" (13.4%), "most of the time" (12.3%), "never" (11.1%), and "almost never" (9.8%).

Overall, the highest percentage of respondents reporting "always" borrowed a boat had some college education (28.5%), while the lowest percentage had less than a high school education (12.9%). The greatest number of people selecting "most of the time" had less than a high school education (24.5%), and the fewest choosing this response held a bachelor's degree (19.7%). The highest percentage of people selecting "some of the time" had some college education (25.6%), and the lowest percentage held post-graduate degrees (13.4%). People selecting "almost never" most frequently had some college education (30.0%), and the group choosing this response the least held post-

graduate degrees (9.8%). The highest percentage of people selecting "never" were high school graduates, and the lowest held post-graduate degrees (11.1%).

Respondents earning less than $25,000 annually most frequently reported borrowing a boat "some of the time" (17.0%), followed by "most of the time" (13.7%), "always" (13.5%), "never" (8.2%), and "almost never" (6.4%). People earning $25,000 - $49,999 reported the highest percentage under "never" (18.3%), followed by "always" (16.5%), "almost never" (15.6%), "most of the time" (13.5%), and "some of the time" (12.1%). Respondents falling into the $50,000 - $74,999 income bracket most often reported borrowing a boat "most of the time" (23.0%), followed by "always" (16.1%), "never" (15.8%), "almost never" (14.6%), and "some of the time" (11.7%). People earning $75,000 - $99,999 showed the highest percentage as borrowing a boat "some of the time" (15.9%), followed by "always" (14.6%), "most of the time" (13.5%), "never" (11.4%), and "almost never" (11.0%). Respondents earning $100,000 - $149,999 were most likely to report borrowing a boat "always" (11.7%), followed by "never" (11.0%), "most of the time" (10.2%), "almost never" (9.8%), and "some of the time" (8.9%). The highest percentage of people earning more than $150,000 reported borrowing a boat "never" (12.6%), followed by "almost never" (9.4%), "always" (8.2%), "some of the time" (7.8%), and "most of the time" (3.8%).

Overall, people earning $25,000 - $49,999 reported the highest percentage borrowing a boat "always" (16.5%), and the lowest percentage in this same category earned $150,000+ (8.2%). People most frequently reporting "most of the time" earned $50,000 - $74,999 (23.0%), and those reporting it least made $150,000+ (3.8%). The highest percentage of people selecting "some of the time" earned less than $25,000 annually, and the lowest selecting this response earned $150,000+ (7.8%). The highest percentage of people reporting "almost never" earned $25,000 - $49,999 (15.6%), and the lowest earned $150,000+ (9.4%). Respondents earning $25,000 - $49,999 annually reported the highest percentage "never" borrowing a boat (18.3%), and those earning less than $25,000 reported "never" least frequently (8.2%).

It should be noted that some respondents did not know how often they borrowed a boat, as follows: always (6.1%), most of the time (14.6%), some of the time (13.8%), almost never (20.1%), never (9.2%). Respondents refusing to answer on each of the categories are also as follows: always (13.4%), most of the time (7.6%), some of the time (12.9%), almost never (13.1%), never (13.7%).

Table 4.6: Main sources of *information* used when first starting to paddle. (Based on respondents who said "Yes." Each item asked separately. Percentages in each demographic group sum down to 100)

Demographic	Strata	Self-study	Safety Information From An Outfitter or Retail Shop	Attend a Workshop or Information Program From Government Agency	Attend a Workshop or Information Program From a Non-government Agency	Watch Safety Videos	Complete a Course Including Hands-on, On-water Instruction
Age	16-24	22.6	22.5	39.9	31.8	24.8	33.7
	25-34	18.1	15.9	11.4	13.1	14.2	11.4
	35-44	22.7	27.0	13.3	17.4	13.7	19.2
	45-54	21.6	19.2	17.6	23.0	32.1	22.0
	55-64	10.2	9.9	13.0	10.9	11.4	10.8
	65+	4.9	5.5	4.7	3.7	3.7	2.9

Demographic	Strata	Self-study	Safety Information From An Outfitter or Retail Shop	Attend a Workshop or Information Program From Government Agency	Attend a Workshop or Information Program From a Non-government Agency	Watch Safety Videos	Complete a Course Including Hands-on, On-water Instruction
Sex	Male	62.0	53.3	60.4	62.2	63.0	60.8
	Female	38.0	46.7	39.6	37.8	37.0	39.2
Race/Ethnicity	White	86.8	82.5	74.8	80.0	83.3	77.1
	African American	2.2	4.6	13.0	10.2	8.7	9.1
	American Indian	0.5	0.8	0.3	0.5	0.0	0.5
	Asian or Pacific Islander	2.1	3.5	0.0	2.2	0.0	2.6
	Hispanic	8.5	8.6	11.9	7.1	8.0	10.7
Educational attainment	Less than high school	18.8	20.2	28.4	19.3	22.6	20.3
	High school graduate	18.1	18.3	12.0	12.5	17.0	23.4
	Some college	27.3	25.2	22.0	26.1	28.5	21.5
	Bachelor's degree	20.6	22.0	24.6	23.5	20.3	17.9
	Post-graduate degree	15.2	14.2	12.9	18.7	11.5	16.9
Annual family income	<$25,000	9.1	11.3	21.3	6.0	11.4	9.7
	$25,000-$49,999	15.6	12.4	16.2	14.1	18.7	15.2
	$50,000-$74,999	18.4	16.1	21.3	17.6	20.7	12.7
	$75,000-$99,999	13.3	18.8	6.2	13.9	16.7	12.3
	$100,000-$149,999	15.8	12.9	7.9	8.4	7.3	8.3
	$150,000+	9.9	10.7	6.9	11.3	8.4	11.0
	Don't know	7.7	6.8	12.2	12.0	5.5	12.1
	Refused	10.1	11.0	8.0	16.7	11.3	18.7

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 976.

Table 4.6 (continued): Main sources of *information* used when first starting to paddle. (Based on respondents who said "Yes." Each item asked separately. Percentages in each demographic group sum down to 100)

Demographic	Strata	Read Posters, Flyers, and Signage	Read Books, Magazines, or Other Printed Material	Other Sources of Information	Don't Know	Friends or Family	Using the Internet
Age	16-24	25.0	21.8	13.9	15.5	28.3	37.6
	25-34	15.8	13.8	18.3	22.5	19.7	13.0
	35-44	19.7	18.8	30.3	15.9	20.8	18.1
	45-54	23.9	28.0	22.0	20.9	16.0	17.6
	55-64	11.7	12.7	9.9	25.3	9.6	11.4
	65+	4.0	5.0	5.6	0.0	5.5	2.4
Sex	Male	59.3	62.0	53.3	68.7	57.6	62.8
	Female	40.7	38.0	46.7	31.3	42.4	37.2
Race/Ethnicity	White	83.8	85.8	88.6	75.5	85.1	75.9
	African American	7.0	4.8	0.0	0.0	2.7	8.7
	American Indian	2.2	1.7	0.0	0.0	0.9	0.5
	Asian or Pacific Islander	1.7	0.0	11.4	19.1	1.4	0.0
	Hispanic	5.3	7.6	0.0	5.4	10.0	14.9
Educational attainment	Less than high school	22.1	14.3	11.3	0.0	18.3	14.5
	High school graduate	16.5	22.0	14.1	41.1	19.0	18.7
	Some college	25.9	26.5	33.7	24.8	29.3	35.0
	Bachelor's degree	22.7	21.8	18.0	20.1	20.8	22.1
	Post-graduate degree	12.8	15.3	22.8	14.0	12.6	9.7
Annual family income	<$25,000	6.4	8.9	9.1	12.1	11.1	11.1
	$25,000-$49,999	19.1	15.7	20.0	20.6	15.8	13.5
	$50,000-$74,999	17.5	18.7	14.0	14.7	18.3	23.6
	$75,000-$99,999	16.2	16.6	9.8	14.0	11.9	17.2
	$100,000-$149,999	7.9	12.8	14.2	7.6	11.6	11.9
	$150,000+	10.5	6.9	11.0	10.7	8.6	7.6
	Don't know	11.5	10.6	11.3	0.0	10.1	8.5
	Refused	11.1	9.8	10.5	20.3	12.5	6.6

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 976.

Table 4.6 displays main sources of *information* used by respondents when first starting to paddle. People using self-study were most likely to fall into the age 35 – 44 group (22.7%), followed by ages 16 – 24 (22.6%), 45 – 54 (21.6%), 25 – 34 (18.1%), 55 – 64 (10.2%), and 65+ (4.9%). The highest percentage of respondents using safety information from an outfitter or retail shop were represented by ages 35 – 44 (27.0%), followed by 16 - 24 (22.5%), 45 – 54 (19.2%), 25 – 34 (15.9%), 55 – 64 (9.9%), and 65+ (5.5%). Respondents receiving information through a workshop or information program from a government agency were best represented by the age 16 – 24 age group (39.9%), followed by ages 45 – 54 (17.6%), 35 – 44 (13.3%), 55 – 64 (13.0%), 25 – 34 (11.4%), and 65+ (4.7%). People attending a workshop or information program from a non-government agency were best represented by ages 16 – 24 (31.8%), followed by 45 – 54 (23.0%), 35 – 44 (17.4%), 25 – 34 (13.1%), 55 – 64 (13.0%), and 65+ (3.7%). Respondents aged 45 – 54 were most likely to watch a safety video (32.1%), followed by ages 16 – 24 (24.8%), 25 – 34 (14.2%), 35 – 44 (13.7%), 55 – 64 (11.4%), and 65+ (3.7%). People completing a course, including hands-on, on-water instruction, were best represented by ages 16 – 24 (33.7%), followed by ages 45 – 54 (22.0%), 35 – 54 (19.2%), 25 – 34 (11.4%), 55 – 64 (10.8%), and 65+ (2.9%).

People most likely to read posters, flyers, and signage were best represented by the age 16 – 24 age group (25.0%), followed by ages 45 – 54 (23.9%), 35 – 44 (19.7%), 25 – 34 (15.8%), 55 – 64 (11.7%), 65+ (4.0%). Respondents most frequently reading books, magazines, or other printed material were aged 45 – 54 (28.0%), followed by ages 16 – 24 (21.8%), 35 – 44 (18.8%), 35 – 44 (13.8%), 55 – 64 (12.7%), and 65+ (5.0%). The highest percentage of respondents receiving information from other sources of information fell into the 35 – 44 age bracket (30.3%), followed by 45 – 54 (22.0%), 25 – 34 (18.3%), 16 – 24 (13.9%), 55 – 64 (9.9%), and 65+ (5.6%). People who don't know the source from which they received information were most likely to fall into the 55 – 64 age group (25.3%), followed by 25 – 34 (22.5%), 45 – 54 (20.9%), 35 – 44 (15.9%), 16 – 24 (15.5%), and 65+ (0.0%). The highest percentage of people receiving information from friends or family were aged 16 – 24 (28.3%), followed by 35 – 44 (20.8%), 25 – 34 (19.7%), 45 – 54 (16.0%), 55 – 64 (9.6%), and 65+ (5.5%). People using the internet were most likely to fall into the age 16- 24 bracket (37.6%), followed by ages 35 – 44 (18.1%), 45 – 54 (17.6%), 25 – 34 (13.0%), 55 – 64 (11.4%), and 65+ (2.4%).

Overall, the most common form of information used by people aged 16 – 24 was attending a workshop or information program from a government agency (39.9%), followed by using the Internet (37.6%), completing a course, including hands-on, on-water instruction (33.7%), attending a workshop or information program from a non-government agency (31.8%), friends or family (28.3%), reading posters, flyers, and signage (25.0%), watching a safety video (24.8%), self-study (22.6%), and safety information from an outfitter or retail shop (22.5%), reading books, magazines, or other printed material (21.8%), don't know the source (15.5%), and other sources of information (13.9%).

The highest percentage of people aged 25 – 34 did not know the source from which they received information (22.5%), followed by friends or family (19.7%), other sources of information (18.3%), self-study (18.1%), followed by safety information from an outfitter or retail shop (15.9%), watching a safety video (14.2%), reading posters, flyers, and signage (15.8%), reading books, magazines, or other printed material (13.8%), attending a workshop or information session from a non-government agency (13.1%), using the internet (13.0%), and attending a workshop or information session from a government agency and completing a course, including hands-on, on-water instruction (11.4%, each).

Respondents aged 35 – 44 were most likely to receive information through other sources of information (30.3%), followed by receiving safety information from an outfitter or retail shop is the most common medium (27.0%), followed by self-study (22.7%), friends or family (20.8%), reading posters, flyers, and signage (19.7%), completing a course, including hands-on, on-water instruction (19.2%), reading books, magazines, or other printed material (18.8%), using the Internet (18.1%), attending a workshop or information session from a non-government

agency (17.4%), don't know the source from which they received their information (15.9%), watching safety videos (13.7%), and attending a workshop or information session from a government agency (13.3%).

Watching a safety video is the most common form of information for respondents aged 45 – 54 (32.1%), read books, magazines, or other printed material (28.0%), followed by reading posters, flyers, and signage (23.9%), followed by attending a workshop or information session from a non-government agency (23.0%), completing a course, including hands-on, on-water instruction and other sources of information (22.0%, each), self-study (21.6%), don't know the source (20.9%), safety information from an outfitter or retail shop (19.2%), attending a workshop or information session from a government agency and using the Internet (17.6%, each), and friends or family (16.0%).

Respondents aged 55 – 64 were most likely to report not knowing the source from which they received information (25.3%), followed by attending a workshop or information session from a government agency (13.0%), reading books, magazines, or other printed materials (12.7%), reading posters, flyers, and signage (11.7%), using the Internet and watching safety videos (11.4%, each), attending a workshop or information session from a non-government agency (10.9%), completing a course, including hands-on, on-water instruction (10.8%), self-study (10.2%), and safety information from an outfitter or retail shop and other sources of information (9.9%, each), and friends or family (9.6%).

The highest percentage of respondents aged 65+ received information from other sources of information (5.6%), followed by friends or family and receiving information from an outfitter or retail shop (5.5%), reading books, magazines, or other printed material (5.0%), self-study (4.9%), attending a workshop or information session from a government agency (4.7%), reading posters, flyers, and signage (4.0%), attending a workshop or information session from a non-government agency and watching a safety video (3.7%, each), and completing a course, including hands-on, on-water training (2.9%), using the Internet (2.4%), and don't know the source (0.0%).

More than half of male respondents reported using all information sources. Less than half of female respondents reported using all the information sources. Men reported higher use of all sources than women: self-study (62.0% men, 38.9% women), safety information from an outfitter or retail shop (53.3% men, 46.7% women), attending a workshop or information session from a government agency (60.4% men, 39.6% women), attending a workshop or information session from a non-government agency (62.2% men, 37.8% women), watching a safety video (63.0% men, 37.0% women), completing a course, including hands-on, on-water training (60.8% men, 39.2% women), read posters, flyers, and signage (59.3% men, 40.7% women), read books, magazines, or other printed material (62.0% men, 38.0% women), other sources of information (53.3% men, 46.7% women), don't know (68.7% men, 46.7% women), don't know (68.7% men, 31.3% women), friends or family (57.6% men, 42.4% women), and using the Internet (62.8% men, 37.2% women).

Overall, men reported not knowing the information source most frequently (68.7%), followed by watching safety videos (63.0%), followed by using the Internet (62.8%), attending a workshop or information session from a non-government agency (62.2%), reading books, magazines, or other printed material (62.0%), self-study (62.0%), completing a course (60.8%), attending a workshop or information session from a government agency (60.4%), reading posters, flyers, and signage (59.3%), and friends or family (57.6%), and safety information from an outfitter or retail shop (53.3%). The most common form of information for women was information from an outfitter or retail shop and other sources of information (46.7%, each), followed by a friends or family (42.4%), reading posters, flyers, and signage (40.7%), attending a workshop or information session from a government agency (39.6%), completing a course (39.2%), self-study and reading books, magazines, or other printed material (38.0%, each), attending a workshop or information session from a non-government agency (37.8%), using the Internet (37.2%), and don't know (31.3%).

White respondents showed the highest percentages in all information categories: self-study (86.8%), safety information from an outfitter or retail shop (82.5%), attending a workshop or information session from a government agency (74.8%), attending a workshop or information session from a non-government agency (80.0%), safety video (83.3%), completing a course, including hands-on, on-water training (77.1%), read posters, flyers, and signage (83.8%), read books, magazines, or other printed material (85.8%), other sources of information (88.6%),

don't know (75.5%), friends or family (85.1%), using the Internet (75.9%). Uses of all information sources are significantly less common among all other ethnic groups.

African Americans most commonly received information from attending a workshop or information session from a government agency (13.0%), followed by attending a workshop or information session from a non-government agency (10.2%), completing a course (9.1%), watching a safety video and using the Internet (8.7%, each), reading posters, flyers and signage (7.0%), reading books, magazines, or other printed material (4.8%), safety information from an outfitter or retail shop (4.6%), friends or family (2.7%), self-study (2.2%), and other sources of information and don't know the source (0.0%, each).

American Indian respondents reported the highest percentage under reading posters, flyers, and signage (2.2%), followed by reading books, magazine, or other printed material (1.7%), friends or family (0.9%), receiving information from an outfitter or retail shop (0.8%), self-study, attending a workshop or information session from a non-government agency, completing a course, and using the Internet (0.5%, each), attending a workshop or information session from a government agency (0.3%), and watching safety videos, other sources of information and don't know the source (0.0%, each).

The most common response for Asian or Pacific Islanders was not knowing the information source (19.1%), followed by other sources of information (11.4%), safety information from an outfitter or retailer (3.5%), completing a course (2.6%), attending a workshop or information session from a non-government agency (2.2%), self-study (2.1%), reading posters, flyers, and signage (1.7%), friends or family (1.4%), and attending a workshop or information session from a government agency, watching a safety video, reading books, magazines, or other printed material, and using the Internet (0.0%, each).

Hispanic respondents were most likely to receive information from using the Internet (14.9%), followed by attending a workshop or information session from a government agency (11.9%), completing a course (10.7%), friends or family (10.0%), safety information from an outfitter or retail shop (8.6%), self-study (8.5%), watching a safety video (8.0%), reading books, magazines, or other printed materials (7.6%), attending a workshop or information session from a non-government agency (7.1%), don't know the source (5.4%), reading posters, flyers, and signage (5.3%), and other sources of information (0.0%).

Respondents most likely to use self-study had some college education (27.3%), while those with a post-graduate degree were least likely to use this source (15.2%). People using safety information from an outfitter or retail shop were best represented by those with some college education, and least used by respondents with post-graduate degrees (14.2%). Respondents most likely to attend a workshop or information session from a government agency had less than a high school education (28.4%), and those with a high school degree were least likely to use this source (12.0%). Attending a workshop or information source from a non-government agency was the most popular information source for people with some college education (26.1%), and the least popular with those with a post-graduate degree (18.1%). Watching safety videos as an information source was best represented by people with less than a high school degree (22.6%), and used the least by those with post-graduate degrees (11.5%). Completing a course, including hands-on, on-water instruction, was most popular among people with a high school degree (23.4%), and least popular among respondents with a post-graduate degree (16.9%).

Respondents most likely to read posters, flyers, and signage had some college education (25.9%), followed by those holding a bachelor's degree (22.7%), those with less than a high school degree (22.1%), high school graduates (16.5%), and those with post-graduate degrees (12.8%). The highest percentage of respondents reading books, magazines, or other printed material had some college education (26.5%), followed by high school graduates (22.0%), those holding a bachelor's degree (21.8%), those with post-graduate degrees (15.3%), and those with less than a high school degree (14.3%). The highest percentage of respondents using other sources of information had some college education (33.7%), followed by those holding post-graduate degrees (22.8%), those with bachelor's degrees (18.0%), high school graduates (14.1%), and those with less than a high school degree (11.3%). Respondents not knowing the source from which they received information were best represented by high school graduates (41.1%), followed by some college (24.8%), those holding bachelor's degrees (20.1%), those holding post-graduate degrees (14.0%), and those with less than a high school degree (0.0%). Receiving information from

friends or family was most common for those with some college education (29.3%), followed by those with bachelor's degrees (20.8%), high school graduates (19.0%), those with less than a high school degree (18.3%), and those with post-graduate degrees (12.6%). Using the Internet was most popular among respondents with some college education (35.0%), followed by those holding a bachelor's degree (22.1%), high school graduates (18.7%), those with less than a high school degree (14.5%), and those with post-graduate degrees (9.7%).

Overall, respondents with less than a high school education were most likely to receive information through attending a workshop or information session from a government agency (28.4%), followed by watching a safety video (22.6%), completing a course (20.3%), safety information from an outfitter or retail shop (20.2%), attending a workshop or information session from a non-government agency (19.3%), and self-study (18.8%).

High school graduates were most likely to receive information through completing a course (23.4%), followed by safety information from an outfitter or retail shop (18.3%), self-study (18.1%), watching a safety video (17.0%), attending a workshop or information session from a non-government agency (12.5%), and attending a workshop or information session from a government agency (12.0%).

People with some college education were most likely to receive information through using the Internet (35.0%), other sources of information (33.7%), friends or family (29.3%), followed by watching a safety video (28.5%), followed by self-study (27.3%), reading books, magazines, or other printed material (26.5%), attending a workshop or information session from a non-government agency (26.1%), reading posters, flyers, and signage (25.9%), safety information from an outfitter or retail shop (25.2%), don't know the information source (24.8%), attending a workshop or information session from a government agency (22.0%), and completing a course (21.5%).

Respondents with bachelor's degrees were most likely to receive information through attending a workshop or information session from a government agency (24.6%), followed by attending a workshop or information session from a non-government agency (23.5%), reading poster, flyers, and signage (22.7%), followed by using the Internet (22.1%), safety information from an outfitter or retail shop (22.0%), reading books, magazines, or other printed material (21.8%), friends or family (20.8%), self-study (20.6%), watching a safety video (20.3%), don't know the source (20.1%), other sources of information (18.0%), and completing a course (17.0%).

The highest percentage of people with post-graduate degrees received information from other sources of information (22.8%), followed by attending a workshop or information session from a non-government agency (18.7%), completing a course (16.9%), reading books, magazines, or other printed material (15.3%), self-study (15.2%), safety information from an outfitter or retail shop (14.2%), don't know the source (14.0%), attending a workshop or information session from a government agency (12.9%), reading posters, flyers, and signage (12.8%), friends or family (12.6%), watching a video (11.5%), and using the Internet (9.7%).

People earning $50,000 - $74,999 annually received instruction from self-study the most (18.4%), followed by those earning $100,000 - $149,999 (15.8%), $25,000 - $49,000 (15.6%), $75,000 - $99,999 (13.3%), $150000+ (9.9%), and those earning less than $25,000 (9.1%). Safety information from an outfitter or retail shop was the most popular source among people earning $75,000 - $99,999 (18.8%), followed by those earning $50,000 - $49,999 (16.1%), $100, 000 - $149,999 (12.9%), $25,000 - $49,999 (12.4%), less than $25,000 (11.3%), and $150,000+ (10.7%).

Attending a workshop or information session from a government agency was most commonly used by people in the less than $25,000 and $25,000 - $49,999 income bracket (21.3%, each), followed by those earning $25,000 - $49,999 (16.2%), $100,000 - $149,000 (7.9%), $150,000 (6.9%), and $75,000 - $99,999 (6.2%). Attending a workshop or information session from a non-government agency was most popular with people earning $50,000 - $74,999 (17.6%), followed by those earning $25,000 - $49,999 (14.1%), $75,000 - $99,999 (13.9%), $150,000+ (11.3%), $100,000 - $149,999 (8.4%), and less than $25,000 (6.0%).

Watching safety videos was most common with respondents earning $50,000 - $74,999 (20.7%), followed by $25,000 - $49,999 (18.7%), $75,000 - $99,999 (16.7%), less than $25,000 (11.4%), $100,000 - $149,000 (8.4%), and $100,000 - $149,999 (7.3%). People earning $25,000 - $49,999 were most likely to complete a course (15.2%), followed by those earning $50,000 - $74,999 (12.7%), $75,000 - $99,999 (12.3%), $150,000+ (11.0%), less than $25,000 (9.7), and $100,000 - $149,000 (8.3%).

Respondents most likely to read posters, flyers, and signage earned $25,000 - $49,999 annually (19.1%), followed by those earning $50,000 - $74,999 (17.5%), $75,000 - $99,999 (16.2%), $150,000+ (10.5%), $100,000 - $149,000 (7.9%), and less than $25,000 (6.4%).

The highest percentage of respondents reading books, magazines, or other printed material earned $50,000 - $74,999 annually (18.7%), followed by those earning $75,000 - $99,999 (16.6%), $25,000 - $49,999 (15.7%), $100,000 – 149,999 (12.8%), less than $25,000 (8.9%), and $150,000+ (6.9%).

The highest percentage of respondents using other sources of information fell into the $25,000 - $49,999 income bracket (20.0%), followed by those earning $100,000 - $149,999 (14.2%), $50,000 - $74,999 (14.0%), $150,000+ (11.0%), $75,000 - $99,999 (9.8%), and less than $25,000 (9.1%). Respondents that did not know the information source were most heavily represented in the $25,000 - $49,999 income bracket (20.6%), followed by those earning $50,000 - $74,999 (14.7%), $75,000 - $99,999 (14.0%), less than $25,000 (12.1%), $150,000+ (10.7%), and $100,000 - $149,999 (7.6%).

Respondents receiving information from friends or family were best represented by those earning $25,000 - $49,999 (15.8%), followed by those earning $75,000 - $99,999 (11.9%), $100,000 – $149,000 (11.6%), less than $25,000 (11.1%), and $150,000+ (7.6%). The highest percentage of respondents using the Internet earned $50,000 - $74,999 (23.6%), followed by those earning $75,000 - $99,999 (17.2%), $25,000 - $49,999 (13.5%), $100,000 - $149,999 (11.9%), less than $25,000 (11.1%), and $150,000+ (7.6%).

Overall, the highest percentage of people earning less than $25,000 annually received information from attending a workshop or information program from a government agency (21.3%), followed by don't know the source from which they obtain information (12.1%), watching safety videos (11.4%), safety information from an outfitter or retail shop (11.3%), friends or family and using the internet (11.1%, each), complete course (9.7%), self-study and other sources of information (9.1%, each), reading books, magazines, or other printed material (8.9%), reading posters, flyers, and signage (6.4%), and attend a workshop or information program from a non-government agency (6.0%).

Respondents earning $25,000 - $49,999 most often reported not knowing the information source (20.6%), followed by other sources of information (20.0%), reading posters, flyers, and signage (19.1%), watching safety videos (18.7%), attending a workshop or information program from a government agency (16.2%), friends or family (15.8%), reading books, magazines, or other printed material (15.7%), self-study (15.6%), completing a course (15.2%), attend a workshop or information program from a non-government agency (14.1%), and using the Internet (13.5%).

People earning $50,000 - $74,999 most often used the Internet as an information source (23.6%), followed by attend a workshop or information program from a government agency (21.3%), watching safety videos (20.7%), reading books, magazines, or other printed material (18.7%), self-study (18.4%), friends or family (18.3%), attend a workshop or information program from a non-government agency (17.6%), reading posters, flyers, and signage (17.5%), safety information from an outfitter or retail shop (16.1%), don't know the information source (14.7%), other sources of information (14.0%), and completing a course (12.7%).

Respondents earning $75,000 - $99,999 reported safety information from an outfitter or retail shop as the most popular form of information (18.8%), followed by using the Internet (17.2%), watching safety videos (16.7%), reading books, magazines, or other printed material (16.6%), reading posters, flyers and signage (16.2%), don't know the information source (14.0%), attending a workshop or information program from a non-government agency (13.9%), self-study (13.3%), completing a course (12.3%), friends or family (11.9%), other sources of information (9.8%), and attending a workshop or information program from a government agency.

People earning $100,000 - $149,999 showed self-study as the most frequent response (15.8%), followed by other sources of information (14.2%), safety information from an oufitter or retail shop (12.9%), reading books, magazines, or other printed material (12.8%), using the Internet (11.9%), friends or family (11.6%), attending a workshop or information program from a non-government agency (8.4%), completing a course (8.3%), reading posters, flyers, signage and attending a program from a government agency (7.9%, each), and don't know the source (7.6%), and watching safety videos (8.3%).

The highest percentage of respondents earning $150,000+ received information from attending a program from a non-government agency (11.3%), other sources and completing a course (11.0%, each), followed by don't know the source and safety information from an outfitter or retail shop (10.7%), reading posters, flyers, and signage (10.5%), self-study (9.9%), friends and family (8.6%), watching safety videos (8.4%), using the Internet (7.6%), and reading books, magazine, or other printed materials (6.9%).

It is worth noting that some respondents could not identify an information source, as follows: self-study (7.7%), safety information from an outfitter or retail shop (6.8%), attending a workshop or information session from a government agency (12.2%), attending a workshop or information session from a non-government agency (12.0%), watching safety videos (5.5%), completing a course (12.1%), read posters, flyers, and signage (11.5%), read books, magazines, or other printed material (10.6%), other sources of information (11.3%), don't know (0.0%), friends or family (11.6%), and using the internet (11.9%).

Some respondent also refused to respond to certain categories, as follows: self-study (10.1%), safety information from an outfitter or retail shop (11.0%), attending a workshop or information session from a government agency (8.0%), attending a workshop or information session from a non-government agency (16.7%), watching a safety video (11.3%), completing a course (18.7%), read posters, flyers, and signage (11.1%), read books, magazines, or other printed material (9.8%), other sources of information (10.5%), don't know (20.3%), friends or family (12.5%), and using the Internet (6.6%).

Table 4.7: Main sources of *instruction* used when first starting to paddle. (Based on respondents who said, "Yes." Each item asked separately. Percentages in each demographic group sum down to 100)

Demographic	Strata	Self-Study	Safety Information From an Outfitter or Retail Shop	Attend a Workshop or Information Program From Government Agency	Attend a Workshop or Information Program From a Non-government Agency	Watch Safety Videos
Age	16-24	21.1	18.2	6.5	23.0	17.0
	25-34	18.2	15.5	17.5	14.3	16.3
	35-44	20.8	21.8	13.0	18.3	13.5
	45-54	21.7	21.1	26.9	21.2	22.0
	55-64	8.8	14.5	16.9	17.2	16.9
	65+	9.5	8.9	19.1	6.0	14.3
Sex	Male	62.7	47.8	69.1	65.7	66.0
	Female	37.3	52.2	30.9	34.3	34.0
Race/Ethnicity	White	90.5	85.5	77.6	90.8	80.6
	African American	1.0	2.3	13.3	4.8	4.7
	American Indian	0.3	0.4	0.2	0.5	0.3
	Asian or Pacific Islander	1.8	2.4	0.0	0.0	1.8
	Hispanic	6.5	9.4	8.9	4.0	12.6
Educational	Less than high school	12.0	14.6	7.4	14.6	18.1

Demographic	Strata	Self-Study	Safety Information From an Outfitter or Retail Shop	Attend a Workshop or Information Program From Government Agency	Attend a Workshop or Information Program From a Non-government Agency	Watch Safety Videos
attainment	High school graduate	22.1	15.3	22.0	12.2	24.1
	Some college	30.6	25.1	22.1	28.3	25.8
	Bachelor's degree	22.5	28.4	24.9	27.6	14.8
	Post-graduate degree	12.8	16.6	23.6	17.2	17.2
Annual family income	<$25,000	10.9	10.5	16.5	7.7	12.7
	$25,000-$49,999	17.3	8.1	16.9	14.3	21.5
	$50,000-$74,999	16.2	18.7	23.8	17.7	13.0
	$75,000-$99,999	14.7	13.7	7.1	13.4	10.8
	$100,000-$149,999	8.8	12.8	8.6	10.1	7.5
	$150,000+	8.7	12.4	9.6	12.7	11.9
	Don't know	8.7	8.2	7.5	7.4	8.1
	Refused	14.7	15.7	9.9	16.7	14.6

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 1,098.

Table 4.7 (continued): Main sources of *instruction* used when first starting to paddle. (Based on respondents who said "Yes." Each item asked separately. Percentages in each demographic group sum down to 100)

Demographic	Strata	Read Posters, Flyers, and Signage	Read Books, Magazines, or Other Printed Material	Other Sources of Information	Don't Know	Friends or Family	Using the Internet
Age	16-24	19.4	20.3	20.1	27.0	26.9	19.2
	25-34	18.8	14.4	21.7	7.9	19.8	21.4
	35-44	21.3	21.0	13.4	4.8	17.5	20.3
	45-54	18.8	21.9	22.2	29.5	17.0	25.6
	55-64	12.4	12.9	10.0	6.2	9.8	4.9
	65+	9.2	9.5	12.6	24.7	9.1	8.5
Sex	Male	54.7	67.0	61.6	67.7	54.0	71.8
	Female	45.3	33.0	38.4	32.3	46.0	28.2

Demographic	Strata	Read Posters, Flyers, and Signage	Read Books, Magazines, or Other Printed Material	Other Sources of Information	Don't Know	Friends or Family	Using the Internet
Race/Ethnicity	White	88.7	85.2	89.0	77.3	81.8	83.3
	African American	2.2	3.8	7.5	9.8	3.2	2.9
	American Indian	0.2	0.1	0.3	0.9	0.6	0.9
	Asian or Pacific Islander	0.0	0.7	0.0	1.6	1.0	1.5
	Hispanic	8.8	10.3	3.2	10.3	13.4	11.4
Educational attainment	Less than high school	14.0	12.1	10.4	21.7	20.5	3.6
	High school graduate	18.9	24.7	18.7	38.0	22.3	18.9
	Some college	34.8	28.4	29.5	23.5	27.3	38.3
	Bachelor's degree	19.9	20.7	24.1	9.0	18.2	25.7
	Post-graduate degree	12.3	14.2	17.4	7.8	11.7	13.4
Annual family income	<$25,000	9.2	10.5	21.2	18.6	13.7	6.5
	$25,000-$49,999	16.0	19.1	17.7	18.7	16.3	20.1
	$50,000-$74,999	17.2	17.9	15.7	24.2	14.0	15.6
	$75,000-$99,999	14.6	10.9	8.5	7.1	13.0	10.8
	$100,000-$149,999	10.8	11.7	10.4	7.5	8.3	16.7
	$150,000+	8.6	6.8	7.7	4.3	9.1	8.3
	Don't know	7.5	8.3	5.9	12.5	11.2	2.6
	Refused	16.1	14.7	12.9	7.0	14.5	19.4

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 1,098. Sample size for 'Using the internet' is 523.

Table 4.7 displays main sources of *instruction* used when first starting to paddle. Self-study was most commonly used by people aged 45 – 54 (21.7%), followed by ages 16 – 24 (21.1%), 35 – 44 (20.8%), 25 – 34 (18.2%), 65+ (9.5%), and 55 – 64 (8.8%). People receiving instruction from safety information from an outfitter or retail shop were best represented by respondents aged 35 – 44 (21.8%), followed by those aged 45 – 54 (21.1%), 16 – 24 (18.2%), 25 – 34 (15.5%), 55 – 64 (14.5%), and 65+ (8.9%). Respondents receiving instruction through attending a workshop or information program from a government agency were best represented in the 45 – 54 age group (26.9%), followed by ages 65+ (19.1%), 25 – 34 (17.5%), 55 – 64 (16.9%), 35 – 44 (17.5%), and 16 – 24 (6.5%). The highest percentage of respondents attending a workshop or information program from a non-government agency fell into the 16 – 24 age bracket (23.0%), followed by 45 – 54 (21.2%), 35 – 44 (18.3%), 25 – 34 (14.3%), 55 – 64 (17.2%), and 65+ (6.0%). The highest percentage of respondents watching safety videos were aged 45 – 54 (22.0%), followed by ages 16 – 24 (17.0%), 55 – 64 (16.9%), 25 – 34 (16.3%), 65+ (14.3%), and 35 –

44 (13.5%). Reading posters, flyers, and signage was most commonly used by respondents aged 35 – 44 (21.3%), followed by ages 16 – 24 (19.4%), 25 – 34 and 45 – 54 (18.8%, each), 55 – 64 (12.4%), and 65+ (9.2%). The highest percentage of respondents reading books, magazines, or other printed material were aged 45 – 54 (21.9%), followed by ages 35 – 44 (21.0%), 16 – 24 (20.3%), 25 – 34 (14.4%), 55 – 64 (12.9%), and 65+ (9.5%). Respondents using other sources of information for instruction were most heavily represented by ages 45 – 54 (22.2%), 25 – 34 (21.7%), 16 – 24 (20.1%), 35 – 44 (13.4%), 65+ (12.6%), and 55 – 64 (10.0%). Respondents not knowing the source from which they received instruction were best represented by ages 45 – 54 (29.5%), 16 – 24 (27.0%), 65+ (24.7%), 25 – 34 (7.9%), 55 – 64 (6.2%), and 35 – 44 (4.8%). The highest percentage of respondents receiving instruction from friends or family includes those aged 16 – 24 (26.9%), followed by 25 – 34 (19.8%), 35 – 44 (17.5%), 45 – 54 (17.0%), 55 – 64 (9.8%), and 65+ (9.1%). People using the internet showed the highest percentage for ages 45 – 54 (25.6%), followed by ages 25 – 34 (21.4%), 35 – 44 (20.3%), 16 – 24 (19.2%), 65+ (8.5%), and 55 – 64 (4.9%).

Overall, respondents aged 16 – 24 were most likely to not know the source from which they received instruction (27.0%), followed by receiving instruction from friends or family (26.9%), attending a workshop or information program from a non-government agency (23.0%), self-study (21.1%), read books, magazines, or other printed material (20.3%), other sources of information (20.1%), reading posters, flyers, and signage (19.4%), using the Internet (19.2%), safety information from an outfitter or retail shop (18.2%), watching safety videos (17.0%), and attending a workshop or information program from a government agency (6.5%). Respondents aged 25 – 34 reported the highest percentage under other sources of information (21.7%), followed by using the Internet (21.4%), friends or family (19.8%), reading posters, flyers, and signage (18.8%), self-study (18.2%), followed by attending a workshop or information program from a government agency (17.5%), watching safety videos (16.3%), safety information from an outfitter or retail shop (15.5%), reading books, magazines, or other printed material, attending a workshop or information program from a non-government agency (14.4%), and not knowing the source from which they receive instruction (7.9%).

Respondents aged 35 – 44 most often reported receiving instruction from safety information from an outfitter or retail shop (21.8%), followed by reading posters, flyers, and signage (21.3%), reading books, magazines, or other printed material (21.0%), self-study (20.8%), using the Internet (20.3%), attending a workshop or information program from a non-government agency (18.3%), friends or family (17.5%), watching safety videos (13.5%), other sources of information (13.4%), attending a workshop or information program from a government agency (13.0%), and not knowing the information source (4.8%). The highest percentage of respondents aged 45 – 54 reported not knowing the information source (29.5%), followed by using the Internet (25.6%), other sources of information (22.2%), attending a workshop or information program from a government agency as the most popular source for instruction, watching safety videos (22.0%), reading books, magazines, or other printed material (21.9%), self-study (21.7%), attending a workshop or information program from a non-government agency (21.2%), safety information from an outfitter or retail shop (21.1%), reading posters, flyers, and signage (18.8%), and friends or family (17.0%). Respondents aged 55 – 64 showed the highest percentage as receiving instruction through attending a workshop or information program from a non-government agency (17.2%), followed by attending a workshop or information program from a government agency and watching safety videos (16.9%, each), safety information from an outfitter or retail shop (14.5%), reading books, magazines, or other printed material (12.9%), reading posters, flyers, and signage (12.4%), other sources of information (10.0%), friends or family (9.8%), self-study (8.8%), don't know the information source (6.2%), and using the Internet (4.9%). The highest percentage of respondents aged 65+ don't know the information source (24.7%), followed by receive instruction through attending a workshop or information program from a government agency (19.1%), watching safety videos (14.3%), other sources of information (12.6%), self-study (9.5%), reading books, magazines, or other printed material (9.5%), reading posters, flyers, and signage (9.2%), friends or family (9.1%), safety information from an outfitter or retail shop (8.9%), using the Internet (8.5%), and attending a workshop or information program from a non-government agency (6.0%).

More than half of male respondents reported using all instructional sources. Men generally reported higher use of all sources than women, with a few exceptions: self-study (62.7% men, 37.3% women), safety information from an outfitter or retail shop (47.8% men, 52.2% women), attend a workshop or information program from a

government agency (69.1% men, 30.9% women), attend a workshop or information program from a non-government agency (65.7% men, 34.3% women), watch safety videos (66.0% men, 34.0% women), reading posters, flyers, and signage (54.7% men, 45.3% women), read books, magazines or other printed material (67.0% men, 33.0% women), other sources of information (61.6% men, 38.4% women), don't know the information source (67.7% men, 32.3% women), friends or family (54.0% men, 46.0% women), and using the Internet (71.8% men, 28.2% women).

Overall, the highest percentage of male respondents received instruction from using the Internet (71.8%), followed by attending a workshop or information program from a government agency (69.1%), don't know the source of instruction (67.7%), reading books, magazines, or other printed material (67.0%), watching safety videos (66.0%), attending a workshop or information program from a non-government agency (65.7%), self-study (61.7%), other sources of information (61.6%), reading posters, flyers, and signage (54.7%), friends or family (54.0%), or safety information from an outfitter or retail shop (47.8%). The highest percentage of females respondents received instruction from safety information from an outfitter or retail shop (52.2%), friends or family (46.0%), reading poster, flyers, and signage (45.3%), other sources of information (38.4%), self-study (37.3%), attending a workshop or information program from a non-government agency (34.3%), watching safety videos (34.0%), reading books, magazines, or other printed material (33.0%), don't know the source of instruction (32.3%), attending a workshop or information program from a government agency (30.9%), and using the Internet (28.2%).

White respondents showed the highest percentages in all instruction categories: self-study (90.5%), safety information from an outfitter or retail shop (85.5%), attending a workshop or information program from a government agency (77.6%), attending a workshop or information program from a non-government agency (90.8%), watching safety videos (80.6%), read posters, flyers, and signage (88.7%), read books, magazines, or other printed material (85.2%), other sources of information (89.0%), don't know the source of instruction (77.3%), friends or family (81.8%), and using the Internet (83.3%). Uses of all instruction sources were significantly less common among all other ethnic groups.

African Americans most commonly received information from attending a workshop or information program from a government agency (13.3%), followed by not knowing the source of instruction (9.8%), other sources of information (7.5%), attending a workshop or information program from a non-government agency (4.8%), watching safety videos (4.7%), reading books, magazines, or other printed material (3.8%), friends or family (3.2%), using the Internet (2.9%), safety information from an outfitter or retail shop (2.3%), read posters, flyers, and signage (2.2%), and self-study (1.0%).

American Indian respondents reported the highest percentage under not knowing the source of instruction and using the Internet (0.9%, each), followed by friends or family (0.6%), attending a workshop or information program from a non-government agency (0.5%), safety information from an outfitter or retail shop (0.4%), self-study (0.3%), watching safety videos and other sources of information (0.3%, each), attending a workshop or information program from a government agency, and read posters, flyers, and signage (0.2%, each), and read books, magazines or other printed material (0.1%).

The most common response for Asian or Pacific Islanders was receiving instruction through safety information from an outfitter or retail shop (2.4%), self-study (1.8%), watching safety videos (1.8%), don't know the source of instruction (1.6%), using the Internet (1.5%), friends or family (1.0%), reading books, magazines, or other printed materials (0.7%), and attending a workshop or information program from a government agency, attending a workshop or information program from a non-government agency, reading posters, flyers, and signage, and other sources of information (0.0%).

Hispanic respondents were most likely to receive information from friends or family (13.4%), watching safety videos (12.6%), using the Internet (11.4%), reading books, magazines, or other printed materials and not knowing the source of instruction (10.3%), safety information from an outfitter or retail shop (9.4%), attending a workshop or information program from a government agency (8.9%), reading posters, flyers, and signage (8.8%), self-study (6.5%), attending a workshop or information program from a non-government agency (4.0%), and other sources of information (3.2%).

Respondents most likely to use self-study for instruction had some college education (30.6%), followed by those holding bachelor's degrees (22.5%), high school graduates (22.1%), post-graduate degrees (12.8%), and less than a high school education (12.0%). Receiving instruction from safety information from an outfitter or retail shop was most common among respondents with a bachelor's degree (28.4%), followed by those with some college (25.1%), respondents with post-graduate degrees (16.6%), high school graduates (15.3%), and respondents with less than a high school education (14.6%). The highest percentage of respondents attending a workshop or information program from a government agency held a bachelor's degree (24.9%), followed by respondents holding a post-graduate degree (23.6%), high school graduates (22.0%), those with some college (22.1%), and those with less than a high school education (7.4%). Attending a workshop or information program from a non-government agency was most popular with people with some college education (28.3%), followed by those with bachelor's degrees (27.6%), those with post-graduate degrees (17.2%), those with less than a high school education (14.6%), and high school graduates (12.2%). The highest percentage of people watching safety videos had some college education (25.8%), followed by high school graduates (24.1%), those with less than a high school education (18.1%), those holding post-graduate degrees (17.2%), and those holding bachelor's degrees (14.8%).

Reading posters, flyers, and signage was most popular among respondents with some college education (34.8%), followed by those holding a bachelor's degree (19.9%), high school graduates (18.9%), those with less than a high school education (14.0%), and those with post-graduate degrees (12.3%). The highest percentage of people reading books, magazines, or other printed materials have some college education (28.4%), followed by high school graduates (24.7%), those holding bachelor's degrees (20.7%), those holding post-graduate degrees (14.2%), and those with less than a high school education (12.1%). Other sources of instruction were most popular among respondents with some college education (29.5%), followed by those with a bachelor's degree (24.1%), high school graduates (18.7%), those with post-graduate degrees (17.4%), and those with less than a high school degree (10.4%). The highest percentage of respondents that did not know the source of instruction were high school graduates (38.0%), followed by those with some college education (23.5%), those with less than a high school education (21.7%), those with bachelor's degrees (9.0%), and those with post-graduate degrees (7.8%). The highest percentage of respondents receiving instruction from friends or family had some college education (27.3%), followed by high school graduates (22.3%), those with less than a high school degree (20.5%), bachelor's degree (18.2%), and those holding post-graduate degrees (11.7%). Respondents most likely to use the Internet had some college education (38.3%), followed by respondents holding bachelor's degrees (25.7%), high school graduates (18.9%), those holding post-graduate degrees (13.4%), and those with less than a high school education (3.6%).

Overall, respondents with less than a high school education were most likely to report not knowing the instruction source (21.7%), followed by friends or family (20.5%), watching a safety video (18.1%), information from an outfitter or retail shop and attending a workshop or information program from a non-government agency (14.6%, each), reading posters, flyers and signage (14.0%), reading books, magazines, or other printed material (12.1%), self-study (12.0%), other information sources (10.4%), attending a workshop or information program from a government agency (7.4%), and using the Internet (3.6%).

High school graduates showed the highest percentage not knowing the source of instruction (38.0%), followed by reading books, magazines, or other printed material (24.7%), receiving instruction from watching safety videos (24.1%), family and friends (22.3%), attending a workshop or information program from a government agency (22.0%), self-study (22.1%), reading posters, flyers, and signage and using the Internet (18.9%, each), other sources of information (18.9%), safety information from an outfitter or retail shop (15.3%), and attending a workshop or information program from a non-government agency (12.2%).

Respondents with some college education were most likely to receive instruction through using the Internet (38.3%), followed by reading posters, flyers, and signage (34.8%), self-study (30.6%), other sources of information (29.5%), reading books, magazines, or other printed material (28.4%), attending a workshop or information program from a non-government agency (28.3%), friends or family (27.3%), watching safety videos (25.8%), safety information from an outfitter or retail shop (25.1%), not knowing the instruction source, and attending a workshop or information program from a government agency (22.1%).

The highest percentage of respondents holding bachelor's degrees received instruction through safety information from an outfitter or retail shop (28.4%), followed by attending a workshop or instruction program from a non-government agency (27.6%), using the Internet (25.7%), attending a workshop or instruction program from a government agency (24.9%), other sources of information (24.1%), self-study (22.5%), reading books, magazines, or other printed material (20.7%), reading posters, flyers, and signage (19.9%), friends or family (18.2%), watching safety videos (14.8%), and not knowing the source of instruction (9.0%).

Respondents holding post-graduate degrees showed the highest percentage receiving instruction through attending a workshop or information program from government agency (23.6%), followed by other sources of information (17.4%), attending a workshop or information program from a non-government agency and watching safety videos (17.2%, each), safety information from an outfitter or retail shop (16.6%), reading books, magazines, or other printed materials (14.2%), using the Internet (13.4%), self-study (12.8%), reading posters, flyers, and signage (12.3%), friends or family (11.7%), and not knowing the information source (7.8%).

The highest percentage of respondents using self-study for instruction earned $25,000 - $49,000 annually (17.3%), followed by those earning $50,000 - $74,999 (16.2%), $75,000 - $99,999 (14.7%), less than $25,000 (10.9%), $100,000 - $149,000 (8.8%), and $150,000+ (8.7%). The highest percentage of people employing safety information from an outfitter or retail shop earned $50,000 - $74,999 (18.7%), followed by $75,000 - $99,999 (13.7%), $100,000 - $149,000 (12.8%), $150,000+ (12.4%), less than $25,000 (10.5%), and $25,000 - $49,999 (8.1%). The highest percentage of respondents attending a government workshop earned $50,000 - $74,999 annually (23.8%), followed by those earning $25,000 - $49,999 (16.9%), less than $25,000 annually (16.5%), $150,000+ (9.6%), $100,000 - $149,999 (8.6%), and $75,000 - $99,999 (7.1%). The highest percentage of respondents attending a workshop or information program from a non-government agency earned $50,000 - $74,999 (17.7%), followed by those earning $25,000 - $49,999 (14.3%), $75,000 - $99,999 (13.4%), $150,000+ (12.7%), $100,000 - $149,000 (10.1%), and less than $25,000 (7.7%). The highest percentage of respondent watching saftety videos earned $25,000 - $49,999 (21.5%), followed by $50,000 - $74,999 (13.0%), less than $25,000 (12.7%), $150,000+ (11.9%), $75,000 - $99,999 (10.8%), and $100,000 - $149,999 (7.5%).

The highest percentage of respondents reading posters, flyers, and signage earned $50,000 - $74,999 annually (17.2%), followed by $25,000 - $49,999 (16.0%), $75,000 - $99,999 (14.6%), $100,000 - $149,000 (10.8%), less than $25,000 (9.2%), and $150,000+ (8.6%). The highest percentage of people reading books, magazines, or other printed material for instruction earned $25,000 - $49,999 (19.1%), followed by $50,000 - $74,999 (17.9%), $100,000 - $149,000 (11.7%), $75,000 - $99,999 (10.9%), less than $25,000 (10.5%), and $150,000+ (6.8%). The highest percentage of people using other sources of information for instruction earned less than $25,000 annually, followed by $25,000 - $49,999 (17.7%), $50,000 - $74,999 (15.7%), $100,000 - $149,000 (10.4%), $74,000 - $99,999 (8.5%), and $150,000+ (7.7%). The highest percentage of people not knowing the source of instruction were best represented by those earning $50,000 - $74,999 (24.2%), followed by $25,000 - $49,999 (18.7%), less than $25,000 (18.6%), $100,000 - $149,000 (7.5%), $75,000 - $99,999 (7.1%), and $150,000+ (4.3%). The highest percentage of respondents receiving instruction from friends or family earned $25,000 - $49,999 (16.3%), followed by $50,000 - $74,999 (14.0%), less than $25,000 (13.7%), $150,000+ (9.1%), and $100,000 - $149,000 (8.3%). People using the Internet as a source of instruction showed the highest percentage in the $25,000 - $49,999 income bracket (20.1%), followed by $100,000 - $149,999 (16.7%), $50,000 - $74,999 (15.6%), $75,000 - $99,999 (10.8%), $150,000+ (8.3%), and less than $25,000 (6.5%).

People earning less than $25,000 annually were most likely to receive information from other sources of information (21.2%), followed by not knowing the information source (18.6%), attending a workshop or information program from a government agency (16.5%), friends or family (13.7%), watching safety videos (12.7%), self-study (10.9%), safety information from an outfitter or retail shop and reading books, magazines, or other printed material (10.5%, each), reading posters, flyers, and signage (9.2%), attending a workshop or information program from a non-government agency (7.7%), and using the internet (6.5%).

People earning $25,000 - $49,999 annually were most likely to receive information through watching safety videos (21.5%), followed by using the Internet (20.1%), reading books, magazines, or other printed materials

(19.1%), not knowing the information source (18.7%), other sources of information (17.7%), self-study (17.3%), attending a workshop or information program from a government agency (16.9%), friends or family (16.3%), attending a workshop or information program from a non-government agency (14.3%), and safety information from an outfitter or retail shop (8.1%).

The highest percentage of people earning $50,000 - $74,999 annually did not know the source of instruction (24.2%), followed by attending a workshop or information program from a government agency (23.8%), safety information from an outfitter or retail shop (18.7%), reading book, magazines, or other printed material (17.9%), attending a workshop or information program from a non-government agency (17.7%), read posters, signage and flyers (17.2%), self-study (16.2%), other sources of information (15.7%), using the Internet (15.6%), friends or family (14.0%), and watching safety videos (13.0%),

People earning $75,000 - $99,999 were most likely to receive instruction from self-study (14.7%), followed by reading posters, flyers and signage (14.6%), safety information from an outfitter or retail shop (13.7%), attending a workshop or information program from a non-government agency (13.4%), reading books, magazines, or other printed material (10.9%), watching safety videos and using the Internet (10.8%, each), other sources of information (8.5%), attending a workshop or information program from a government agency and not knowing the source of instruction (7.1%).

Respondents earning $100,000 - $149,999 were most likely to receive instruction from using the Internet (16.7%), followed by safety information from an outfitter or retail shop (12.8%), reading books, magazines, or other printed material (11.7%), reading posters, flyers and signage (10.8%), other sources of information (10.4%), attending a workshop or information program from a non-government agency (10.1%), self-study (8.8%), attending a workshop or information program from a government agency (8.6%), friends or family (8.3%), watching safety videos and not knowing the instruction source (7.5%, each).

Respondents earning $150,000+ were most likely to receive instruction through attending a workshop or information program from a non-government agency (12.7%), followed by safety information from an outfitter or retail shop (12.4%), watching safety videos (11.9%), attending a workshop or information program from a government agency (9.6%), friends or family (9.1%), self-study (8.7%), read posters, flyers, and signage (8.6%), other sources of information (7.7%), reading books, magazines, or other printed material (6.8%), and do not now the information source (4.3%).

Some respondents did not know the source from which they received instruction, as follows: self-study (8.7%), safety information from an outfitter or retail shop (8.2%), attending a workshop or information program from a government agency (7.5%), attending a workshop or information program from a non-government agency (7.4%), watching safety videos (8.1%), reading posters, flyers, and signage (7.5%), reading books, magazines, or other printed material (8.3%), other sources of information (5.9%), don't know the instruction source (12.5%), friends or family (11.2%), and using the Internet (2.6%).

Some respondents refused to answer, as follows: self-study (14.7%), safety information from an outfitter or retail shop (15.7%), attending a workshop or information program from a government agency (9.9%), attending a workshop or information program from a non-government agency (16.7%), watching safety videos (14.6%), reading posters, flyers, and signage (16.1%), reading books, magazines, or other printed material (14.7%), other sources of information (12.9%), don't know the information source (7.0%), friends or family (14.5%), and using the Internet (19.4%).

Table 4.8: Have you completed an on-water course which included capsize training, paddling skills, and rescue? (Percent saying, "Yes." Percentages in each demographic group sum down to 100)

Demographic	Strata	Completed on-water Course
Age	16-24	22.8
	25-34	23.0

Demographic	Strata	Completed on-water Course
	35-44	18.1
	45-54	19.1
	55-64	11.4
	65+	5.7
Sex	Male	62.6
	Female	37.4
Race/Ethnicity	White	80.5
	African American	2.7
	American Indian	0.4
	Asian or Pacific Islander	1.2
	Hispanic	15.2
Educational attainment	Less than high school	20.3
	High school graduate	15.5
	Some college	27.0
	Bachelor's degree	22.0
	Post-graduate degree	15.2
Annual family income	<$25,000	10.1
	$25,000-$49,999	15.2
	$50,000-$74,999	20.0
	$75,000-$99,999	12.9
	$100,000-$149,999	10.6
	$150,000+	12.2
	Don't know	7.6
	Refused	11.4

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 4.8 displays the percentage of respondents by demographic who have completed an on-water course which included capsize training, paddling skills, and rescue. The highest percentage to complete a course was represented by those ages 25 – 34 (23.0%), followed by ages 16 – 24 (22.8%), 45 – 54 (19.1%), 35 – 44 (18.1%), 55 – 64 (11.4%), and 65+ (5.7%).

More than half of male respondents completed a course (62.6%), while significantly fewer women did the same (37.4%). White respondents showed a significantly higher percentage completing a course than all other ethnic groups (80.5%). Hispanic respondents showed the next highest percentage (15.2%), followed by African Americans (2.7%), Asian or Pacific Islanders (1.2%), and American Indians (0.4%).

Respondents with some college education showed the highest percentage completing an on-water course (27.0%), followed by those with a bachelor's degree (22.0%), those with less than a high school education (20.3%), high school graduates (15.5%), and those holding post-graduate degrees (15.2%). The highest percentage of respondents completing an on-water course earned $50,000 - $74,999 annually (20.0%), followed by those earning $25,000 - $49,999 (15.2%), $75,000 - $99,999 (12.9%), $150,000+ (12.2%), $100,000 - $149,999 (10.6%), and less than $25,000 (10.1%).

Some respondents do not know if they completed a course (7.6%), and some refused to answer (11.4%).

Table 4.9**:** On a scale of 1 to 5, with 1 being 'Not Important' and 5 being 'Very Important', how important is each of the following safety practices when paddling a canoe, kayak, or raft? (Based on respondents who said 'important' or 'very important.' Each item asked separately. Percentages in each demographic group sum down to 100)

Demographic	Strata	Wearing Your Life Jacket (n=1,081)	Dressing for the Impact of Cold Water (n=1,020)	Wearing Foot Protection (n=1,013)	Having Skills to Rescue Yourself in Case of Capsize (n=1,059)	Having Skills to Rescue Others in Case of Capsize (n=1,001)	Avoiding Capsize or Falling Overboard (n=1,028)	Not Drinking Alcohol (n=1,074)
Age	16-24	24.0	23.0	21.1	24.2	25.0	26.3	26.9
	25-34	17.2	19.6	15.8	18.8	18.1	16.2	14.5
	35-44	21.2	18.6	23.8	18.8	20.8	19.7	21.2
	45-54	20.3	21.4	21.4	20.9	18.2	21.0	18.5
	55-64	10.1	10.5	10.8	11.0	11.4	10.1	10.6
	65+	7.2	6.9	7.1	6.4	6.4	6.6	8.3
Sex	Male	58.6	60.9	55.5	57.1	58.1	55.1	53.8
	Female	41.4	39.1	44.5	42.9	41.9	44.9	46.2
Race/Ethnicity	White	81.1	85.2	80.8	82.2	80.3	79.0	81.1
	African American	3.4	4.1	5.8	2.6	3.0	3.8	5.4
	American Indian	0.3	1.2	0.4	0.7	0.2	1.1	0.4
	Asian or Pacific Islander	2.9	1.9	2.3	2.6	3.9	1.5	2.4
	Hispanic	12.3	7.7	10.6	11.9	12.5	14.7	10.7

Demographic	Strata	Wearing Your Life Jacket (n=1,081)	Dressing for the Impact of Cold Water (n=1,020)	Wearing Foot Protection (n=1,013)	Having Skills to Rescue Yourself in Case of Capsize (n=1,059)	Having Skills to Rescue Others in Case of Capsize (n=1,001)	Avoiding Capsize or Falling Overboard (n=1,028)	Not Drinking Alcohol (n=1,074)
Educational attainment	Less than high school	14.6	15.7	14.8	12.6	16.3	16.8	19.8
	High school graduate	21.5	22.7	21.9	23.8	21.7	21.1	21.7
	Some college	29.1	25.8	31.4	29.0	29.4	28.5	26.2
	Bachelor's degree	20.9	21.5	20.2	21.5	20.6	22.4	18.9
	Post-graduate degree	13.9	14.4	11.7	13.0	11.9	11.2	13.4
Annual family income	<$25,000	11.6	11.7	11.4	11.9	10.7	13.1	11.6
	$25,000-$49,999	19.6	17.0	21.4	17.4	16.1	16.1	14.9
	$50,000-$74,999	14.9	16.5	14.9	15.4	15.7	14.2	16.8
	$75,000-$99,999	12.4	13.2	13.9	12.2	14.3	12.6	11.6
	$100,000-$149,999	11.4	9.8	10.0	11.8	11.1	11.3	11.1
	$150,000+	8.0	9.5	6.5	9.2	8.4	9.5	9.6
	Don't know	10.1	10.7	9.6	10.1	11.2	10.1	11.9
	Refused	11.9	11.5	12.2	11.9	12.4	13.2	12.4

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09.

Table 4.9 (continued): On a scale of 1 to 5, with 1 being 'Not Important' and 5 being 'Very Important', how important are each of the following safety practices when paddling a canoe, kayak, or raft? (Based on respondents who said 'important' or 'very Important.' Each item asked separately. Percentages in each demographic group sum down to 100)

Demographic	Strata	Planning for an Emergency (n=1,006)	Being Equipped to Handle an On-water Emergency (n=1,068)	Using Maps or Guidebooks to Plan Your Outing (n=1,045)	Telling Someone Where You are Going and Your Expected Return (n=1,032)	Learning Skills From an Instructor Before Paddling (n=1,040)	Paddling With a Person Who Has More Knowledge and Experience (n=1,016)	Having Local Knowledge of the Waters You are Using (n=1,058)
Age	16-24	28.4	26.7	20.2	23.1	27.3	28.0	22.6
	25-34	16.7	16.8	17.3	20.7	14.0	15.1	17.8
	35-44	19.3	20.8	23.2	20.0	19.9	22.1	22.3
	45-54	18.2	19.2	20.0	18.9	18.5	17.4	19.1
	55-64	10.0	10.0	10.6	10.0	11.3	10.0	11.3
	65+	7.4	6.6	8.8	7.3	9.0	7.4	7.0
Sex	Male	52.9	54.3	57.1	55.2	54.4	53.3	57.2
	Female	47.1	45.7	42.9	44.8	45.6	46.7	42.8
Race/Ethnicity	White	79.5	78.4	79.8	81.7	80.7	75.3	82.3
	African American	5.4	4.0	4.8	4.7	5.6	4.8	3.2
	American Indian	0.9	0.4	0.7	0.6	0.6	0.4	0.6
	Asian or Pacific Islander	1.9	3.0	2.2	2.4	2.5	2.2	1.4
	Hispanic	12.2	14.2	12.5	10.6	10.5	17.3	12.4
Educational attainment	Less than high school	18.6	17.1	13.9	16.7	16.2	21.1	15.8
	High school graduate	24.2	18.9	22.3	20.1	22.3	26.0	20.3
	Some college	26.7	30.8	27.7	30.6	27.5	27.7	30.6
	Bachelor's degree	18.7	20.3	24.0	20.0	21.9	16.0	20.9
	Post-graduate degree	11.7	12.9	12.1	12.7	12.1	9.2	12.3
Annual family income	<$25,000	11.7	9.1	13.3	9.1	10.3	12.0	9.6
	$25,000-$49,999	17.3	14.9	16.9	17.2	15.0	15.5	16.6

Demographic	Strata	Planning for an Emergency (n=1,006)	Being Equipped to Handle an On-water Emergency (n=1,068)	Using Maps or Guidebooks to Plan Your Outing (n=1,045)	Telling Someone Where You are Going and Your Expected Return (n=1,032)	Learning Skills From an Instructor Before Paddling (n=1,040)	Paddling With a Person Who Has More Knowledge and Experience (n=1,016)	Having Local Knowledge of the Waters You are Using (n=1,058)
	$50,000-$74,999	15.6	14.3	16.9	17.1	16.7	14.3	16.8
	$75,000-$99,999	12.4	13.9	12.6	13.2	12.1	9.0	15.2
	$100,000-$149,999	10.2	11.7	10.0	10.9	11.1	11.2	8.6
	$150,000+	8.2	11.8	8.9	9.8	7.1	6.9	11.0
	Don't know	13.3	11.2	8.7	10.1	12.3	15.9	8.9
	Refused	11.3	13.0	12.6	12.6	15.5	15.2	13.1

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09.

Table 4.9 (continued): On a scale of 1 to 5, with 1 being 'Not Important' and 5 being 'Very Important', how important is each of the following safety practices when paddling a canoe, kayak, or raft? (Based on respondents who said 'Important' or 'Very Important.' Each item asked separately. Percentages in each demographic group sum down to 100)

Demographic	Strata	Paddling on Waters and in Weather Conditions Within Your Ability (n=1,041)	Not Paddling Alone (n=984)	Being Able to Swim (n=1,072)	Knowing the Rules About Sharing Waters With Powerboats (n=1,044)	Understanding the Difficulty of Rivers by Their Class Rankings (n=1,047)	Understanding Tides, Including Rip Tides (n=1,051)
Age	16-24	24.5	28.2	22.4	25.4	23.2	20.6
	25-34	15.3	19.1	20.4	17.5	20.4	20.1
	35-44	20.6	18.5	20.9	19.5	18.8	20.7
	45-54	21.1	18.8	19.4	20.2	20.3	20.6
	55-64	10.3	9.4	9.9	11.0	9.8	10.8
	65+	8.3	6.1	6.9	6.5	7.5	7.2
Sex	Male	56.7	51.6	55.0	54.6	56.6	56.2
	Female	43.3	48.4	45.0	45.4	43.4	43.8
Race/Ethnicity	White	83.6	80.4	80.3	83.5	85.5	81.8
	African American	5.1	4.5	3.3	3.2	3.2	3.4
	American Indian	0.4	0.3	1.0	0.6	1.4	0.7
	Asian or Pacific Islander	1.7	2.5	1.8	1.7	1.1	2.1
	Hispanic	9.2	12.3	13.6	10.9	8.7	12.0
Educational attainment	Less than high school	16.5	17.3	18.0	16.4	16.5	13.2
	High school graduate	19.4	23.7	20.7	21.2	17.1	23.9
	Some college	29.1	28.3	29.6	30.5	33.1	28.7
	Bachelor's degree	21.9	19.7	19.5	19.3	21.0	22.3
	Post-graduate degree	13.1	11.1	12.2	12.6	12.3	11.9
Annual family income	<$25,000	11.8	12.6	9.4	10.3	11.9	12.4
	$25,000-$49,999	15.3	13.3	14.7	14.5	15.1	16.9
	$50,000-$74,999	15.9	14.0	16.8	16.0	16.1	17.8

Demographic	Strata	Paddling on Waters and in Weather Conditions Within Your Ability (n=1,041)	Not Paddling Alone (n=984)	Being Able to Swim (n=1,072)	Knowing the Rules About Sharing Waters With Powerboats (n=1,044)	Understanding the Difficulty of Rivers by Their Class Rankings (n=1,047)	Understanding Tides, Including Rip Tides (n=1,051)
	$75,000-$99,999	12.4	13.1	13.6	12.3	12.8	13.6
	$100,000-$149,999	12.1	11.8	10.7	11.8	10.0	10.0
	$150,000+	7.6	10.8	10.1	10.9	10.5	8.1
	Don't know	10.9	10.6	11.3	11.7	9.9	7.8
	Refused	14.0	13.8	13.3	12.5	13.7	13.5

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09.

Table 4.9 displays the percentage of people who responded “important” or “very important” (on a scale of 1 to 5, with 1 being 'not important' and 5 being 'very important') on the following safety practices when paddling a canoe, kayak, or raft. The highest percentage of respondents who viewed wearing a life jacket as important or very important were 16 – 24 years old (24.0%), followed by ages 35 – 44 (21.2%), 45 – 54 (20.3%), 25 – 34 (17.2%), 55 – 64 (10.1%), and 65+ (7.2%). People who viewed dressing for the impact of cold water as important or very important were 16 – 24 years old (23.0%), followed by ages 45 – 54 (21.4%), 25 – 34 (19.6%), 35 – 44 (18.6%), 55 – 64 (10.5%), and 65+ (6.9%). The highest percentage of people who viewed wearing foot protection as important or very important were ages 35 – 44 years old (23.8%), followed by ages 45 – 54 (21.4%), 16 – 24 (21.1%), 25 – 34 (15.8%), 55 – 64 (10.8%), and 65+ (7.1%). People who viewed having skills to rescue oneself in case of capsize as important or very important were best represented by ages 16 – 24 (24.2%), followed by those ages 45 – 54 (20.9%), 25 – 34 and 35 – 44 (18.8%, each), 55 – 64 (11.0%), and 65+ (6.4%). People who viewed having skills to rescue others in case of capsize were best represented by ages 16 – 24 (25.0%), followed by ages 35 – 44 (20.8%), 45 – 54 (18.2%), 25 – 34 (18.1%), 55 – 64 (11.4%), and 65+ (6.4%). The highest percentage of people who viewed avoiding capsize or falling overboard were ages 16 – 24 (26.3%), followed by ages 45 - 54 (21.0%), 35 – 44 (19.7%), 25 – 34 (16.2%), 55 – 64 (10.1%), and 65+ (10.1%). People rating not drinking alcohol as important or very important were ages 16 – 24 (26.9%), followed by ages 35 – 44 (21.2%), 45 – 54 (18.5%), 25 – 34 (14.5%), 55 – 64 (10.6%), and 65+ (8.3%).

Respondents who rated planning for an emergency as important or very important were best represented by ages 16 – 24 (28.4%), followed by ages 35 – 44 (19.3%), 45 – 54 (18.2%), 25 – 34 (16.7%), 55 – 64 (10.0%), and 65+ (7.4%). Being equipped to handle an on-water emergency was rated as important or very important for people aged 16 – 24 (26.7%), followed by ages 35 – 44 (20.8%), 45 – 54 (19.2%), 25 – 34 (16.8%), 55 – 64 (10.0%), and 65+ (6.6%). People who viewed using maps or guidebooks to plan your outing were most likely to be aged 35 – 44 (23.2%), followed by ages 16 – 24 (20.2%), 45 – 54 (20.0%), 25 – 34 (17.3%), 55 – 64 (10.6%), and 65+ (8.8%). The highest percentage of respondents who rated telling someone where they are going and their expected return were aged 16 – 24 (23.1%), followed by ages 25 – 34 (20.7%), 35 – 44 (20.0%), 45 – 54 (18.9%), 55 – 64 (10.0%), and 65+ (7.3%). Learning skills from an instructor before paddling was viewed as important or very important primarily by respondents aged 16 – 24 (27.3%), followed by ages 35 – 44 (19.9%), 45 – 54 (18.5%), 25 – 34 (14.0%), 55 – 64 (11.3%), and 65+ (9.0%). Respondents who rated paddling with a person who has more knowledge and experience as important or very important were best represented by ages 16 – 24 (28.0%), followed by ages 35 – 44 (22.1%), 45 – 54 (17.4%), 25 – 34 (15.1%), 55 – 64 (10.0%), and 65+ (7.4%). People who viewed having local knowledge of the waters you are using showed the highest percentage under ages 16 – 24 (22.6%), followed by ages 35 – 44 (22.3%), 45 – 54 (19.1%), 25 – 34 (17.8%), 55 – 64 (11.3%), 65+ (7.0%).

The highest percentage of respondents who viewed paddling on water and in weather conditions within your ability as important or very important were ages 16 – 24 (24.5%), followed by ages 45 – 54 (21.1%), 35 – 44 (20.6%), 25 – 34 (15.3%), 55 – 64 (10.3%), and 65+ (8.3%). People who rated not paddling alone as important or very important were best represented by ages 16 – 24 (28.2%), followed by ages 25 – 34 (19.1%), 45 – 54 (18.8%), 35 – 44 (18.5%), 55 – 64 (9.4%), and 65+ (6.1%). Being able to swim was given high rating primarily by people aged 16 – 24 (22.4%), followed by ages 35 – 44 (20.9%), 25 – 34 (20.4%), 45 – 54 (19.4%), 55 – 64 (9.9%), and 65+ (6.9%). The highest percentage of respondents who rated knowing the rules about sharing waters with powerboats were aged 16 -24 (25.4%), followed by ages 45 – 54 (20.2%), 35 – 44 (19.5%), 25 – 34 (17.5%), 55 – 64 (11.0%), and ages 65+ (6.5%). The highest percentage of respondents who rated understanding the difficulty of rivers by their Class rankings were aged 16 – 24 (23.2%), followed by ages 25 – 34 (20.4%), 45 – 54 (20.3%), 35 – 44 (18.8%), 55 – 64 (9.8%), and 65+ (7.5%). The highest percentage of people who rated understanding tides, including rip tides, were aged 35 – 44 (20.7%), followed by ages 16 – 24 and 45 – 54 (20.6%, each), 25 – 34 (20.1%), 55 – 64 (10.8%), and 65+ (7.2%).

Overall, respondents aged 16 – 24 showed the highest percentage under planning for an emergency (28.4%), followed by not paddling alone (28.2%), paddling with a person who has more knowledge and skills (28.0%), learning skills from a instructor before paddling (27.3%), not drinking alcohol (26.9%), being equipped to handle an on-water emergency (26.7%), avoiding capsize or falling overboard (26.3%), knowing the rules about sharing the waters with powerboats (25.4%), having skills to recue others in case of capsize (25.0%), paddling on waters and in weather conditions within your ability (24.5%), having skills to rescue oneself in case of capsizing (24.2%), wearing a lifejacket (24.0%), understanding the difficulty of river by their Class rankings (23.2%), telling someone where they are going and expected return (23.1%), dressing for the impact of cold water (23.0%), having local knowledge of the waters you are using (22.6%), being able to swim (22.4%), wearing foot protection (21.1%), understanding tides, including rip tides (20.6%), and using maps or guidebooks to plan the outing (20.2%).

The highest percentage of respondents aged 25 – 34 rated telling someone where they are going and their expected return as important or very important (20.7%), followed by being able to swim and understanding the difficulty of rivers by their Class rankings (20.4%), understanding tides, including rip tides (20.1%), dressing for the impact of cold water (19.6%), not paddling alone (19.1%), having skills to rescue oneself in case of capsize (18.8%), having skills to rescue others in case of capsize (18.1%), having local knowledge of the waters you are using (17.8%), knowing the rules about sharing waters with powerboats (17.5%), using maps or guidebooks to plan your outing (17.3%), wearing your lifejacket (17.2%), being equipped to handle an on-water emergency (16.8%), planning for an emergency (16.7%), avoiding capsize or falling overboard (16.2%), wearing foot protection

(15.8%), paddling on waters and in weather conditions within your ability (15.3%), paddling with a person who has more knowledge and experience (15.1%), not drinking alcohol (14.5%), and learning skills from an instructor before paddling (14.0%).

The highest percentage of respondents aged 35 – 44 showed the highest rating given to wearing foot protection (23.8%), followed by using maps or guidebooks to plan an outing (23.2%), having local knowledge of the waters you are using (22.3%), paddling with a person who has more knowledge and experience (22.1%), wearing your lifejacket and not drinking alcohol (21.2%, each), being able to swim (20.9%), having skills to rescue others in case of capsize and being equipped to handle an on-water emergency (20.8%, each), understanding tides, including rip tides (20.7%), paddling on waters and in weather conditions within your ability (20.6%), telling someone where they are going and their expected return (20.0%), learning skills from an instructor before paddling (19.9%), avoiding capsize or falling overboard (19.7%), knowing the rules about sharing waters with powerboats (19.5%), planning for an emergency (19.3%), having skills to rescue oneself fin case of capsize and understanding the difficulty of rivers by their Class rankings (18.8%, each), dressing for the impact of cold water (18.6%),and not paddling alone (18.5%).

The highest percentage of respondents aged 45 – 54 showed the highest rating given to dressing for the impact of cold water and wearing foot protection (21.4%, each), paddling on waters and in weather conditions within your ability (21.1%), avoiding capsize or falling overboard (21.0%), having skills to rescue oneself (20.9%), understanding tides, including rip tides (20.6%), wearing your life jacket and understanding the difficulty of rivers by their Class ranking (20.3%, each), knowing the rules about sharing waters with powerboats (20.2%), using maps or guidebooks to plan your outing (20.0%), being able to swim (19.4%), being equipped to handle an on-water emergency (19.2%), having local knowledge of the waters you are using (19.1%), telling someone where you are going and your expected return (18.9%), not paddling alone (18.8%), not drinking alcohol and learning skills from an instructor before paddling (18.5%, each), having skills to rescue others in case of capsize and planning for an emergency (18.2%, each), and paddling with a person who has more knowledge and experience (17.4%).

Respondents aged 55 – 64 reported the highest percentage under having skills to rescue others in case of capsize (11.4%), followed by learning skills from an instructor before paddling and having local knowledge of the waters you are using (11.3%, each), having skills to rescue oneself in case of capsize and knowing the rules about sharing waters with powerboats (11.0%), wearing foot protection and understanding the tides, including rip tides (10.8%), not drinking alcohol and using maps or guidebooks to plan your outing (10.6%, each), resting for the impact of cold water (10.5%), paddling on waters and in weather conditions within your ability (10.3%), wearing your life jacket and avoiding capsize or falling overboard (10.1%, each), planning for an emergency, being equipped to handle an on-water emergency, telling someone where they are going and their expected return, and paddling with a person who has more knowledge and experience (10.0%, each), being able to swim (9.9%), understanding the difficulty of rivers by their Class ranking (9.8%), and not paddling alone (9.4%).

Respondents aged 65+ reported the highest rankings for learning skills from an instructor before paddling (9.0%), using maps and guidebooks to plan your outing (8.8%), not drinking alcohol and paddling on waters and in weather conditions within your ability (8.3%, each), understanding the difficulty of rivers by their Class rankings (7.5%), planning for an emergency and paddling with a person who has more knowledge and experience (7.4%, each), telling someone where you are going and your expected return (7.3%), wearing a life jacket and understanding tides, including rip tides (7.2%, each), wearing foot protection (7.1%), having local knowledge of the waters you are using (7.0%), dressing for the impact of cold water and being able to swim (6.9%, each), avoiding capsize or falling overboard and being equipped to handle an on-water emergency (6.6%, each), knowing the rules about sharing waters with powerboats (6.5%), having skills to rescue oneself in case of capsize and having skills to rescue others in case of capsize (6.4%, each), not paddling alone (6.1%).

More than half of male respondents rated all safety practices as important or very important. Male respondents showed higher percentages than female respondents in all categories: wearing your life jacket (58.6% men, 41.4% women), dressing for the impact of cold water (60.9% men, 39.1% women), wearing foot protection (55.5% men, 44.5%women), having skills to rescue yourself in case of capsize (57.1% men, 42.9% women), having skills to rescue others in case of capsize (58.1% men, 41.9% women), avoiding capsize or falling overboard (55.1% men, 41.9% women), not drinking alcohol (53.8% men, 46.2% women), planning for an emergency (52.9% men, 47.1% women), being equipped to handle an on-water emergency (54.3% men, 45.7% women), using maps or guidebooks to plan your outing (57.1% men, 42.9% women), telling someone where you are going and your expected return (55.2% men, 44.8% women), learning skills from an instructor before paddling (54.4% men, 45.6% women), paddling with a person who has more knowledge and experience (53.3% men, 46.7% women), having local knowledge of the waters you are using (57.2% men, 42.8% women), paddling on waters and in weather conditions within your ability (56.7% men, 43.3% women), not paddling alone (51.6% men, 48.4% women), being able to swim (55.0% men, 45.0% women), knowing the rules about sharing waters with powerboats (54.6% men, 45.4% women), understanding the difficulty of rivers by their Class rankings (56.6% men, 43.4% women), and understanding tides, including rip tides (56.2% men, 43.8% women).

Overall, male respondents showed the highest percentage under dressing for the impact of cold water (60.9%), followed by wearing your life jacket (58.6%), having skills to rescue others in case of capsize (58.1%), having local knowledge of the waters you are using (57.2%), having skills to rescue oneself in case of capsize and using maps or guidebooks to plan an outing (57.1%), paddling on waters and in weather conditions within your ability (56.7%), understanding the difficulty of rivers by their Class ranking (56.6%), understanding tides, including rip tides (56.2%), wearing foot protection (55.5%), telling someone where they are going and their expected return (55.2%), avoiding capsize or falling overboard (55.1%), being able to swim (55.0%), knowing the rules about sharing waters with powerboats (54.6%), learning skills from an instructor before paddling (54.4%), being equipped to handle an on-water emergency (54.3%), not drinking alcohol (53.8%), paddling with a person who has more knowledge and experience (53.3%), planning for an emergency (52.9%), and not paddling alone (51.6%).

Overall, female respondents showed the highest percentage under having skills to rescue others in case of capsize (58.1%), followed by not paddling alone (48.4%), planning for an emergency (47.1%), paddling with a person who has more knowledge and experience (46.7%), not drinking alcohol (46.2%), being equipped to handle an on-water emergency (45.7%), learning skills from an instructor before paddling (45.6%), knowing the rules about sharing waters with powerboats (45.4%), being able to swim (45.0%), telling someone where you are going and your expected return (44.8%), wearing foot protection (44.5%), understanding tides, including rip tides (43.8%), understanding the difficulty of rivers by their Class rankings (43.4%), paddling on waters and in weather conditions within your ability (43.3%), having skills to rescue yourself in case of capsize and using maps or guidebooks to plan your outing (42.9%, each), having local knowledge of the waters you are using (42.8%), avoiding capsize or falling overboard (41.9%), wearing your life jacket (41.4%), and dressing for the impact of cold water (39.1%).

White respondents reported higher percentages under all safety practices than all other ethnic groups: wearing a life jacket (81.1%), dressing for the impact of cold water (85.2%), wearing foot protection (80.8%), having skills to rescue yourself in case of capsize (82.2%), having skills to rescue others in case of capsize (80.3%), avoiding capsize or falling overboard (79.0%), not drinking alcohol (81.1%), planning for an emergency (79.5%), being equipped to handle an on-water emergency (78.4%), using maps or guidebooks to plan your outing (79.8%), telling someone where you are going and your expected return (81.7%), learning skills from an instructor before paddling (80.7%), paddling with a person who has more knowledge and experience (75.3%), having local knowledge of the waters you are using (82.3%), paddling on waters and in weather conditions within your ability (83.6%), not paddling alone (80.4%), being able to swim (80.3%), knowing the rules about sharing waters with powerboats (83.5%), understanding the difficulty of rivers by their Class rankings (85.5%), and understanding tides, including rip tides (81.8%).

African American respondents reported the highest percentage under wearing foot protection (5.8%), learning skills from an instructor before paddling (5.6%), not drinking alcohol and planning for an emergency (5.4%, each), paddling on waters and in weather conditions within your ability (5.1%), using maps or guidebooks to plan your outing and paddling with a person who has more knowledge and experience (4.8%, each), telling someone where you are going and your expected return (4.7%), not paddling alone (4.5%), dressing for the impact of cold water (4.1%), equipped to handle an on-water emergency (4.0%), avoiding capsize or falling overboard (3.8%), being wearing a life jacket and understanding tides, including rip tides (3.4%, each), being able to swim (3.3%), having local knowledge of the waters you are using, knowing the rules about sharing waters with powerboats, and understanding the difficulty of rivers by their Class rankings (3.2%, each), having skills to rescue others in case of capsize (3.0%), and having skills to rescue yourself in case of capsize (2.6%),

American Indian respondents reported the highest percentage under understanding the difficulty of rivers by their Class rankings (1.4%), followed by dressing for the impact of cold water (1.2%), avoiding capsize or falling overboard (1.1%), being able to swim (1.0%), planning for an emergency (0.9%), having skills to rescue yourself in case of capsize and using maps or guidebooks to plan your outing, understanding tides, including rip tides (0.7%, each), telling someone where you are going and your expected return, learning skills from an instructor before paddling, and having local knowledge of the waters you are using, knowing the rules about sharing waters with powerboats (0.6%, each), wearing foot protection, not drinking alcohol, being equipped to handle an on-water emergency, paddling with a person who has more knowledge and experience, paddling on waters and in weather conditions within your ability (0.4%, each), wearing a life jacket and not paddling alone (0.3%, each), and having skills to rescue others in case of capsize (0.2%).

The highest percentage of Asian or Pacific Islanders rated having skills to rescue others in case of capsize (3.9%) the highest, followed by being equipped to handle an on-water emergency (3.0%), wearing a life jacket (2.9%), having skills to rescue yourself in case of capsize (2.6%), learning skills from an instructor before paddling and not paddling alone (2.5%, each), not drinking alcohol and telling someone where you are going and your expected return (2.4%), wearing foot protection (2.3%), using maps or guidebooks to plan your outing and paddling with a person who has more knowledge and experience (2.2%), understanding tides, including rip tides (2.1%), dressing for the impact of cold water and planning for an emergency (1.9%, each), being able to swim (1.8%), paddling on waters and in weather conditions within your ability and knowing the rules about sharing waters with powerboats (1.7%, each), avoiding capsize or falling overboard (1.5%), having local knowledge of the waters you are using (1.4%), and understanding the difficulty of rivers by their Class rankings (1.1%).

Hispanic respondents reported the highest percentage under paddling with a person who has more knowledge and experience (17.3%), followed by avoiding capsize or falling overboard (14.7%), being equipped to handle an on-water emergency (14.2%), being able to swim (13.6%), having skills to rescue others in case of capsize and using maps or guidebooks to plan your outing (12.5%), having local knowledge of the waters you are using (12.4%), wearing a life jacket and not paddling alone (12.3%, each), planning for an emergency (12.2%), understanding tides, including rip tides (12.0%), having skills to rescue yourself in case of capsize (11.9%), knowing the rules about sharing waters with powerboats (10.9%), not drinking alcohol (10.7%), wearing foot protection and telling someone where you are going and your expected return (10.6%, each), learning skills from an instructor before paddling (10.5%), paddling on waters and in weather conditions within your ability (9.2%), understanding the difficulty of rivers by their Class rankings (8.7%), and dressing for the impact of cold water (7.7%).

The highest percentage of respondents rated wearing a life jacket as important or very important had some college education (29.1%), followed by high school graduates (21.5%), those holding bachelor's degrees (20.9%), those with less than a high school education (14.6%), and those holding post-graduate degrees (13.9%). Dressing for the impact of cold water was rated important or very important primarily by those respondents with some college education (25.8%), followed by high school graduates (22.7%), those holding bachelor's degrees (21.5%), those

with less than a high school education (15.7%), and those holding post-graduate degrees (14.4%). The highest percentage of respondents rated wearing foot protection as important or very important had some college education (31.4%), followed by high school graduates (21.9%), those holding a bachelor's degree (20.2%), those with less than a high school degree (14.8%), and those holding post-graduate degrees (11.7%). Respondents with some college education showed the highest percentage under having skills to rescue yourself in case of capsize (29.0%), followed by high school graduates (23.8%), those holding bachelor's degrees (21.5%), those holding post-graduate degrees (13.0%), and those with less than a high school education (12.6%). The highest percentage of people rated having skills to rescue others in case of capsize as important or very important have some college education (29.4%), followed by high school graduates (21.7%), those holding a bachelor's degree (20.6%), those with less than a high school degree (16.3%), and those holding post-graduate degrees (11.9%). The highest percentage of people rated avoiding capsizing or falling overboard as important or very important have some college education (28.5%), followed by those holding a bachelor's degree (22.4%), high school graduates (21.1%), those with less than a high school degree (16.8%), and those holding post-graduate degrees (11.%). The greatest percentage of people giving not drinking alcohol the highest rating had some college education (26.2%), followed by high school graduates (21.7%), those with less than a high school degree (19.8%), those with bachelor's degrees (18.9%), and those holding post-graduate degrees (13.4%).

The highest percentage of people giving planning for an emergency the highest rating had some college education (26.7%), followed by high school graduates (24.2%), those holding bachelor's degrees (18.7%), those with less than a high school education (18.6%), and those holding post-graduate degrees (11.7%). The highest percentage of people rated being equipped to handle and on-water emergency as important or very important had some college education (30.8%), followed by those holding a bachelor's degree (20.3%), high school graduates (18.9%), those with less than a high school education (17.1%), and those holding post-graduate degrees (12.9%). Using maps or guidebooks to plan an outing was given the highest rating primarily by respondents with some college education (27.7%), followed by those holding bachelor's degrees (24.0%), high school graduates (22.3%), those with less than a high school education (13.9%), and those holding post-graduate degrees (12.1%). The greatest percentage of people giving telling someone where they are going and their expected return the highest rating had some college education (30.6%), followed by high school graduates (20.1%), those holding bachelor's degrees (20.0%), those with less than a high school education (16.7%), and those holding post-graduate degrees (12.7%). The greatest percentage of people giving learning skills from an instructor before paddling the highest rating had some college education (27.5%), followed by high school graduates (22.3%), those holding bachelor's degrees (21.9%), those with less than a high school education (16.2%), and those with post-graduate degrees (12.1%). The greatest percentage of people rated paddling with a person who has more knowledge and experience as important or very important have some college education (27.7%), followed by high school graduates (26.0%), those with less than a high school education (21.1%), those holding a bachelor's degree (16.0%), and those with post-graduate degrees (9.2%). Having local knowledge of the waters you are using was rated important or very important primarily by respondents with some college education (30.6%), followed by those holding a bachelor's degree (20.9%), high school graduates (20.3%), those with less than a high school degree (15.8%), and those holding post-graduate degrees (12.3%).

Paddling on waters and in weather conditions within your ability showed the highest percentage among respondents with some college education (29.1%), followed by those holding a bachelor's degree (21.9%), high school graduates (19.4%), those with less than a high school education (16.5%), and those with post-graduate degrees (13.1%). The greatest percentage of people who rated not paddling along as important or very important had some college education (28.3%), followed by high school graduates (23.7%), those holding bachelor's degrees (19.7%), those with less than a high school degree (17.3%), and those holding post-graduate degrees (11.1%). The highest percentage of respondents who rated being able to swim as important or very important had some college education (29.6%), followed by high school graduates (20.7%), those holding bachelor's degrees (19.5%), those with less than a high school degree (18.0%), and those holding post-graduate degrees (12.2%). Knowing the rules

about sharing the waters with powerboats was given the highest rating primarily by respondents with some college education (30.5%), followed by high school graduates (21.2%), those holding bachelor's degrees (19.3%), those with less than a high school degree (16.4%), and those holding post-graduate degrees (12.6%). Understanding the difficulty of rivers by their Class ranking showed the highest percentage under people with some college education (33.1%), followed by those holding bachelor's degrees (21.0%), high school graduates (17.1%), those with less than a high school degree (16.5%), and those holding post-graduate degrees (12.3%). The greatest percentage of respondents who rated understanding tides, including rip tides as important or very important had some college education (28.7%), followed by high school graduates (23.9%), those holding bachelor's degrees (22.3%), those with less than a high school education (13.2%), and those holding post-graduate degrees (11.9%).

Overall, the highest percentage of respondents with less than a high school education rated paddling with a person who has more knowledge and experience as important or very important (21.1%), followed by not drinking alcohol (19.8%), planning for an emergency (18.6%), being able to swim (18.0%), not paddling alone (17.3%), being equipped to handle an on-water emergency (17.1%), avoiding capsize or falling overboard (16.8%), telling someone where you are going and your expected return (16.7%), paddling on waters and in weather conditions within your ability and understanding the difficulty of rivers by their Class rankings (16.5%, each), knowing the rules about sharing waters with powerboats (16.4%), having skills to rescue others in case of capsize (16.3%), learning skills from an instructor before paddling (16.2%), having local knowledge of the waters you are using (15.8%), dressing for the impact of cold water (15.7%), wearing foot protection (14.8%), wearing a life jacket (14.6%), using maps or guidebooks to plan your outing (13.9%), understanding tides, including rip tides (13.2%), and having skills to rescue yourself in case of capsize (12.6%).

The greatest percentage of high school graduates rated paddling with a person who has more knowledge and experience as important or very important (26.0%), followed by planning for an emergency (24.2%), understanding tides, including rip tides (23.9%), having skills to rescue yourself in case of capsize and having skills to rescue others in case of capsize (23.8%, each), not paddling alone (23.7%), dressing for the impact of cold water (22.7%), using maps or guidebooks to plan your outing and learning skills from an instructor before paddling (22.3%, each), wearing foot protection (21.9%), not drinking alcohol (21.7%), wearing a life jacket (21.5%), knowing the rules about sharing waters with powerboats (21.2%), avoiding capsize or falling overboard (21.1%), being able to swim (20.7%), having local knowledge of the waters you are using (20.3%), telling someone where you are going and your expected return (20.1%), paddling on waters and in weather conditions within your ability (19.4%), being equipped to handle an on-water emergency (18.9%), and understanding the difficulty of rivers by their Class rankings (17.1%).

The greatest percentage of respondents with some college education rated understanding the difficulty of rivers by their Class rankings as important or very important (33.1%), wearing foot protection (31.4%), being equipped to handle an on-water emergency (30.8%), telling someone where you are going and your expected return and having local knowledge of the waters you are using (30.6%, each), knowing the rules about sharing waters with powerboats (30.5%), being able to swim (29.6%), having skills to rescue others in case of capsize (29.4%), followed by wearing a life jacket and paddling on waters and in weather conditions within your ability (29.1%, each), having skills to rescue yourself in case of capsize (29.0%), understanding tides, including rip tides (28.7%), avoiding capsize or falling overboard (28.5%), not paddling alone (28.3%), using maps or guidebooks to plan your outing and paddling with a person who has more knowledge and experience (27.7%, each), learning skills from an instructor before paddling (27.5%), planning for an emergency (26.7%), not drinking alcohol (26.2%), and dressing for the impact of cold water (25.8%).

Respondents holding a bachelor's degree showed the highest percentage under using maps or guidebooks to plan your outing (24.0%), followed by avoiding capsize or falling overboard (22.5%), understanding tides, including rip tides (22.3%), learning skills from an instructor before paddling and paddling on waters and in weather

conditions within your ability (21.9%, each), dressing for the impact of cold water and having skills to rescue yourself in case of capsize (21.5%, each), understanding the difficulty of rivers by their Class rankings (21.0%), wearing a life jacket and having local knowledge of the waters you are using (20.9%, each), having skills to rescue others in case of capsize (20.6%), being equipped to handle an on-water emergency (20.3%), wearing foot protection (20.2%), telling someone where you are going and your expected return (20.0%), not paddling alone (19.7%), being able to swim (19.5%), knowing the rules about sharing waters with powerboats (19.3%), not drinking alcohol (18.9%), planning for an emergency (18.7%), and paddling with a person who has more knowledge and experience (16.0%).

The greatest percentage of respondents with post-graduate degrees rated dressing for the impact of cold water as important or very important (14.4%), followed by wearing a life jacket (13.9%), not drinking alcohol (13.4%), being able to swim (13.1%), having skills to rescue yourself in case of capsize (13.0%), being equipped to handle an on-water emergency (12.9%), telling someone where you are going and your expected return (12.7%), knowing the rules about sharing waters with powerboats (12.6%), having local knowledge of the waters you are using, not paddling alone, and understanding the difficulty of rivers by their Class rankings (12.3%, each), using maps or guidebooks to plan your outing and learning skills from an instructor before paddling (12.1%, each), having skills to rescue others in case of capsize and understanding tides, including rip tides (11.9%, each), wearing foot protection and planning for an emergency (11.7%, each), avoiding capsize or falling overboard (11.2%), and paddling with a person who has more knowledge and experience and paddling on waters and in weather conditions within your ability (9.2%, each).

The highest percentage of respondents who rated wearing a life jacket as important or very important earned $25,000 - $49,999 annually (19.6%), followed by those earning $50,000 - $74,999 (14.9%), $75,000 - $99,999 (12.4%), less than $25,000 (11.6%), $100,000 - $149,000 (11.4%), and $150,000 + (8.0%). The highest percentage of people who rated dressing for the impact of cold water as important or very important earned $25,000 - $49,999 (17.0%), followed by those making $50,000 – $74,999 (16.5%), $75,000 - $99,999 (13.2%), less than $25,000 (11.7%), $100,000 - $149,000 (9.8%), and $150,000+ (9.5%). Wearing foot protection showed the highest percentage with respondents in $25,000 - $49,999 income bracket (21.4%), followed by those earning $50,000 - $74,999 (14.9%), $75,000 - $99,999 (13.9%), less than $25,000 (11.4%), $100,000 - $149,000 (10.0%), and $150,000+ (6.5%). The highest percentage of respondents who rated having skills to rescue yourself in case of capsize as important or very important earned $25,000 - $49,999 annually (17.4%), followed by those earning $50,000 - $74,999 (15.4%), $75,000 - $99,999 (12.2%), less than $25,000 (11.9%), $100,000 - $149,000 (11.8%), and $150,000+ (9.2%). Having skills to rescue others in case of capsize showed the highest percentage with respondents in the $25,000 - $49,999 income bracket (16.1%), followed by those earning $50,000 - $74,999 (15.7%), $75,000 - $99,999 (14.3%), $100,000 - $149,999 (11.1%), less than $25,000 (10.7%), and $150,000+ (8.4%). The highest percentage of people who rated avoiding capsize or falling overboard as important or very important earned $25,000 - $49,999 (16.1%), followed by those earning $50,000 - $74,999 (14.2%), less than $25,000 (13.1%), $74,000 - $99,999 (12.6%), $100,000 - $149,999 (11.3%), and $150,000+ (9.5%). The highest percentage of people who rated not drinking alcohol as important or very important earn $50,000 - $74,999 (16.8%), followed by those making $25,000 - $49,999 (14.9%), less than $25,000 and $75,000 - $99,999 (11.6%, each), $100,000 - $149,999 (11.1%), and $150,000+ (9.6%).

The highest percentage of respondents who rated planning for an emergency as important or very important earned $25,000 - $49,999 (17.3%), followed by those earning $50,000 - $74,999 (15.6%), $75,000 - $99,999 (12.4%), less than $25,000 (11.7%), $100,000 - $149,000 (10.2%), and $150,000+ (8.2%). Being equipped to handle an on-water emergency showed the highest percentage with respondents in the $25,000 - $49,999 income bracket (14.9%), followed by those earning $50,000 - $74,999 annually (14.3%), $75,000 - $99,999 (13.9%), $150,000+ (11.8%), $100,000 - $149,999 (11.7%), and less than $25,000 (9.1%). The highest percentage of people who rated using maps or guidebooks to plan an outing as important or very important earned $25,000 - $49,999 and

$50,000 - $74,999 (16.9%, each), followed by those earning less than $25,000 annually (13.3%), $75,000 - $99,999 (12.6%), $100,000 - $149,999 (10.0%), and $150,000+ (8.9%). The greatest percentage of respondents who rated telling someone where they are going and their expected return as important or very important earned $25,000 - $49,999 (17.2%), followed by those earning $50,000 - $74,999 (17.1%), $75,000 - $99,999 (13.2%), $100,000 - $149,999 (10.9%), $150,00+ (9.8%), and less than $25,000 (9.1%). The highest percentage of people who rated learning skills from an instructor before paddling as important and very important earned $50,000 - $74,999 (16.7%), followed by those earning $25,000 - $49,999 (15.0%), $75,000 - $99,999 (12.1%), $100,000 - $149,999 (11.1%), less than $25,000 (10.3%), and $150,000+ (7.1%). Paddling with a person who has more knowledge and experience showed the highest percentage with respondents earning $25,000 - $49,999 (15.5%), followed by those earning $50,000 - $74,999 (14.3%), less than $25,000 (12.0%), $100,000 - $149,999 (11.2%), $75,000 - $99,999 (14.3%), and $150,000+ (6.9%). The highest percentage of people who rated having local knowledge of the waters you are using as important or very important earned $50,000 - $74,999 (16.8%), followed by those earning $25,000 - $49,999 (16.6%), $75,000 - $99,999 (15.2%), $150,000+ (11.0%), less than $25,000 (9.6%), and $100,000 - $149,999 (8.6%).

The highest percentage of respondents who rated paddling on waters and in weather conditions within your ability important or very important earned $50,000 - $74,999 (15.9%), followed by those earning $25,000 - $49,999 (15.3%), $75,000 - $99,999 (12.4%), $100,000 - $149,999 (12.1%), less than $25,000 (11.8%), and $150,000+ (7.6%). Not paddling alone showed the highest percentage with respondents earning $50,000 - $74,999 annually (14.0%), followed by those earning $25,000 - $49,999 (13.3%), $75,000 - $99,999 (13.1%), less than $25,000 (12.6%), $100,000 - $149,999 (11.8%), and $150,00+ (10.8%). The highest percentage of respondents who rated being able to swim as important or very important earned $50,000 - $74,999 (16.8%), followed by those earning $25,000 - $49,999 (14.7%), $75,000 - $99,999 (13.6%), $100,000 - $149,999 (10.7%), $150,000+ (10.1%), and less than $25,000 (9.4%). The highest percentage of people who rated knowing the rules about sharing the waters with powerboats as important or very important fall into the $50,000 - $74,999 income bracket (16.0%), followed by those earning $25,000 - $49,999 (14.5%), $75,000 - $99,999 (12.3%), $100,000 - $149,999 (11.8%), $150,000+ (10.9%), and less than $25,000 (10.3%). Understanding the difficulty of the rivers by their Class rankings showed the highest percentage among respondents earning $50,000 - $74,999 annually (16.1%), followed by those earning $25,000 - $49,999 (15.1%), $75,000 - $99,999 (12.8%), less than $25,000 (11.9%), $150,000+ (10.5%), and $100,000 - $149,999 (10.0%). The highest percentage of people who rated understanding tides, including rip tides, as important or very important earn $50,000 - $74,999 annually (17.8%), followed by those earning $25,000 - $49,999 (16.9%), $75,000 - $99,999 (13.6%), less than $25,000 (12.4%), $100,000 - $149,999 (10.0%), and $150,000+ (8.1%).

Overall, respondents earning less than $25,000 annually earn showed the highest percentage under using maps or guidebooks to plan your outing (13.3%), followed by avoiding capsize or falling overboard (13.1%), not paddling alone (12.6%), understanding tides, including rip tides (12.4%), paddling with a person who has more knowledge and experience (12.0%), having skills to rescue yourself and understanding the difficulty of the rivers by their Class rankings (11.9%, each), paddling on waters and in weather conditions within your ability (11.8%), dressing for the impact of cold water and planning for an emergency (11.7%, each), not drinking alcohol and not drinking alcohol (11.6%, each), wearing foot protection (11.4%), having skills to rescue others (10.7%), learning skills from an instructor before paddling and knowing the rules about sharing waters with powerboats (10.3%, each), having local knowledge of the waters you are using (9.6%), being able to swim (9.4%), being equipped to handle an on-water emergency and telling someone where you are going and your expected return (9.1%, each).

The greatest percentage of people earning $25,000 - $49,999 annually rated wearing foot protection as important or very important (21.4%), followed by wearing your life jacket (19.6%), having skills to rescue yourself (17.4%), planning for an emergency (17.3%), telling someone where you are going and your expected return (17.2%), dressing for the impact of cold water (17.0%), using maps or guidebooks to plan your outing and

understanding tides, including rip tides (16.9%), having local knowledge of the waters you are using (16.6%), having skills to rescue others and avoiding capsize or falling overboard (16.1%), paddling with a person who has more knowledge and experience (15.5%), paddling on waters and in weather conditions within your ability (15.3%), understanding the difficulty of the rivers by their Class rankings (15.1%), learning skills from an instructor before paddling (15.0%), not drinking alcohol and being equipped to handle an on-water emergency (14.9%, each), being able to swim (14.7%), knowing the rules about sharing waters with powerboats (14.5%), and not paddling alone (13.3%).

Respondents earning $50,000 - $74,999 annually showed the highest percentage under wearing your life jacket (14.9%), dressing for the impact of cold water (16.5%), wearing foot protection (14.9%), having skills to rescue yourself (15.4%), having skills to rescue others (15.7%), avoiding capsize or falling overboard (14.2%), not drinking alcohol (16.8%), planning for an emergency (15.6%), being equipped to handle an on-water emergency (14.3%), using maps or guidebooks to plan your outing (16.9%), telling someone where you are going and your expected return (17.1%), learning skills from an instructor before paddling (16.7%), paddling with a person who has more knowledge and experience (14.3%), having local knowledge of the waters you are using (16.8%), paddling on waters and in weather conditions within your ability (15.9%), not paddling alone (14.0%), being able to swim (16.8%), knowing the rules about sharing waters with powerboats (16.0%), understanding the difficulty of the rivers by their Class rankings (16.1%), and understanding tides, including rip tides (17.8%).

Respondents earning $75,000 - $99,99 annually showed the highest percentage under having local knowledge of the waters you are using (15.2%), followed by having skills to rescue others (14.3%), being equipped to handle an on-water emergency and wearing foot protection (13.9%, each), dressing for the impact of cold water and telling someone where you are going and your expected return (13.2%, each), avoiding capsize or falling overboard and using maps or guidebooks to plan your outing (12.6%, each), wearing your life jacket and planning for an emergency (12.4%, each), having skills to rescue yourself (12.2%), learning skills from an instructor before paddling (12.1%), knowing the rules about sharing waters with powerboats (11.7%), not drinking alcohol (11.6%), being able to swim (11.3%), paddling on waters and in weather conditions within your ability (10.9%), not paddling alone (10.6%), understanding the difficulty of the rivers by their Class rankings (9.9%), paddling with a person who has more knowledge and experience (9.0%), and understanding tides, including rip tides (7.8%).

Respondents earning $100,000 - $149,999 annually showed the highest percentage under paddling on waters and in weather conditions within your ability (12.1%), followed by having skills to rescue yourself, not paddling alone, and knowing the rules about sharing waters with powerboats (11.8%, each), being equipped to handle an on-water emergency (11.7%), wearing your life jacket (11.4%), avoiding capsize or falling overboard (11.3%), paddling with a person who has more knowledge and experience (11.2%), having skills to rescue others, not drinking alcohol, and learning skills from an instructor before paddling (11.1%, each), telling someone where you are going and your expected return (10.9%), being able to swim (10.7%), planning for an emergency (10.2%), wearing foot protection, using maps or guidebooks to plan your outing, understanding the difficulty of the rivers by their Class rankings, and understanding tides, including rip tides (10.0%, each), dressing for the impact of cold water (9.8%), and having local knowledge of the waters you are using (8.6%).

Respondents earning $150,000+ annually showed the highest percentage under being equipped to handle an on-water emergency (11.8%), having local knowledge of the waters you are using (11.0%), knowing the rules about sharing waters with powerboats (10.9%), not paddling alone (10.8%), understanding the difficulty of the rivers by their Class rankings (10.5%), being able to swim (10.1%), telling someone where you are going and your expected return (9.8%), not drinking alcohol (9.6%), dressing for the impact of cold water and avoiding capsize or falling overboard (9.5%, each), having skills to rescue yourself (9.2%), having skills to rescue others (8.4%), planning for an emergency (8.2%), understanding tides, including rip tides (8.1%), wearing your life jacket and using maps or guidebooks to plan your outing (8.0%, each), paddling on waters and in weather conditions within your ability

(7.6%), learning skills from an instructor before paddling (7.1%), paddling with a person who has more knowledge and experience (6.9%), and wearing foot protection (6.5%).

Some respondents did not know if they rated certain safety practices as important or very important, as follows: wearing your life jacket (10.1%), dressing for the impact of cold water (10.7%), wearing foot protection (9.6%), having skills to rescue yourself (10.1%), having skills to rescue others (11.2%), avoiding capsize or falling overboard (10.1%), not drinking alcohol (11.9%), planning for an emergency (13.3%), being equipped to handle an on-water emergency (11.2%), using maps or guidebooks to plan your outing (8.7%), telling someone where you are going and your expected return (10.1%), learning skills from an instructor before paddling (12.3%), paddling with a person who has more knowledge and experience (15.9%), having local knowledge of the waters you are using (8.9%), paddling on waters and in weather conditions within your ability (10.9%), not paddling alone (10.6%), being able to swim (11.3%), knowing the rules about sharing waters with powerboats (11.7%), understanding the difficulty of the rivers by their Class rankings (9.9%), and understanding tides, including rip tides (7.8%).

Some respondents also refused to rate the safety practices, as follows: wearing your life jacket (11.9%), dressing for the impact of cold water (11.5%), wearing foot protection (12.2%), having skills to rescue yourself (11.9%), having skills to rescue others (12.4%), avoiding capsize or falling overboard (13.2%), not drinking alcohol (12.4%), planning for an emergency (11.3%), being equipped to handle an on-water emergency (13.0%), using maps or guidebooks to plan your outing (12.6%), telling someone where you are going and your expected return (12.6%), learning skills from an instructor before paddling (15.5%), paddling with a person who has more knowledge and experience (15.2%), having local knowledge of the waters you are using (13.1%), paddling on waters and in weather conditions within your ability (14.0%), not paddling alone (13.8%), being able to swim (13.3%), knowing the rules about sharing waters with powerboats (12.5%), understanding the difficulty of the rivers by their Class rankings (13.7%), and understanding tides, including rip tides (13.5%).

Table 4.10: Are you a member of a paddling club or paddling organization? (Percent saying, "Yes." Percentages in each demographic group sum down to 100)

Demographic	Strata	Member of a Paddling Organization
Age	16-24	23.8
	25-34	27.1
	35-44	9.8
	45-54	12.7
	55-64	20.5
	65+	6.1
Sex	Male	74.0
	Female	26.0
Race/Ethnicity	White	76.7
	African American	0.0
	American Indian	0.0
	Asian or Pacific Islander	2.2

Demographic	Strata	Member of a Paddling Organization
	Hispanic	21.2
Educational attainment	Less than high school	13.8
	High school graduate	35.1
	Some college	24.6
	Bachelor's degree	14.4
	Post-graduate degree	12.0
Annual family income	<$25,000	7.3
	$25,000-$49,999	33.3
	$50,000-$74,999	7.4
	$75,000-$99,999	19.1
	$100,000-$149,999	6.4
	$150,000+	9.0
	Don't know	0.0
	Refused	17.5

Note: Hispanics may be of any race but appear only in the 'Hispanic' stratum. Source: NSRE Versions 3a and 5. Interview dates: 7/06 to 11/09. N= 2,014.

Table 4.10 displays the percentage of respondents who are members of a paddling club or paddling organization. People aged 25 – 34 showed the highest percentage (27.1%), followed by ages 16 – 24 (23.8%), 55 – 64 (20.5%), 45 – 54 (12.7%), 35 – 44 (9.8%), and 65+ (6.1%).

Nearly three-fourths of male respondents are members of a club or organization (74.0%), while significantly fewer women are members (26.0%). A significantly higher percentage of white respondents are members of clubs or organizations (76.6%), compared to all other ethnic groups. African American respondents show the next highest percentage, followed by Hispanic respondents (21.2%), Asian or Pacific Islander (2.2%), African American (0.0%), and American Indian (0.0%).

Respondents earning $25,000 - $49,999 annually were most likely to belong to clubs or organizations (33.3%), followed by those earning $75,000 - $99,999 (19.1%), $150,000+ (9.0%), $50,000 - $74,999 (7.4%), less than $25,000 (7.3%), and $100,000 - $149,000 (6.4%).

No respondents selected “don’t know” as a response (0.0%), however some respondents refused to answer (17.5%).

CHAPTER 5:
COMPARISON BETWEEN DATA COLLECTION YEAR
(2006-2007 and 2009)

This chapter displays comparisons between data collection from two different interview periods (2006-2007 and 2009). Items for comparison include participation in five paddling activities, years of experience, skill level, paddling equipment owned, frequency of renting or borrowing paddling equipment, and sources of safety information for paddling activities.

Table 5.1: Percentage of Respondents Participating in Canoeing

Canoeing	2006-2007	2009	Total Sample
No	90.8	89.8	90.3
Yes	9.2	10.2	9.7

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 2.663, p-value= 0.1027.

Table 5.1 shows the percentage of respondents participating in canoeing in 2006 – 2007 compared to 2009. People participating in canoeing in 2006 – 2007 composed 9.2%, versus 10.2% in 2009. In total, 9.7% of the sample participated in canoeing between the two time periods. In 2006 – 2007, 90.8% of the sample population *did not* participate in canoeing, while in 2009, 89.8% *did not* participate. In total, 90.3% of the sample population *did not* participate in canoeing between the two time periods.

Table 5.2: Kayaking

Kayaking	2006-2007	2009	Total Sample
No	94.2	93.2	93.7
Yes	5.8	6.8	6.3

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 4.416, p-value= 0.0356.

Table 5.2 shows the percentage of respondents participating in kayaking between two time periods. People participating in kayaking in 2006 – 2007 composed 5.8%, versus 6.8% in 2009. In total, 6.3% of the sample participated in kayaking between the two time periods. In 2006 – 2007, 94.2% of the sample population *did not* participate in kayaking, while in 2009, 93.2% *did not* participate. In total, 93.7% of the sample population *did not* participate in kayaking between the two time periods.

Table 5.3: Rafting

Rafting	2006-2007	2009	Total Sample
No	94.7	93.9	94.3

Yes	5.3	6.1	5.7

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 3.226, p-value= 0.0725.

Table 5.3 displays the percentage of respondents participating in rafting between the two time periods. People participating in rafting in 2006 – 2007 composed 5.3%, versus 6.1% in 2009. In total, 5.7% of the sample participated in rafting between the two time periods. In 2006 – 2007, 94.7% of the sample population *did not* participate in rafting, while in 2009, 93.9% *did not* participate. In total, 94.3% of the sample population *did not* participate in rafting between the two time periods.

Table 5.4: Rowing

Rowing	2006-2007	2009	Total Sample
No	95.9	96.3	96.1
Yes	4.1	3.7	3.9

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 0.696, p-value= 0.404.

Table 5.4 shows the percentage of respondents participating in rowing in 2006 – 2007 compared to 2009. People participating in rowing in 2006 – 2007 composed 4.1%, versus 3.7% in 2009. In total, 3.9% of the sample participated in rowing between the two time periods. In 2006 – 2007, 95.9% of the sample population *did not* participate in rowing, while in 2009, 96.3% *did not* participate. In total, 96.1% of the sample population *did not* participate in rowing between the two time periods.

Table 5.5: Paddling

Paddling	2006-2007	2009	Total Sample
No	83.3	82.2	82.8
Yes	16.7	17.8	17.2

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 1.941, p-value= 0.1635.

Table 5.5 reveals the percentage of respondents participating in paddling between the two time periods. People participating in paddling in 2006 – 2007 composed 16.7%, versus 17.8% in 2009. In total, 17.2% of the sample participated in paddling between the two time periods. In 2006 – 2007, 83.3% of the sample population *did not* participate in paddling, while in 2009, 82.2% did not participate. In total, 82.8% of the sample population *did not* participate in paddling between the two time periods.

Table 5.6: How Many Years Have you been Paddling?

Number of Years Paddling	2006-2007	2009	Total Sample
Less than one year	19.2	20.8	20.0
1-2 years	13.0	8.6	10.8
3-4 years	12.2	13.6	12.9
5 or more years	54.8	55.8	55.3

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 12.896, p-value= 0.0244.

Table 5.6 shows respondents' recorded paddling experience in 2006 – 2007 compared to 2009. In 2006 – 2007, 19.2% of the sample population noted their experience as less than one year, while in 2009, 20.8% recorded less than one year as their experience level. In total, 20.0% of the sample population responded "less than one year" between the two time periods.

People responding "1-2 years" composed 13.0% of the population in 2006 – 2007, and 8.6% in 2009, for a total of 10.8% between the two time periods. Those responding 3 - 4 years accounted for 12.2% in 2006 – 2007, and 13.6% in 2009, for a total of 12.9%. Respondents with 5 or more years of paddling experience composed 54.8% in 2006 – 2007, and 55.8% in 2009, for a total of 55.3%.

Table 5.7: Self-assessment of Paddling Skills

Level of Expertise	2006-2007	2009	Total Sample
Novice (Limited experience)	51.1	44.7	47.8
Intermediate (Some skills)	34.2	40.3	37.3
Advanced (Strong skills)	10.5	7.1	8.8
Expert (Very high skills)	1.8	7.4	4.6

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 53.243, p-value= 0.

Table 5.7 displays respondents' self-assessment of paddling skills in 2006 – 2007 compared to 2009. In 2006 – 2007, approximately half (51.1%) of the sample population described their skills as "Novice," while in 2009, 44.7% recorded the same skill level. In total, 47.8% of the sample population responded "Novice" between the two time

periods, composing the greatest portion of the sample population skill-level.

People responding "Intermediate" made up 34.2% of the population in 2006 – 2007, and increased to 40.3% in 2009, for a total of 37.3% between the two time periods. Those responding "Advanced" accounted for 10.5% in 2006 – 2007, and 7.1% in 2009, for a total of 8.8%. Respondents recording "Expert" skills show the smallest portion of the sample population, composing 1.8% in 2006 – 2007, and 7.4% in 2009, for a total of 4.6%.

Table 5.8: Do you Own a Canoe, Kayak, or Raft?

Own Canoe, Kayak, Raft	2006-2007	2009	Total Sample
Yes	35.8	40.4	38.2
No	64.1	59.4	61.7

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 5.771, p-value= 0.1233.

Table 5.8 compares respondents' ownership of a canoe, kayak, or raft in 2006 – 2007 versus 2009. In 2006 – 2007, 35.8% of the sample population recorded *owning* a watercraft, while in 2009, 40.4% recorded ownership. In total, 38.2% of the sample population *owned* a canoe, kayak, or raft. Those *not owning* a canoe, kayak, or raft composed 64.1% of the population in 2006 – 2007, and 59.4% in 2009, for a total of 61.7% between the two time periods.

Table 5.9: How Often did you Rent or Borrow a Canoe, Kayak, or Raft in the Last Year?

How Often did you Rent or Borrow	2006-2007	2009	Total Sample
Always	36.8	32.1	34.4
Most of the time	3.9	6.1	5.0
Some of the time	11.9	12.8	12.4
Almost never	16.1	17.2	16.7
Never	30.3	30.1	30.2

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 9.887, p-value= 0.1295.

Table 5.9 compares the frequency of respondents renting or borrowing a canoe, kayak, or raft over the course of a year between 2006 – 2007 and 2009. In 2006 – 2007, 36.8% of the sample population recorded "Always," versus 32.1% in 2009. In total, 34.4% of the sample population always rented or borrowed, representing the largest percentage.

People reporting "Never" renting or borrowing a watercraft compose the next largest group, with 30.3% recording "Never" in 2006 – 2007 versus 30.1% in 2009, for a total of 30.2% of the total sample. Respondents

recording "Almost never" compose the next largest group, with 16.1% in 2006 – 2007 and 17.2% in 2009, representing 16.7% of the total sample. Respondents renting or borrowing "Some of the time" compose 11.9% and 12.8% in 2006 – 2007 and 2009, respectively, for a total of 12.4% of the sample population. The smallest response group, recording "Most of the time," represented 3.9% of the sample in 2006 – 2007 versus 6.1% in 2009, for a total of 5.0% of the sample population.

Table 5.10: Self-study

Information Self-study	2006-2007	2009	Total Sample
No	60.7	54.7	57.6
Yes	39.3	45.3	42.4

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 3.076, p-value= 0.0795.

Table 5.10 lists respondents using self-study as an information source in 2006 -2007 compared to 2009. Fewer respondents did use self-study, with 39.3% in 2006 – 2007 and 45.3% in 2009, representing 42.4% of the sample population. In 2006 – 2007, 60.7% of the sample population *did not* use self-study, versus 54.7% in 2009. The majority of the sample population (57.6%) *did not* employ self-study.

Table 5.11: Safety Information from an Outfitter or Retail Shop

Information - Safety Information from Outfitter or Retail	2006-2007	2009	Total Sample
No	79.5	68.2	73.7
Yes	20.5	31.8	26.3

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 13.615, p-value= 0.0002.

Table 5.11 lists respondents' use of safety information from an outfitter or retailer. Fewer respondents *did* use this source, with 20.5% in 2006 – 2007 and 31.8% in 2009, representing 26.3% of the sample population. In 2006 – 2007, 79.5% of the sample population *did not* use this source, versus 68.2% in 2009. The majority of the sample population (73.7%) *did not* receive information from an outfitter or retailer.

Table 5.12: Attend a Workshop or Information Program from Government Agency

Information - Attend Workshop from government Agency	2006-2007	2009	Total Sample
No	93.7	94.2	94.0
Yes	6.3	5.8	6.0

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 0.095, p-value= 0.7585.

Table 5.12 displays respondents attending (or not attending) a workshop or information program hosted by a government agency. Fewer respondents *did* attend a workshop, with 6.3% in 2006 – 2007 and 5.8% in 2009, representing 6.0% of the total sample population. In 2006 – 2007, 93.7% of the sample population *did not* attend a workshop, versus 94.2% in 2009. The majority of the sample population (94.0%) *did not* use this source of information.

Table 5.13: Attend a Workshop or Information Program from a Non-Government Agency

Information - Attend Workshop from Non-Government Agency	2006-2007	2009	Total Sample
No	83.1	85.1	84.1
Yes	16.9	14.9	15.9

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 0.581, p-value= 0.446.

Table 5.13 shows respondents attending (or not attending) a workshop or information program hosted by a non-government agency. Fewer respondents *did* attend a non-government agency workshop, with 16.9% in 2006 – 2007 and 14.9% in 2009, representing 15.9% of the total sample population. In 2006 – 2007, 83.1% of the sample population *did not* attend a workshop, versus 85.1% in 2009. The majority of the sample population (84.1%) *did not* use this source of information.

Table 5.14: Watch Safety Videos

Information - Watch Safety Videos	2006-2007	2009	Total Sample
No	89.0	83.5	86.1
Yes	11.0	16.5	13.9

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 5.199, p-value= 0.0226.

Table 5.14 displays respondents' use of safety videos as an information source. Fewer respondents *did* watch a safety video, with 11.0% in 2006 – 2007 and 16.5% in 2009, representing 13.9% of the total sample population. In 2006 – 2007, 89.0% of the sample population *did not* attend a workshop, versus 83.5% in 2009. The majority of the sample population (86.1%) *did not* use this source of information.

Table 5.15: Complete a Course Including Hands-on, On-water Instruction

Information - Complete Course, On-water Instruction	2006-2007	2009	Total Sample
No	83.8	78.6	81.1

Yes	16.2	21.4	18.9

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 3.547, p-value= 0.0596

Table 5.15 reveals respondents' completion of a course, including hands-on, on-water instruction. Fewer respondents *did* complete a course, with 16.2% in 2006 – 2007 and a notable increase to 21.4% in 2009, representing 18.9% of the total sample population between the two years. In 2006 – 2007, 83.8% of the sample population *did not* complete a course, versus 78.6% in 2009. The majority of the sample population (81.1%) *did not* use this source of information.

Table 5.16: Read Posters, Flyers, and Signage

Information - Read Posters, Flyers, and Signage	2006-2007	2009	Total Sample
No	76.4	67.5	71.8
Yes	23.6	32.5	28.2

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 7.969, p-value= 0.0048.

Table 5.16 displays respondents' use of posters, flyers, and signage as sources of information. Fewer respondents *did* use these sources, with 23.6% in 2006 – 2007 and a notable increase in 2009, with 14.9%. Of the total sample population, 28.2% read posters, flyers, and signage. In 2006 – 2007, 76.4% of the sample population *did not* use these sources, versus a noticeable decrease in 2009, with 67.5% *not using* these sources. The majority of the sample population (71.8%) *did not* read posters, flyers, and signage.

Table 5.17: Read Books, Magazines, or Other Printed Material

Information - Read Books, Magazines, or Other Printed Material	2006-2007	2009	Total Sample
No	67.3	62.7	64.9
Yes	32.7	37.3	35.1

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 1.921, p-value= 0.1658.

Table 5.17 displays respondents' use of books, magazines, or other printed material. Fewer respondents *did* use these sources, with 32.7% in 2006 – 2007 and a notable increase in 2009, with 37.3%. Of the total sample population, 35.1% read books, magazines, or other printed material. In 2006 – 2007, 67.3% of the sample population *did not* use these sources, with fewer (62.7%) *not using* these sources in 2009. The majority of the sample population (64.9%) *did not* read books, magazines, or other printed material.

Table 5.18: Other Sources of Information

Information - Other	2006-2007	2009	Total Sample

Sources			
No	91.3	96.4	93.9
Yes	8.7	3.6	6.1

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 9.488, p-value= 0.0021.

Table 5.18 displays respondents' use of other sources of information. Fewer respondents *did* use other sources, with 8.7% in 2006 – 2007 and a notable increase in 2009, with 3.6%. Of the total sample population, 6.1% used other sources. In 2006 – 2007, 91.3% of the sample population *did not* use other sources, while 96.4% *did not* use these sources in 2009. The majority of the sample population (93.9%) *did not* use other sources of information.

Table 5.19: Friends/family

Information - Friends and Family	2006-2007	2009	Total Sample
No	31.1	45.0	38.3
Yes	68.9	55.0	61.7

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 17.188, p-value= 0.

Table 5.19 shows friends or family serving as sources of information for respondents. The majority of respondents *did* use family and friends as information sources, with 68.9% in 2006 – 2007 and a notable decrease in 2009, with 55.0%. Of the total sample population, 61.7% received information from family or friends. In 2006 – 2007, 31.1% of the sample population *did not* learn from family or friends, with notably more *not using* these sources (45.0%) in 2009. The minority of the sample population (38.3%) *did not* learn from family or friends.

Table 5.20: Using the Internet

Information- Using the Internet	2006-2007	2009	Total Sample
No	Not Known	77.2	77.2
Yes	Not Known	22.8	22.8

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 17.188, p-value= 0.

Table 5.20 shows use of the Internet as a source of information. In 2006 – 2007, it is not known what percentage of the sample population did or did not obtain information from the Internet. In 2009, the majority of respondents (77.2%) *did not* use the Internet as an information source. In that same year, 22.8% did obtain information from the Internet.

Table 5.21: Main Sources of *Information* Used When First Starting to Paddle

Source of information	Interview Year 2006-2007	2009	Total sample	Chi-square statistic	p-value
Friends/family	68.9	55.0	61.7	17.19	0.0000
Self-study	39.3	45.3	42.4	3.08	0.0795
Read books, magazines, or other printed material	32.7	37.3	35.1	1.92	0.1658
Read posters, flyers, and signage	23.6	32.5	28.2	7.97	0.0048
Safety information from an outfitter or retail shop	20.5	31.8	26.3	13.62	0.0002
Complete a course including hands-on, on-water instruction	16.2	21.4	18.9	3.55	0.0596
Attend a workshop or information program from a non-government agency	16.9	14.9	15.9	0.58	0.4460
Watch safety videos	11.0	16.5	13.9	5.20	0.0226
Other sources of information	8.7	3.6	6.1	9.49	0.0021
Attend a workshop or information program from government agency	6.3	5.8	6.0	0.10	0.7585
Don't know	3.1	1.1	2.1	4.01	0.0453

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=485) and Version 5 (dates: 2/09 to 11/09, n=491). Using the Internet was not asked in 2006/2007. Percent responding 'YES'. Each item asked separately. Highlighted cells indicate that Chi-square test of independence is significant at .05 level.

Table 5.21 shows main sources of *information* used when first starting to paddle. The majority of respondents *used* family and friends as information sources, with 68.9% in 2006 – 2007 and a notable decrease in 2009, with 55.0%. Of the total sample population, 61.7% received information from family or friends.

Respondents *using* self-study composed 39.3% in 2006 – 2007 and increased to 45.3% in 2009, representing 42.4% of the sample population.

Approximately a third of respondents used books, magazines, or other printed material, with 32.7% in 2006 – 2007 and a notable increase in 2009, with 37.3%. Of the total sample population, 35.1% read books, magazines, or other printed material.

Respondents using posters, flyers, and signage as information sources, composed 23.6% in 2006 – 2007 and a notable increase in 2009, with 32.5%. Of the total sample population, 28.2% read posters, flyers, and signage.

Respondents using safety information from an outfitter or retailer made up 20.5% in 2006 – 2007 and 31.8% in 2009, representing 26.3% of the sample population.

Respondents completing a hands-on, on-water course made up16.2% in 2006 – 2007 and a notable increase to 21.4% in 2009, representing 18.9% of the total sample population between the two years.

Few respondents attended a non-government agency workshop, with 16.9% in 2006 – 2007 and 14.9% in 2009, representing 15.9% of the total sample population.

Few respondents watched a safety video, with 11.0% in 2006 – 2007 and 16.5% in 2009, representing 13.9% of

the total sample population.

Few respondents used other sources of information, with 8.7% in 2006 – 2007 and a decrease in 2009, with 3.6%. Of the total sample population, 6.1% used other sources.

Few respondents attended a government agency workshop, with 6.3% in 2006 – 2007 and 5.8% in 2009, representing 6.0% of the total sample population.

Few respondents didn't know the source from which they received information, with 3.1% in 2006 - 2007 and 1.1% in 2009. Of the total sample population, 2.1% were not able to identify an information source.

Table 5.22: Main Sources of *Instruction* Used When first Starting to Paddle

Source of information	Interview Year 2006-2007	2009	Total sample	Chi-square statistic	p-value
Friends/family	71.6	66.0	69.0	3.37	0.0664
Self-study	44.9	42.3	43.7	0.61	0.4339
Read books, magazines, or other printed material	33.8	30.6	32.3	1.10	0.2945
Read posters, flyers, and signage	23.4	28.9	26.0	3.55	0.0594
Safety information from an outfitter or retail shop	20.5	22.7	21.5	0.63	0.4286
Attend a workshop or information program from a non-government agency	17.2	15.6	16.5	0.41	0.5226
Watch safety videos	10.5	12.2	11.3	0.65	0.4210
Other sources of information	6.6	10.4	8.4	5.35	0.0207
Attend a workshop or information program from government agency	6.4	5.3	5.9	0.55	0.4594
Don't know	7.5	0.8	4.3	25.12	0.0000

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=575) and Version 5 (dates: 2/09 to 11/09, n=523). Using the Internet was not asked in 2006/2007. Percent responding 'YES'. Each item asked separately. Highlighted cells indicate that Chi-square test of independence is significant at .05 level.

Table 5.22 shows main sources of *instruction* used when first starting to paddle compared between two time periods. The majority of respondents *used* family and friends as instructional sources, with 71.6% in 2006 – 2007 and a decrease in 2009, with 66.0%. Of the total sample population, 69.0% received instruction from family or friends.

Respondents using self-study composed 44.9% in 2006 – 2007 and decreased to 42.3% in 2009, representing 43.7% of the sample population.

Approximately a third of respondents received instruction from books, magazines, or other printed material, with 33.8% in 2006 – 2007 and decreased in 2009, with 30.6%. Of the total sample population, 32.3% read books, magazines, or other printed material.

Respondents receiving instruction from posters, flyers, and signage as information sources, composed 23.4% in 2006 – 2007 and increased in 2009, to 28.9%. Of the total sample population, 26.0% read posters, flyers, and signage.

Respondents receiving instruction from safety information from an outfitter or retailer made up 20.5% in 2006 – 2007 and 22.7% in 2009, representing 21.5% of the sample population.

Few respondents received instruction from a non-government agency workshop, with 17.2% in 2006 – 2007 and 15.6% in 2009, representing 16.5% of the total sample population.

Few respondents received instruction from a safety video, with 10.5% in 2006 – 2007 and 12.2% in 2009, representing 11.3% of the total sample population.

Few respondents did use other sources of instruction, with 6.6% in 2006 – 2007 and increased in 2009, with 10.4%. Of the total sample population, 8.4% received instruction from other sources.

Few respondents attended a government agency workshop for instruction, with 6.4% in 2006 – 2007 and 5.3% in 2009, representing 5.9% of the total sample population.

Few respondents didn't know the source from which they received instruction, with 7.5% in 2006 - 2007 and 0.8% in 2009, for a total of 4.3% of the sample population.

Table 5.23: Have you Completed an On-water Course Which Included Capsize Training, Paddling Skills, and Rescue?

Completed an on-water course	Interview Year 2006-2007	2009	Total sample
Yes	25.8	29.7	27.8
No	73.5	69.7	71.6

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). (Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown.) Chi-square test of independence: chi-square= 3.769, p-value= 0.2875.

Table 5.23 compares the percentages of respondents completing an on-water course which included capsize training, paddling skills, and rescue. In 2006 - 2007, approximately one fourth (25.8%) of respondents *completed* an on-water course. In 2009, this percentage increased slightly, to 29.7%. Overall, only 27.8% of respondents *completed* an on-water course. The majority of the total sample *did not complete* a course in 2006 - 2007 (73.5%). In 2009, this group decreased to 69.7%. Overall, the majority of the total sample *did not complete* an on-water course (71.6%).

Table 5.24: Number of Hours Spent in an On-water Course.

Hours spent in the course	Interview Year 2006-2007	2009	Total sample
Don't know	13.6	18.6	16.3
1-2	14.5	23.0	19.1
3-5	22.0	21.7	21.8
6-10	22.5	17.4	19.7
11-24	11.4	12.2	11.8
25 or more	16.1	7.2	11.2

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown. Chi-square test of independence: chi-square= 16.13, p-value= 0.0065.

Table 5.24 compares the number of hours respondents spent in an on-water course between two time periods. In 2006 - 2007, the greatest number of respondents spent 6-10 hours in a course (22.5%), followed closely by 3-5 hours (22.0%). The remaining sample population for this year spent 25 or more (16.1%), 1-2 (14.5%), and 11-24 (11.4%) hours. Those responding "don't know" composed 13.6% of the total sample population for 2006 - 2007.

In 2009, the greatest number of respondents spent 1-2 hours (23.0%) in an on-water course, followed closely by those spending 3-5 hours (21.7%). The remaining respondents spent 6-10 (17.4%), 11-24 (12.2%), and 25 or more (7.2%) hours in an on-water course. Those responding "don't know" made up 18.6% of the population for 2009.

Of the total sample, the greatest number of respondents spent 3-5 hours (21.8%) in an on-water course. Following this group, the remaining population spent 6-10 (19.7%), 1-2 (19.1%), 11-24 (11.8%), and 25 or more (11.2%) hours in an on-water course. Those responding "don't know" made up 16.3% of the total sample population for both time periods.

Table 5.25: On a Scale of 1 to 5, With 1 Being "Not Important" and 5 Being "Very Important" How Important are Each of the Following Safety Practices when Paddling a Canoe, Kayak, or Raft?

	1=Not important		2		3		4		5=Very important			
Safety practice	2006-2007	2009	2006 - 2007	2009	2006 - 2007	2009	2006 - 2007	2009	2006-2007	2009	Chi-square statistic	p-value
Having skills to rescue yourself in case of capsize	0.4	1.1	0.4	0.8	2.3	1.0	8.5	6.5	88.0	89.3	7.45	0.2812
Being able to swim	1.5	0.5	0.2	0.6	2.9	1.9	8.3	7.4	86.3	88.5	5.16	0.5238
Telling someone where you are going and your expected return	2.1	1.5	1.2	0.8	4.3	3.9	12.3	10.9	79.9	81.6	4.29	0.6376
Paddling on waters and in weather conditions within your ability	2.3	0.3	0.9	0.2	8.5	6.9	14.5	13.7	72.9	78.2	9.91	0.1287
Wearing your life jacket	3.3	1.4	4.3	0.8	9.9	8.1	10.3	10.7	72.0	78.6	16.80	0.0101

Safety practice	1=Not important		2		3		4		5=Very important		Chi-square statistic	p-value
	2006-2007	2009	2006 - 2007	2009	2006 - 2007	2009	2006 - 2007	2009	2006-2007	2009		
Being equipped to handle an on-water emergency	1.7	1.4	1.0	4.0	7.3	6.4	17.4	12.9	72.1	74.3	13.56	0.0350
Not drinking alcohol	6.7	8.8	4.4	3.8	8.8	5.6	8.4	8.4	71.3	72.5	5.56	0.4743
Planning for an emergency	3.4	1.7	2.1	3.3	6.1	7.8	16.4	14.0	71.2	71.9	6.49	0.3708
Avoiding capsize or falling overboard	2.7	2.0	5.0	1.3	9.5	9.8	11.7	17.1	70.5	69.4	15.28	0.0182
Having skills to rescue others in case of capsize	1.3	0.7	1.5	0.4	8.2	7.1	20.6	18.3	67.7	71.9	5.75	0.4520
Understanding tides, including rip tides	6.3	4.3	4.9	3.0	5.8	11.4	12.8	12.9	67.3	67.6	17.09	0.0090
Knowing the rules about sharing waters with powerboats	4.0	3.8	3.2	1.2	9.9	11.3	16.5	14.5	64.9	68.1	6.80	0.3396
Having local knowledge of the waters you are using	2.3	2.1	2.6	3.3	11.1	7.2	23.9	28.4	59.9	57.9	8.33	0.2148
Understanding the difficulty of rivers by their Class rankings	3.2	5.2	4.7	2.0	6.2	12.5	21.7	20.8	62.2	54.6	24.25	0.0005
Not paddling alone	7.3	3.2	7.4	8.9	16.1	14.0	15.2	16.1	53.5	57.4	9.52	0.1466

Safety practice	1=Not important		2		3		4		5=Very important			
	2006-2007	2009	2006 - 2007	2009	2006 - 2007	2009	2006 - 2007	2009	2006-2007	2009	Chi-square statistic	p-value
Dressing for the impact of cold water	3.9	4.5	4.6	3.5	19.7	20.1	18.1	17.4	52.3	53.5	1.76	0.9406
Wearing foot protection	7.4	8.6	9.7	8.4	20.7	22.9	17.8	16.1	43.5	43.1	2.87	0.8254
Paddling with a person who has more knowledge and experience	7.9	5.2	7.0	8.3	22.3	21.1	20.4	21.9	41.3	42.3	6.27	0.3937
Learning skills from an instructor before paddling	10.1	11.1	12.4	14.6	23.7	18.0	16.5	17.9	36.8	37.2	6.96	0.3250
Using maps or guidebooks to plan your outing	8.8	10.4	8.3	9.8	19.7	22.9	25.4	19.9	36.6	35.6	6.10	0.4116

Source: NSRE Version 3a (dates: 7/06 to 9/07) and Version 5 (dates: 2/09 to 11/09). Respondents received a randomized set of 10 of the 20 items. Sample sizes range from 499 to 560 in Version 3a and from 484 to 538 in Version 5. Percent responding. Full sample percentages and don't know and refused responses are not shown. Each item asked separately. Highlighted cells indicate that Chi-square test of independence is significant at .05 level.

Table 5.25 displays the degree to which respondents between two time periods rated the importance of safety practices when paddling a canoe, kayak, or raft on a scale of 1 to 5, with 1 being "not important" and 5 being "very important."

In 2006 - 2007, the majority of respondents (80% to 100%) rated the following safety practices as 5, “very important”: having skills to rescue yourself in case of capsize (88.0%) and being able to swim (86.3%). In 2009, the majority also rated these as "very important," with 89.3% and 88.5%, respectively, and a majority also rated "telling someone where you are going and your expected return" (81.6%) as 5.

Approximately three fourths (70% to 79.9%) of respondents rated the following safety practices as “very important” in 2006 - 2007: telling someone where you are going and your expected return (79.9%), paddling on waters and in weather conditions within your ability (72.9%), wearing your life jacket (72.0%), being equipped to handle an on-water emergency (72.1%), not drinking alcohol (71.3%), and planning for an emergency (71.2%), and avoiding capsize or falling overboard (70.5%). In 2009, these same items were also rated as "very important" by 70% - 79.9% of the sample population, with the exception of "telling someone where you are going and your expected return," which increased in importance (81.6%) and "avoiding capsize," which decreased in importance (69.4%).

The remaining items all increased in importance in 2009 as follows: paddling on waters and in weather conditions within your ability (78.2%), wearing your life jacket (78.6%), being equipped to handle an on-water emergency (74.3%), not drinking alcohol (72.5%), and planning for an emergency (71.9%).

In 2006 - 2007, 60% to 69.99% of respondents rated having skills to rescue others in case of capsize (67.7%), understanding tides, including rip tides (67.3%), knowing the rules about sharing waters with powerboats (64.9%) as "very important." In 2009, these percentages for each item increased to 71.9%, 67.6%, and 68.1% respectively.

In 2006 - 2007, 50% to 59.99% of respondents rated having local knowledge of the waters you are using (59.9%), understanding the difficulty of rivers by their Class rankings (62.2%), not paddling alone (53.5%), and dressing for the impact of cold water (52.3%) as "very important." In 2009, those same items were rated "very important" by 57.9%, 54.6%, 57.4%, and 53.5%, respectively. Several of these practices received a rating of 4 by a noticeable percentage of respondents in both time periods, including having local knowledge of the waters you are using (23.9% in 2006 - 2007, and 28.4% in 2009) and understanding the difficulty of rivers by their Class rankings (21.7% in 2006 - 2007, and 20.8% in 2009). The practice of dressing for the impact of cold water was ranked as 3 by 19.7% of respondents in 2006 - 2007, and 20.1% in 2009.

Respondents who view wearing foot protection as "very important" composed 43.5% in 2006 - 2007, and 43.1% in 2009. People rating it as 3 composed 20.7% in 2006 - 2007, and 22.9% in 2009. Paddling with a person who has more knowledge and experience was rated "very important" by 41.3% in 2006 - 2007, and 42.3% in 2009. People rating it less important, as 4, composed 20.4% in 2006 - 2007 and 21.9% in 2009. Significant respondents rated this item as 3, with 22.3% in 2006 - 2007 and 21.1% in 2009. Learning skills from an instructor before paddling was rated "very important" by 36.8% of respondents in 2006 - 2007, and 37.2% in 2009. People rating it as 4 in each respective year composed 16.5% and 17.9%. Respondents rating the item as 3 composed 23.7% and 18.0% in each year. Using maps or guidebooks to plan your outing was rated "very important" by 36.6% in 2006 - 2007 and 35.6% in 2009. People rating it as 4 in each respective year composed 25.4% and 19.9%. Respondents rating the item as 3 composed 19.7% and 22.9% in each year.

Table 5.26: Are you a Member of a Paddling Club or Paddling Organization?

Member of paddling club or organization	Interview Year 2006-2007	2009	Total sample
Yes	2.2	2.7	2.5
No	97.6	97.0	97.3

Source: NSRE Version 3a (dates: 7/06 to 9/07, n=1,000) and Version 5 (dates: 2/09 to 11/09, n=1,014). Percent responding. Except for activity participation, columns may not sum to 100% because Don't Know and Refused responses are not shown. Chi-square test of independence: chi-square= 1.36, p-value= 0.7149.

Table 5.26 compares respondents' membership in a paddling club or organization between two time periods. In 2006 - 2007 and 2009, very few respondents were members, with 2.2% and 2.7%, respectively, making for 2.5% of the total sample. The majority of the total sample *did not* belong to a club or organization in 2006 - 2007 (97.5%), as well as in 2009 (97.0%). The majority of the total sample (97.3%) *did not* belong to a club or organization.