

**Supplemental File 7:** Inductive and deductive codes used in the thematic analysis of survey respondents' open-ended responses. Source describes the deductive or inductive source of the code, parent codes include subsequent child code, and descriptions are listed.

Source	Parent Code	Child Code	Description
Deductive (Larson et al., 2015)	YourLand		Had managed their land for conservation purposes since first participating with VWL
Inductive		Delayed haying/reduce mowing	Delayed haying and mowing to accommodate for breeding grassland birds
Inductive		Habitat restoration	Restoring native grasslands or wildflower fields
Inductive		Install fences	Fencing off streams to keep cattle out
Inductive		Invasive removal/management	Removal of invasive species from property
Inductive		Participate citizen science	Participate in any citizen science project
Inductive		Plant native species	Planting native species on the property
Inductive		Prescribed burn	Implementing prescribed burns on the property
Inductive		Reduce/eliminate pesticide/fertilizer	Decreasing or eliminating the use of pesticides and or fertilizers on the property
Inductive		Riparian buffer	Install riparian buffers to support stream health
Inductive		Wildlife support	Ex: Putting up bird boxes, wildlife rehabilitation, putting up bee houses
Deductive (Larson et al., 2015)	EduSelf		Had educated themselves about the species found on their property since first participating with VWL
Inductive		"One way" media	Examples are magazines, non-academic articles, podcasts, newspaper, newsletters, YouTube videos This is separate from social media (i.e. Facebook, twitter, etc.) since there is only a one-way flow of information that is coming from one specific source.
Inductive		Conservation related TV	Documentaries or educational television programming about conservation topics
Inductive		Identification apps	Phone apps that use machine learning to identify plant and animal species such as Seek or iNaturalist
Inductive		Interactive learning	A more formal learning environment (doesn't have to be in a classroom) that is led by a qualified expert on the subject matter (Ex: webinars, workshops, classes, seminars, lectures)

Inductive		Look up question online	Using an online search information such as Google
Inductive		Read academic journal articles	Reading peer-reviewed literature
Inductive		Read books	Reading books, textbooks, field guides. This is different than reading studies or articles which would be coded under "one way media".
Inductive		Read legislation	Reading federal, state, or local legislation
Inductive		Social media	Getting information from social media such as Facebook or Twitter
Inductive		Talking with people	Learn through talking with people and/or asking specific conservation related questions. The people could be experts, friends, colleagues, etc.
Inductive		Visit museums	Getting information from visiting a museum
Deductive (Larson et al., 2015)	Donate		Had donated to an environmental organization since first participating with VWL
Inductive		International level organizations	Donating to organizations that operate internationally such as the WWF
Inductive		National level organizations	Donating to organizations that operate on a national level such as the Audubon society
Inductive		State level organizations	Donating to organizations that operate on a state level
Inductive		Local level organizations	Any organization that operates on a scale small than state level ex: PEC (Piedmont environmental council)
Inductive		Unspecified	Did not specify where they donate
Deductive (Larson et al., 2015)	Civic		Civic engagement since first participating with VWL
Inductive		Attend legislative meetings	Attend meetings on local legislative matters
Inductive		Contact representatives	Contacting federal, state, or local government representatives about conservation issues
Inductive		Partake in demonstrations	Attend marches, protests, or demonstrations on conservation topics
Inductive		Share civic info via social media	Sharing civic information via social media such as Facebook

Inductive		Sign petitions	Signing petitions on conservation issues
Inductive		Staying updated on con issues	Keeping informed on conservation issues
Inductive		Talk w others legislation/con issues	Speaking with friends, family, or neighbors about conservation issues
Inductive		Voting	Voting in support of conservation and the environment
Inductive	EventGained		Outcomes of event attendance
Inductive		Connect w peers/community	Forming connections with peers and the broader community
Inductive		Gain enviro/con/wildlife knowledge	Gained knowledge on the environmental, conservation, or wildlife
Inductive		Gain info on VWL/SCBI	Gained information on VWL or SCBI
Inductive		Gain knowledge no comment	Did not specify which type of knowledge they gained
Inductive		Inspiration/Encouraged	Felt inspired and encouraged
Inductive		Don't attend	Have not attended a VWL event
Inductive	NewsGained		
Inductive		Gain enviro/con/wildlife knowledge	Gained knowledge on the environmental, conservation, or wildlife
Inductive		Gain info on VWL/SCBI	Gained information on VWL or SCBI
Inductive		Gain knowledge no comment	Did not specify which type of knowledge they gained
Inductive		Inspiration/Interesting	Felt inspired and encouraged
Inductive		Conservation behavior outcomes	Engaged in a conservation behavior after reading the monthly newsletter
Inductive		Gained nothing	No outcomes from reading the monthly newsletter
Inductive		Don't receive	Have not received a monthly newsletter