

4-H Volunteer Online Training Evaluation



SUBMITTED BY

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Acknowledgements

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Extension Center for Youth Development

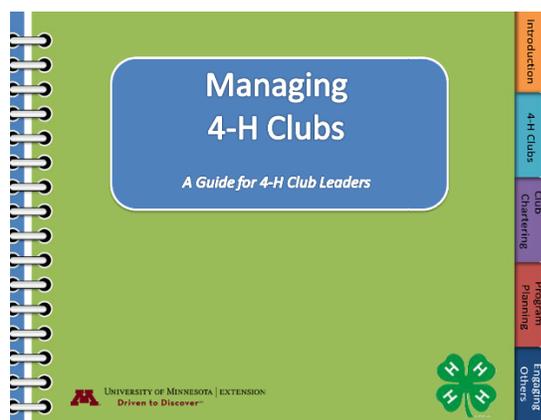
University of Minnesota

OVERVIEW OF UNIVERSITY OF MINNESOTA EXTENSION CENTER FOR YOUTH DEVELOPMENT

The University of Minnesota Extension Center for Youth Development (YD) delivers learning-by-doing 4-H youth programs in partnership with adult volunteers throughout the state of Minnesota. The Center's programs are led and designed by state program teams. Adult volunteers play a key role in supporting positive youth development of Minnesota's 4-H youth by working closely with youth and/or on the behalf of youth. In program year 2012-2013, 10,729 adult volunteers contributed their services to Minnesota 4-H. The Center has a goal of reaching new volunteer audiences meeting their needs through a variety of training opportunities and modalities. As a result, Minnesota 4-H has developed a statewide online training and resource system to prepare new volunteers for action in 4-H programs in Minnesota. As the online trainings were launched in 2013, experienced volunteers were also encouraged to complete the trainings in order to expose all volunteers to the content and skills.

DESCRIPTION OF ONLINE TRAINING MODULES

Volunteers access the online training modules (OTM) through a statewide data management system – *4HOnline*¹. The modules themselves are designed to provide a foundation for volunteers who are starting in their work with 4-H community, after-school, site-based or project clubs. The modules share common design elements in that they contain slides with voice over and each concludes with a post survey that reviews the content presented in the slides and video. There are two delivery mode options for these trainings – (1) asynchronous online module accessed by volunteers through 4HOnline and (2) face-to-face group presentations with a YD staff facilitator, typically a county program coordinator. The training comprises five online modules listed below:



Managing 4-H Clubs: A Guide for 4-H Club Leaders

This module addresses the role of the 4-H club leader, the 4-H program planning process and how to engage youth and other adults. This module takes, on average, 30 minutes to complete.

¹ Proprietary database software used by YD

4-H Project Leaders: Where the Action Starts!

This module addresses the knowledge, skills and resources that volunteers need to be successful in their project leader roles. This module takes, on average, 30 minutes to complete.



Creating a Welcoming 4-H Environment: Engaging, Encouraging, Respectful

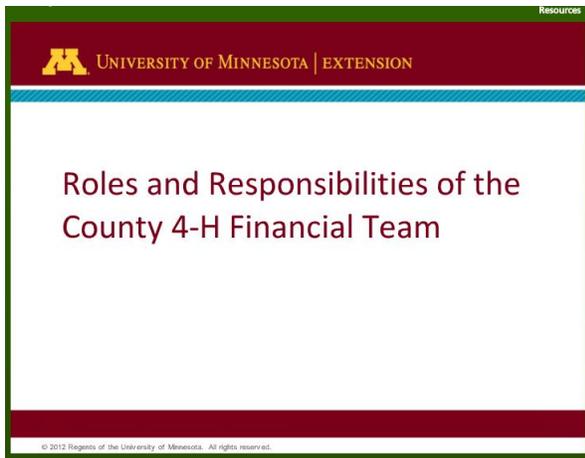
This module outlines the framework for creating a welcoming environment: safety, support, interaction, and engagement. Volunteers are exposed to tools and resources that they can use to build welcoming environments within the context of youth programs, and how to develop and conduct action planning in their club or group. This module takes, on average, 30

minutes to complete.

The 4-H Learning Environment

This module presents definitions and examples of non-formal learning environments, the experiential learning model, age-appropriate learning experiences, how to effectively guide learning, and how to recognize the elements of high-quality youth development experiences. This module takes, on average, 30 minutes to complete.





County Financial Practices: A Guide for County Financial Teams

This module reviews the financial stewardship policies and practices of the 4-H Youth Development Program and the University of Minnesota. This module takes, on average, 30 minutes to complete.

EVALUATION PLAN

Evaluation Purpose

The Minnesota 4-H Volunteer Online Training Modules have been in the field for one and half years and are at an early stage of implementation. These training tools are under a three-year review cycle; study findings and key recommendations based on the results from this evaluation will be used to improve OTMs. This formative evaluation was commissioned by the statewide Volunteer Systems team to understand the value of recent investments by the Extension Center for Youth Development to design and implement a “suite” of online training modules for volunteers. The evaluation was designed to gather information about how volunteers who completed the modules perceive their OTM experience, their opinions about the usefulness of OTM, and the value that they received.

Primary stakeholders/Users of the evaluation study:

The primary stakeholders of this study are:

- Volunteer Systems State Program Team
- YD Leadership Team
- Volunteers

Evaluation Questions/Areas of Inquiry

The overarching evaluation questions were based on the organizational and program team goals around YD volunteer systems. They are as follows:



To what extent did OTM meet the learning objectives for the volunteers?



What is the quality of the online training modules?



To what extent is the learning from each module transferable to 4-H settings and/or in other settings involving youth?

EVALUATION DESIGN

Sample

The key informants for this study are a group of 53 volunteers with Minnesota 4-H who have most recently completed at least one of the four online training modules from January 1st to March 31st 2014. In addition, phone interviews were completed with six volunteers who were selected and invited from this group of 53 adults.

Method

The evaluation design used three methods for data collection – module post survey, 2014 volunteer online training survey and telephone interviews.

Module Post Survey

Volunteers completed a module-completion post-survey in 4HOnline after viewing each module. The Module Post Survey protocols are attached in Appendix A. This survey data was used to inform the evaluation question about the extent to which OTM met volunteers' learning objectives. The 4HOnline enrollment database provides data related to the number of trainings completed and the number of module post surveys completed. The Volunteer Systems Team monitors the implementation of the OTM by tracking these data at the state and regional level. These data are presented in the table below:



TABLE 1: 4-H ONLINE TRAININGS & MODULE COMPLETION SURVEY RESPONSE COUNTS		
TRAINING TITLE	TOTAL TRAININGS VIEWED ²	MODULE POST SURVEY COUNTS ²
Managing 4-H Clubs: A Guide for 4-H Club Leaders	46	34
4-H Project Leaders: Where the Action Starts!	83	50
Creating a Welcoming 4-H Environment: Engaging, Encouraging, Respectful	87	44
The 4-H Learning Environment	48	32
County Financial Practices: A Guide for County Financial Teams	29	25

2014 Volunteer Online Training Survey

A brief Qualtrics survey (Appendix B) was designed and administered to all active volunteers who have completed at least one of the four modules within January 1st to March 31st, 2014. In all, 53 volunteers received this survey. Seventeen out of the 53 OTM participants completed the 2014 Volunteer Online Training survey, thus resulting in a response rate of 32%. Most survey respondents reported serving in multiple capacities at different levels from individual club to state level. Their volunteer roles ranged from club leaders, county project leaders, to county fair support and state-level committee members. In terms of experience, twelve respondents had less than five years of experience and five respondents had more five years of experience. The minimum years' of experience of the respondents was one year and the maximum was 35 years.



Phone Interview

The survey was followed by a semi-structured phone interview with a sub-sample of six volunteers from three of the five Minnesota regions –central, northeast, and southeast. Also because of the quick turnaround time required by the project, interviewees were conducted on a first come first serve basis. The interview scope (Appendix C) was broad, requiring participating volunteers to contextualize the role of the online training modules in their work with youth. Four individuals who were interviewed had been with 4-H for more than 8 years, and two were relatively new with around one/ three years of 4-H volunteering experience. This mix of volunteers presented a range of experience levels which was important given that all current volunteers are being encouraged to complete the modules in the early implementation stages.



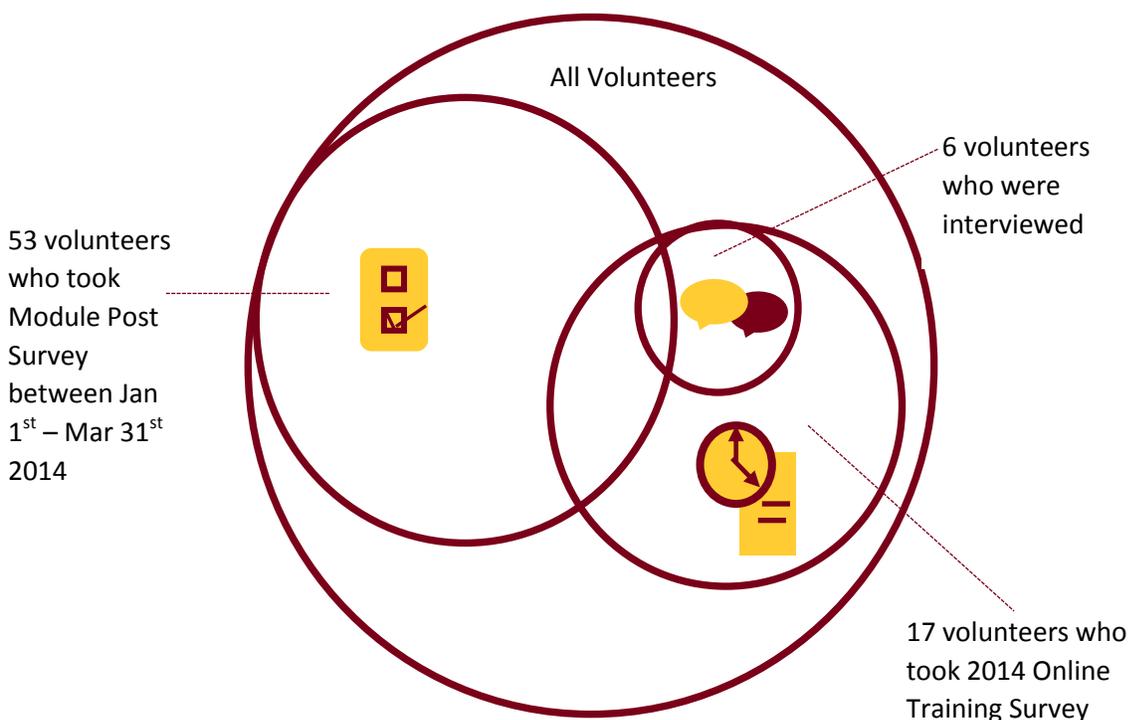
TABLE 2: INTERVIEWEE DESCRIPTIONS	
No.	Description (Region, Volunteering Experience, Trainings completed, Sex, Race, Ethnicity)
1.	Northeast, Volunteering for 3 years, Completed all 5 trainings online, Female, White, Non-Hispanic
2.	Southeast, Volunteering for 3 years, Completed all 5 trainings online, Female, White, Non-Hispanic

² As of June 25, 2014

3.	Southeast, Volunteering for 1 year, Completed all 5 trainings online, Female, White, Non-Hispanic
4.	Central, Volunteering for 8 years, Completed all 5 trainings- some online and some face to face facilitated by staff in a group, Female, White, Non-Hispanic
5.	Central, Volunteering for 30 years, Completed all 5 trainings- some online and some face to face facilitated by staff in a group, Female, White, Non-Hispanic
6.	Central, Volunteering for 12 years, Completed all 5 trainings online, Female, White, Non-Hispanic

Data from the two surveys and the interview responses guided and informed the evaluation questions on OTM quality and transferability. Survey data and interview responses were analyzed to draw evaluative conclusions and develop actionable insights so that the Volunteer Systems team can best prepare and support adult volunteers.

The following Venn diagram shows the alignment of the three data collection methods:



Sense-Making with Rubric

The evaluation project team, made up of internal program evaluators and Extension staff, developed a set of indicators for each evaluation question listed below. The rubric

supports the use of the evaluation through a shared meaning that guides the use of evaluation data by developing benchmarks for a high quality online training.

TABLE 3: EVALUATION QUESTIONS, SENSE-MAKING, DATA SOURCES

No.	Evaluation Question	Sense Making with Indicators	Data Sources
1.	The online training modules which the volunteers completed met their learning objectives.	1. Evidence of volunteers' knowledge, skills on the training content areas.	Module Post survey(completed by all participants immediately after module is viewed)
2.	OTM are perceived as 'high quality' learning tools by adult learner participants.	1. At or above quality of other online trainings they have completed. 2. OTM content is relevant for volunteers as prepare for their role(s) as a 4-H volunteer 3. OTMs regarded as resource for learning	2014 Volunteer Online Training Survey (completed by 2014 participants for evaluation study) (Q4, Q5) Telephone Interviews with 6 volunteers (Q3,Q7, Q8,Q9,Q12)
3.	OTM learning are easily transferable to 4-H settings and other settings with youth	1. Evidence of application of learning shortly after completing the training module.	2014 Volunteer Online Training Survey (Q6, Q7) Telephone Interviews with 6 volunteers (Q4,Q5,Q11,Q12)

FINDINGS

This section of the report presents findings from the analysis of data from surveys and semi structured interviews with volunteers. These are organized by the evaluation question as described previously.

To what extent did OTM meet the learning objectives for the volunteers?



Data from module completion post survey was analyzed to understand the extent to which OTM met the learning objectives for the volunteers. Individuals rated their agreement with different set of questions including the learning from the module, their knowledge about the course content and whether they would use this learning to change their practice. The following set of tables show the percentages of response count (excluding missing data) for each item under each training title.

TABLE 4: MANAGING 4-H CLUBS: A GUIDE FOR 4-H CLUB LEADERS (N=34)

LEARNING OBJECTIVE INDICATORS	RESPONSE COUNT PERCENTAGES				
	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I can describe quality 4-H club/group experiences	0	0	0	59% (20)	41% (14)
I can identify ways youth can be engaged in their 4-H club/group	0	0	0	53% (18)	47% (16)
I recognize a 4-H program planning process	0	0	0	56% (19)	44% (15)
I understand the role of a 4-H club/group leader	0	0	0	50% (17)	50% (17)
I can locate resources that support 4-H club/group leader roles	0	0	6% (2)	56% (19)	38% (13)
I can use what I learned today	0	0	0	50% (17)	50% (17)
I will change my practices as a volunteer in 4-H	0	0	15% (5)	50% (17)	35% (12)



TABLE 5: 4-H PROJECT LEADERS: WHERE THE ACTION STARTS! (N=50)

LEARNING OBJECTIVE INDICATORS	RESPONSE COUNT				
	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I am energized to become effective project leader	4% (2)	0	10% (5)	58% (29)	28% (14)
I am equipped with skills, knowledge and resources needed to be successful in this role	4% (2)	0	14% (7)	62% (31)	20% (10)
I am informed on the youth development principles and practices that guide work with youth	4% (2)	0	10% (5)	58% (29)	28% (14)
I can use what I learned today	4% (2)	0	4% (2)	62% (31)	30% (15)
I will change my practices as a volunteer in 4-H	4% (2)	6% (3)	34% (17)	42% (21)	14% (7)



TABLE 6: CREATING A WELCOMING 4-H ENVIRONMENT (N=44)

LEARNING OBJECTIVE INDICATORS	RESPONSE COUNT PERCENTAGES				
	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I understand my club and group environment better	2% (1)	0	7% (3)	57% (25)	34% (15)
I developed an action plan for building a more welcoming environment for my group	0	5% (2)	14% (6)	59% (26)	23% (10)
I can name the four parts of a welcoming environment	2% (1)	0	0	57% (25)	41% (18)
I am aware of tools and resources for building a welcoming environment	2% (1)	0	2% (1)	59% (26)	36% (16)
I can use what I learned today	2% (1)	0	2% (1)	61% (27)	34% (15)
I will change my practices as a volunteer in 4-H	2% (1)	0	18% (8)	57% (25)	23% (10)



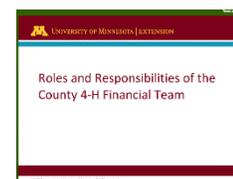


TABLE 7: THE 4-H LEARNING ENVIRONMENT (N=32)

LEARNING OBJECTIVE INDICATORS	RESPONSE COUNT PRECENTAGES				
	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I can describe how I can effectively guide learning with youth	0	0	3% (1)	63% (20)	34% (11)
I can identify age-appropriate learning experiences based on the developmental stages of young people	0	0	3% (1)	63% (20)	34% (11)
I can name the steps of the experiential learning model	0	0	3% (1)	59% (19)	38% (12)
I can recognize elements of quality youth development program experiences	0	0	3% (1)	59% (19)	38% (12)
I can relate the importance of non-formal learning to the healthy development of young people	0	0	9% (3)	56% (18)	34% (11)
I can use what I learned today	0	0	3% (1)	56% (18)	41% (13)
I will change my practices as a volunteer in 4-H	0	3% (1)	19% (6)	50% (16)	28% (9)

TABLE 8: ROLES AND RESPONSIBILITIES OF THE COUNTY 4-H FINANCIAL TEAMS (N=25)

LEARNING OBJECTIVE INDICATORS	RESPONSE COUNT PRECENTAGES				
	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I can apply the fiscal policies and procedures outlined in this training	0	0	16% (4)	56% (14)	28% (7)
I understand the importance of good fiscal practices better	0	0	16% (4)	56% (14)	28% (7)
I understand the roles and responsibilities of fiscal management team members better	0	4% (1)	12% (3)	56% (14)	28% (7)



From the above tables we see that almost two-thirds of the respondents “agreed” and about one-third of the respondents “strongly agreed” to the items inquiring about the knowledge and skills gained through the online training modules. Two items -- “I can use what I learned today” and “I will change my practices as volunteer in 4-H” were asked across four out of the five trainings. An average of 17% respondents had a ‘neutral’ response to the second item. For the project leader and ‘welcoming environment’ trainings, there were a few volunteers who had a strong negative opinion about the items ‘changing practice’ and ‘using their learning’.

Lessons Learned

- Even though, the evidence from module post survey shows favorable agreements, the Volunteer Systems team is encouraged to reassess and revise the survey items for each module keeping in mind the learning objectives.
- The next step is to study this model of training to understand its power in preparing adult volunteers and comparing it to other similar training interventions. This will be a major contribution to the field of volunteer development.
- At this point, the team must also review the expectations from each of the training modules given their limited dosage and training time.

What is the quality of Online Training Modules?



Quality of the OTM was assessed based on evidence provided through the responses to the 2014 Volunteer Online Training survey and the subsequent interviews with volunteers from different counties and different years of experience. These surveys and interviews elicited important information that can inform the future design of the online training modules. In the 2014 Volunteer Online Trainings survey, seven respondents rated the training modules to be ‘at the same level’ as compared to other online trainings they have completed in the past. Six respondents rated that the trainings were ‘very relevant’ for their volunteer work. In general, the level of quality of the online training modules was favorably reviewed by participants with specific recommendations for additional training materials such as diversity training, basics of 4-H, etc.

Themes from Telephone Interviews with Volunteers

Easy to navigate online platform

Almost all respondents were comfortable with the online training platform and appreciated the content and presentation styles.

- *“I thought they were well done. It wasn’t the same presenter talking through the whole module, you know, there was interaction and there were kids. They were short—kind of to the point, which, you know, I didn’t find them hard to follow or anything....”*
- *“I thought it was well put-together, you know, kind of interactive. You kind of had to follow along and pay attention and move to the next slide, or it asked you questions. I liked that interaction, where it asked you things and made you move along.”*



- *“...it’s easy to use, it’s easy to get the information, the pace of the content is good.”*
- *“..They were easy to follow and easy to understand as you watched the modules...they were very self-explanatory...rather than having to try to make a meeting or drive out of town-[it] was awesome that it was available online to do that.”*

Online training works for busy schedules but face to face group trainings have their benefits too. Some comments are shown below:

- *“...face to face training to support that, so if people won’t or can’t do the online stuff, they’re still getting the information.”*
- *“That was very beneficial, too. Yeah, just got to know other people across the county, and come together as a county rather than just your club.”*

County Financial Practices Training, a hit!

Volunteers gave highly positive remarks about this training. The content was very relevant and the information in the training was beneficial to volunteers.

- *“Yeah—I think the topics that we have are really good; I think they’re very relevant—especially the one around financial practices.”*
- *“The financial one, I thought was good because you know, it was good to see the detail in that part of it I wasn’t as familiar with.”*
- *“I learned a lot more about what we can and can’t do, and what roles the kids can have. So that was helpful”*
- *“.....because there’s a lot of new information. There’s been a lot of change in how we handle money.”*

On demand! -- Other training topics

Through the interviews, volunteers conveyed the need for training topics on more basic concepts. They suggested topics that gave overview about 4-H terminology and language, and project ideas that they could apply in their individual contexts. The current training topics, one volunteer described, focus more on the ‘quality’ aspect, which is, useful; however, there is a greater need for trainings that orient new volunteers to 4-H and other hands-on training material.

- *“I think to start out new is really, really difficult for people who have no background in 4-H at all. So to have just the real basics of 4-H, as far as even how to enter things in the fair, and terminology—what a “bowl” is; descriptions of what “demonstration” is—just your real, real basic things that those of us now, who’ve been in there for a while, take for granted, but new people just totally don’t understand..... to train new people, new families, with really easy ABCs of 4-H.”*

- *“...However, I wish that they would, on that one [4-H Project Leaders], I think it would have been nice if they would just give some more links, or help you come up with ideas for your—you know, running your programs, or what programs are available out there. You know, what you can do to get to state fair, and what the criteria is for some of that, or where to find that criteria. I’m sure that is somewhere, but for those of us that are new leaders, we don’t always know all of that just off the top of our head.”*
- *“Well, I think the one they had last year where they did the science experiments—that one went over really well... We got to go and actually do some science experiments and then we all got a packet of ideas to bring home.”*

With one of the comments, a volunteer alluded to the opportunity of developing ‘diversity’ training materials. They also communicated about their need for designing a training that helps them to involve/recruit other parents and individuals to volunteer. Training on engaging youth with busy schedules is another topic that volunteers seek.

- *“How do we recruit? How do we make them[youth] feel welcome? How do they get access to our program? Definitely some training program to support opening the program to even more kids.”*
- *“...of course getting families involved is something that’s always a challenge, so...new ideas about how to get families involved or new techniques, I guess, is what I look for... it’s difficult to get them to commit and actually show up for their commitment... I don’t know that I’ve necessarily gotten anything specifically through 4-H for that.”*
- *“You know, the kids get involved, and they’re in sports and they’re in school and sometimes it’s—I don’t know—that’s probably my hardest thing in the project, is keeping the kids on track.”*

Internet Connectivity

One volunteer mentioned technical connectivity issues in completion of the online training modules.

- *“...high-speed internet is not available. And I can speak for that because, my husband and I have at our house my only option for internet is satellite internet. And my mom is a 4-H volunteer [too], and she doesn’t have access to high-speed internet....asking people to stream these 30-minute videos or these online modules is not realistic.”*

To what extent is the learning from each module transferable to 4-H settings and/or in other settings involving youth?



On asking respondents to describe the situations where they had applied their learning in the 2014 Volunteer Online Training survey, they gave brief accounts as follows:

- *“At our club meetings began including reflection more often.”*
- *“Used to guide 4-H club and project ideas”*
- *“I have really tried to make all new members welcome.”*
- *“Working with other adults in the school setting and trying to get them and/or parents involved more.”*
- *“Getting better at being prepared and to involve parents.”*
- *“Used ideas in club meetings.”*

As mentioned earlier, volunteers exhibited positive agreement to ‘using what they had learned’ and ‘changing their practices’ in the post and follow-up survey items. However, caveats might apply. Telephone interviews with experienced volunteers revealed that they acted as refresher courses and were not really instrumental in changing the way they work. On probing such committed volunteers, it became clear that they feel that they have learned a lot ‘on-the-job’ with the several years of service they had offered to 4-H. For such experienced volunteers, the trainings were more of a refresher course. The trainings were reinforcing some concepts that they had already gathered earlier through their roles and duties over the years. They mentioned they had hadn’t changed a whole lot in their practice based on the trainings. Yet, this information is based on six telephone interview which might limit the generalizations.



- *“I have a background professionally in a lot of these things, so the online things just kind of refresh.”*
- *“It was kind of a refresher course, being in 4-H for a little over 12 years.”*

At the same time, they also appreciated the value that these trainings offered to junior leaders and new volunteers. Some comments from the volunteers are:

- *“I think I’m fortunate enough that I also used to work in the school system, and so because of that, I understand kids a little bit better, and I know how to interact and how to engage with them. So some of those modules, for me, maybe didn’t help me very much because of that. But I could see, for somebody that has not, you know, really been in that kind of a position, where they would have learned from them.”*
- *“...it was not anything that I didn’t know, or—it was not super valuable to me.... For me, personally, as a volunteer, the trainings were not valuable, given my extensive background. However, for a number of the volunteers that I work with..., there’s some good stuff in them.”*

Broader Volunteer support

Most volunteers spoke highly of the program coordinators in their respective counties and mentioned that the Extension staff had been really supportive of their work and duties. A volunteer had many praises for the county program coordinator:

- *“....we’re very fortunate in that our Extension office hereWe have a fabulous coordinator, and she is more than willing to help and ask questions and answer questions and sit down with you, if you don’t understand something. She prints things out for you, if you have questions, and gets you information to be able to hand out when you go places or do things. She’s wonderful, so we’re very fortunate.”*

As mentioned before, these interviews with volunteers were framed as advisory discussion to allow volunteers to raise any other concerns and/or request support in other areas too. One interview respondent raised a concern about a time lag between policy change that impacted her work and the availability of information on the Center and program website. In order to reduce such discrepancies, oral communication must be well synchronized with website updates so that both those sources reflect accurate information.

ACTIONABLE INSIGHTS

Scaffold Trainings

Build a training framework for different levels of volunteer experience, for example 1-3 years, 3-5 years, 5-8 years and above 8 years. This would make the trainings more meaningful and relevant to 4-H volunteers. Although the OTM were implemented with all volunteers in mind (to ensure that all had the basic knowledge regardless of experience level), it is important to understand the needs of volunteers at different levels. Several comments from the interviewees reveal that the content was less relevant to experienced volunteers.

Continue to facilitate face to face trainings in parallel

Volunteers have expressed benefits in teaching and learning from other volunteers in the county while they were in face to face trainings delivered in a group setting. Conducting such group trainings can have ripple positive effects through the sharing of best practices.

Developing other training

Focus on the needs of the volunteers to develop new modules. Possible topics include orientation to 4-H, how to work with busy families, communicating with busy families, being flexible in order to allow multiple points of engagement, promoting diversity, etc.

EVALUATION IMPLEMENTATION DETAILS

Timeline of Evaluation Activities



Budget

TABLE						
ACTIVITY		ESTIMATED HOURS				COST
		LEAD EVALUATOR	SUPERVISOR	COLLABORATORS FROM VS TEAM	SUPPORT STAFF	
EVALUATION PROJECT DESIGN PROPOSAL	DRAFTING	4				\$48
	REVIEW	1.5	1.5	1		\$118
	FINALIZE EVALUATION DESIGN	3	1	1		\$116
SURVEY DATA COLLECTION	QUALTRICS SOFTWARE LICENSE					\$500
	SURVEY PROTOCOL DESIGN DRAFT	2				\$24
	REVIEW SURVEY PROTOCOL	1	1			\$52
	FINALIZE SURVEY PROTOCOL	1	1	1		\$92
	SAMPLING	5	2			\$140
	QUALTRICS ADMINISTRATION	5				\$60
TELEPHONE INTERVIEWS	INTERVIEW PROTOCOL DESIGN	2				\$24
	REVIEW INTERVIEW PROTOCOL	1	1			\$52
	FINALIZE INTERVIEW PROTOCOL	1	1	1		\$92
	SAMPLING	1				\$12
	CONDUCTING INTERVIEW	0.5 * 6				\$36
	TRANSCRIPTION				10	\$250
DATA ANALYSIS	MODULE COMPLETION SURVEY DATA ANALYSIS	15				\$180

	ONLINE TRAINING SURVEY DATA ANALYSIS	15				\$180
	INTERVIEW DATA ANALYSIS	25				\$300
REPORTING	DRAFTING WHILE CO-CREATING SECTIONS WITH COLLABORATORS	18	3	3		\$456
	REVIEWING	2	2			\$104
	FINALIZING WITH COLLABORATORS	2	2	2		\$184
	COMMUNICATION	2				\$24
SUPPLIES	STATIONARY, PRINTING	-	-	-		\$100
TOTAL		109.5	15.5	9	10	\$3,144

Identifying Cultural Elements in the Study

AEA’s statement on Cultural Competence states that cultural competence “requires awareness of self, reflection on one’s own cultural position, awareness of others’ positions, and the ability to interact genuinely and respectfully with others.” In pursuit of a culturally competent evaluation, this study employs culturally appropriate methods for data collection. 4-H Volunteers are a highly invested in their work at 4-H. They are a community of people who self-select themselves for this commitment and are motivated by the idea of supporting 4-H members and their community (Culp, III & Schwartz, 1999)³. 4-H volunteers come from wide range of adults with a diverse set of needs and experiences based on their backgrounds. The OTM are designed to meet the needs of volunteers who don’t have the resources of time or transportation to attend face to face trainings and/or prefer to complete trainings online and in their own timeframe. This study includes those volunteers that took the trainings online by themselves, indicating that this group is also technologically savvy and willing to learn through new modalities. These are important cultural pieces for the study and due attention is given them.

QUALIFICATIONS STATEMENT

Shipi Kankane, was the lead evaluator for this project. She is a member of the internal program evaluation team at the Extension Center for Youth Development. She has completed her Masters in Educational Policy and Administration at the University of Minnesota. At the Center, Shipi has implemented a statewide survey project on first year 4-H members’ satisfaction and is working on implementing the 4-H Common Measures Survey in Minnesota.

³ Culp, K., III, & Schwartz, V. J. (1999). Motivating adult volunteer 4-H leaders. *Journal of Extension* [Online], 37(1). Article 1RIB5. Available at:<http://www.joe.org/joe/1999february/rb5.php>

APPENDIX A

Managing 4-H Clubs: A Guide for 4-H Club Leaders (Module Post Survey Protocol)

Thank you for completing the “4-H Learning Environment” training! Please fill out this short evaluation so we can continue to improve your training experience.

1. How did you learn about the 4-H volunteer online trainings?
 - From 4-H staff (county fair display, personal conversation, email, club leader letter, etc.)
 - From promotional materials (flyer, bookmark, postcard, etc.)
 - Clover Update (4-H Newsletter, Dorothy’s Column)
 - 4-H public website
 - Fall volunteer training
 - Other (please explain):

2. Please select the main reason you took this training:
 - For my own development as a volunteer
 - I wanted to better serve youth
 - Because I was overwhelmed with my 4-H responsibilities
 - I was feeling like I needed help
 - It was recommended to me
 - I felt I had to / It was required of me
 - Other (please explain):

3. About what percent of time would you say you were engaged (e.g. watching your screen, looking at training materials, involved in discussions) during the training?
 - 20% or less
 - 21-40%
 - 41-60%
 - 61-80%
 - More than 80%

4. How did this online training module in a group session compare to other 4-H volunteer training (i.e. face-to-face, live webinars, print materials)?

	Worse	Slightly worse	About the same	Slightly better	Better	Does not apply
Accessibility						
Content depth						
Length						

5. Please rate your agreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. As a result of this training I understand the role of a 4-H club/group leader.					
2. As a result of this training I recognize a 4-H program planning process.					
3. As a result of this training I can describe the quality 4-H club/group experiences.					
4. As a result of this training I can identify ways youth can be engaged in their 4-H club/group.					
5. As a result of this training I can locate resources that support 4-H club/group leader roles.					
6. As a result of this training I can use what I learned today.					
7. As a result of this training I will change my practices as a volunteer in 4-H.					
8. The staff member facilitating the training session was effective in helping me to learn the content.					
9. The staff member facilitating the training session was effective in supporting group discussion about the content.					
10. My own learning of this material was enhanced by the group discussion [§] .					

6. Please complete the following information[§]

First Name: Last Name: Email address:

7. Age:

8. Please list your county[§]

9. What else would you like us to know about this training experience?

[§] Only in face to face staff facilitated group presentation

4-H Project Leaders: Where the Action Starts (Module Post Survey Protocol)

Thank you for completing the “4-H Learning Environment” training! Please fill out this short evaluation so we can continue to improve your training experience.

1. How did you learn about the 4-H volunteer online trainings?
 - From 4-H staff (county fair display, personal conversation, email, club leader letter, etc.)
 - From promotional materials (flyer, bookmark, postcard, etc.)
 - Clover Update (4-H Newsletter, Dorothy’s Column)
 - 4-H public website
 - Fall volunteer training
 - Other (please explain):

2. Please select the main reason you took this training:
 - For my own development as a volunteer
 - I wanted to better serve youth
 - Because I was overwhelmed with my 4-H responsibilities
 - I was feeling like I needed help
 - It was recommended to me
 - I felt I had to / It was required of me
 - Other (please explain):

3. About what percent of time would you say you were engaged (e.g. watching your screen, looking at training materials, involved in discussions) during the training?
 - 20% or less
 - 21-40%
 - 41-60%
 - 61-80%
 - More than 80%

4. How did this online training module in a group session compare to other 4-H volunteer training (i.e. face-to-face, live webinars, print materials)?

	Worse	Slightly worse	About the same	Slightly better	Better	Does not apply
Accessibility						
Content depth						
Length						

5. Please rate your agreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. As a result of this training I am energized to become an effective project leader.					
2. As a result of this training I am informed on the youth development principles and practices that guide work with youth.					
3. As a result of this training I am equipped with skills, knowledge and resources needed to be successful in this role.					
4. As a result of this training I can use what I learned today.					
5. As a result of this training I will change my practices as a volunteer in 4-H.					
6. The staff member facilitating the training session was effective in helping me to learn the content.					
7. The staff member facilitating the training session was effective in supporting group discussion about the content.					
8. My own learning of this material was enhanced by the group discussion ^s .					

6. Please complete the following information^s

First Name: Last Name: Email address:

7. Age:

8. Please list your county^s.

9. What else would you like us to know about this training experience?

Creating a Welcoming 4-H Environment (Module Post Survey Protocol)

Thank you for completing the “Creating a Welcoming 4-H Environment” training! Please fill out this short evaluation so we can continue to improve your training experience.

1. How did you learn about the 4-H volunteer online trainings?
 - From 4-H staff (county fair display, personal conversation, email, club leader letter, etc.)
 - From promotional materials (flyer, bookmark, postcard, etc.)
 - Clover Update (4-H Newsletter, Dorothy’s Column)
 - 4-H public website
 - Fall volunteer training
 - Other (please explain):

2. Please select the main reason you took this training:
 - For my own development as a volunteer
 - I wanted to better serve youth
 - Because I was overwhelmed with my 4-H responsibilities
 - I was feeling like I needed help
 - It was recommended to me
 - I felt I had to / It was required of me
 - Other (please explain):

3. About what percent of time would you say you were engaged (e.g. watching your screen, looking at training materials, involved in discussions) during the training?
 - 20% or less
 - 21-40%
 - 41-60%
 - 61-80%
 - More than 80%

4. How did this online training module in a group session compare to other 4-H volunteer training (i.e. face-to-face, live webinars, print materials)?

	Worse	Slightly worse	About the same	Slightly better	Better	Does not apply
Accessibility						
Content depth						
Length						

5. Please rate your agreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. As a result of this training I can name the four parts of a welcoming environment.					
2. As a result of this training I understand my club and group environment better.					
3. As a result of this training I am aware of tools and resources for building a welcoming environment.					
4. As a result of this training I developed an action plan for building a more welcoming environment for my group.					
5. As a result of this training I can use what I learned today.					
6. As a result of this training I will change my practices as a volunteer in 4-H.					
7. The staff member facilitating the training session was effective in helping me to learn the content.					
8. The staff member facilitating the training session was effective in supporting group discussion about the content.					
9. My own learning of this material was enhanced by the group discussion ^s .					

6. Please complete the following information^s

First Name: Last Name: Email address:

7. Age:

8. Please list your county^s

9. What else would you like us to know about this training experience?

4-H Learning Environment (Module Post Survey Protocol)

Thank you for completing the “4-H Learning Environment” training! Please fill out this short evaluation so we can continue to improve your training experience.

1. How did you learn about the 4-H volunteer online trainings?
 - From 4-H staff (county fair display, personal conversation, email, club leader letter, etc.)
 - From promotional materials (flyer, bookmark, postcard, etc.)
 - Clover Update (4-H Newsletter, Dorothy’s Column)
 - 4-H public website
 - Fall volunteer training
 - Other (please explain):

2. Please select the main reason you took this training:
 - For my own development as a volunteer
 - I wanted to better serve youth
 - Because I was overwhelmed with my 4-H responsibilities
 - I was feeling like I needed help
 - It was recommended to me
 - I felt I had to / It was required of me
 - Other (please explain):

3. About what percent of time would you say you were engaged (e.g. watching your screen, looking at training materials, involved in discussions) during the training?
 - 20% or less
 - 21-40%
 - 41-60%
 - 61-80%
 - More than 80%

4. How did this online training module in a group session compare to other 4-H volunteer training (i.e. face-to-face, live webinars, print materials)?

	Worse	Slightly worse	About the same	Slightly better	Better	Does not apply
Accessibility						
Content depth						
Length						

5. Please rate your agreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. As a result of this training I can relate the importance of non-formal learning to the healthy development of young people.					
2. As a result of this training I can describe how I can effectively guide learning with youth.					
3. As a result of this training I can name the steps of the experiential learning model.					
4. As a result of this training I can identify age-appropriate learning experiences based on the developmental stages of young people.					
5. As a result of this training I can locate resources that support 4-H club/group leader roles.					
6. As a result of this training I can use what I learned today.					
7. As a result of this training I will change my practices as a volunteer in 4-H.					
8. The staff member facilitating the training session was effective in helping me to learn the content.					
9. The staff member facilitating the training session was effective in supporting group discussion about the content.					
10. My own learning of this material was enhanced by the group discussion ^s .					

6. Please complete the following information^s

First Name:

Last Name:

Email address:

7. Age:

8. Please list your county^s

9. What else would you like us to know about this training experience?

County Financial Practices: A Guide for County Financial Teams (Module Post Survey Protocol)

Thank you for completing the “County Financial Practices” training! Please fill out this short evaluation so we can continue to improve your training experience.

1. How did you learn about the 4-H volunteer online trainings?
 - From 4-H staff (county fair display, personal conversation, email, club leader letter, etc.)
 - From promotional materials (flyer, bookmark, postcard, etc.)
 - Clover Update (4-H Newsletter, Dorothy’s Column)
 - 4-H public website
 - Fall volunteer training
 - Other (please explain):

2. Please select the main reason you took this training:
 - For my own development as a volunteer
 - I wanted to better serve youth
 - Because I was overwhelmed with my 4-H responsibilities
 - I was feeling like I needed help
 - It was recommended to me
 - I felt I had to / It was required of me
 - Other (please explain):

3. About what percent of time would you say you were engaged (e.g. watching your screen, looking at training materials, involved in discussions) during the training?
 - 20% or less
 - 21-40%
 - 41-60%
 - 61-80%
 - More than 80%

4. How did this online training module in a group session compare to other 4-H volunteer training (i.e. face-to-face, live webinars, print materials)?

	Worse	Slightly worse	About the same	Slightly better	Better	Does not apply
Accessibility						
Content depth						
Length						

5. Please rate your agreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I can apply the fiscal policies and procedures outlined in this training					
2. I understand the importance of good fiscal practices better					
3. I understand the roles and responsibilities of fiscal management team members better ^s					

6. Please complete the following information^s

First Name:

Last Name:

Email address:

7. Age:

8. Please list your county^s

9. What else would you like us to know about this training experience?

APPENDIX B

2014 Volunteer Online Training Evaluation Survey Protocol

Multiple Choice Items

1. How did you learn about the 4-H Volunteer online trainings?
 - Invitation by Program Coordinator
 - Flyer/postcard
 - Newsletter article
 - Invitation by another Volunteer
 - Other -textbox
2. Please select the setting where you completed each of the volunteer training:
 - Self - completely online
 - Group facilitated by staff
3. Which training method do you prefer?
 - Self - completely online
 - Group facilitated by staff
 - Not sure/Only participated in one method
4. How did the 4-H Online trainings compare to other online trainings/ e-learning modules you have completed in the past?
 - Not as good as other training modules I have completed in the past
 - At the same level
 - Better than the other training modules I have completed in the past
 - Much better than the other training modules I have completed in past.
 - Have not completed any other online trainings
5. How relevant was the online training content for the work you do with youth (in 4-H and other capacities e.g. in school, community)?
 - Not at all relevant
 - Slightly relevant
 - Moderately relevant
 - Somewhat relevant
 - Very relevant
6. Think about what you learned through the 4-H online trainings. Have you applied your learning from the 4-H online trainings in 4-H settings?
 - Yes/No
7. If yes, please describe the situations when you have applied your learning. (Skipped if 'no' for question 4)

Open Ended Items

8. What did you like about the Online Training Modules?
9. What aspects of Online Training Module need improvement?

Demographics - Profile of the respondents

10. County - from 4HOnline database
11. Gender - from 4HOnline database
12. Volunteer role

APPENDIX C

Telephone Interview Protocol

1. Tell me about your work in 4-H.
2. What skills do you use in working with youth in 4-H?
Now think about the volunteer online training modules.
3. What role do the online training modules play in supporting you and your work with youth?
4. How have your attitudes, perception, behavior changed as a result of these online training?
5. How have you incorporated the knowledge, skills from the online trainings into your work?
6. Which of the online training modules have you completed?
7. What has kept you from completing the remaining modules?
8. What are your thoughts about the e-learning approach?
9. What do you think about the timing of the training in relation to your volunteer work?
10. In your opinion, what are some other training topics that would be beneficial to your work?
11. What kind of other follow up support would help you do your work better?
What is your preferred learning modality?
12. Is there anything else that you want to share?