

**2017 National Extension Conference on Volunteerism
Summary of Workshops Research Presentations**

Title	Abstract	Presentation Type
A National Snapshot of Extension Master Gardener Volunteers	<p>Extension Master Gardener Volunteer (EMGV) Programs have been in existence in the United States since 1972, in Canada since 1985, and in South Korea since 2011. Potential volunteers are recruited, trained, and managed in largely the same manner today as they were at program inception. Some states have conducted demographic studies that have created a snapshot in time of the respective EMGV program, but with one exception, these are one-time studies that are not repeated and are as many as 32 years old. Recent studies of national volunteerism trends reflect a shift in demographics as well as increased emphasis on the match of volunteer role and individual. There are differences among generations in the types of volunteer opportunities to which individuals are initially attracted or will commit. Multiple sources concur that the biggest, most significant trend in volunteerism is a shift toward episodic, or short-term, volunteer opportunities. Changing demographics place greater importance on the volunteer role. This is significant for the Extension Master Gardener Volunteer program, as its foundation has been volunteers who stay with the program long-term and ongoing community projects that span years, if not decades. To demographically describe the current body of EMGVs in the United States, a quantitative study of current and inactive EMGVs was conducted in all 50 states. Study participants were a nonrandom convenience sample of individuals meeting current and inactive EMGV status requirements who responded to an online survey link set via email. The survey instrument was a five-part Qualtrics survey. Part A of the survey collected information about the individual's EMGV experience while Part E collected basic demographic information. The survey was administered through the existing framework of state and local EMGV program coordinators. To approximate survey coverage and convey permission to participate, state and local coordinators completed separate surveys regarding their state and local programs. This quantitative study of EMGVs in the United States creates a snapshot in time and space of the Extension Master Gardener volunteer program. This study has practical significance for local and state program coordinators recruiting new volunteers.</p>	Research Presentation
Assessing the Reported Volunteer Management Practices used by Extension Faculty	<p>Writing beyond the context of cooperative extension, Hager and Brudney (2004) explain the evaluation of volunteer programs is an area in need of further investigation. As extension services continue to expand and implement new programs, as well as, recruit additional volunteers to aid in the implementation of these programs, Seevers, Baca, and Leeuwen (2005) discuss sound volunteer protocols and practices have emerged as a key criterion for extension program stability and growth. Using the ISOTURE Model as the conceptual framework, this study assesses the volunteer management practices used to manage volunteers in three extension programs hosted by UF/IFAS extension. Faculty and staff responsible for managing volunteers were surveyed. Participants were presented with a web based questionnaire comprising of items corresponding to each competency of the ISOTURE model and responses were recorded using a Likert scale. Results indicate a lack of consistency in use and frequency of use of various volunteer management practices within each competency of the model. Faculty/agents reported lack of funding as a primary barrier to fulfilling many of the tasks required in successfully managing volunteers. Assessing how extension faculty manages volunteers will aid programs in developing stronger volunteer protocols, as well as, determine the appropriate trainings and resources needed for program growth and success.</p>	Research Presentation
Best practices of administrators of volunteers in colleges of agriculture at land-grant institutions	<p>With each new cohort of alumni directors entering the field of alumni relations in agriculture a pattern emerges in which they often are not adequately prepared to assume the responsibilities of the position. There is a perception that attention to detail and event planning skills are sufficient qualifications to successfully manage a volunteer program. Managing the people and activities involved with the programs requires much more than event planning know-how. Implementing impactful alumni engagement programs requires knowledge of leading and managing programs, budgets, and people, specifically volunteers. Alumni engagement involves extensive communication skills and, depending on the institution, knowledge of board organization. As we all strive to advance the field of agriculture we must put in place qualified individuals to engage our volunteers. But are we hiring the best candidates? Are the job descriptions accurate for the type of employees needed? Are there programs in place to provide training for the candidates selected? Are resources readily available that provide best practices for these individuals to follow as they build their volunteer programs? Although there is a demand for more rigorous and sophisticated professional practice, there continues to be a gap between research and practice in the field of volunteer administration (Seel, 2013). Literature resources available for volunteer managers are often how-to manuals with practical suggestions and approaches (Fisher & Cole, 1993). Associations such as the Council for Advancement and Support of Education (CASE), the National Agricultural Alumni and Development Association (NAADA), and BoardSource provide opportunities for networking with colleagues through conferences and online resources, but these are often costly and fragmented with regard to presentation of content. Peer-reviewed content produced from academic research, in addition to the publications produced by the organizations like those listed previously, addressing the topics of volunteer recruitment and management for colleges of agriculture would be beneficial to the field of advancement. This study investigated the level of preparedness of participants to serve as effective administrators of volunteer programs by interviewing alumni relations professionals in colleges of agriculture at land-grant institutions who are members of the National Agricultural Alumni and Development Association (NAADA) and who administer volunteers. Job descriptions of all participants were reviewed. Attention was given to including a variety of participants across categories such as geographic area, institutions, reporting structure, years in the profession, and those in an advancement model. The findings from the study describe best practices of support, training, communication, and volunteer management that can be utilized by new members in the field and seasoned veterans alike.</p>	Research Presentation

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Challenges Facing Volunteer Programs in the 21st Century: Positioning for the Future	<p>Organizations that fail to plan for the future are doomed to extinction. Volunteer programs that don't anticipate or keep up with the evolutionary change in society or personal preferences will find it increasingly difficult to recruit, engage and involve volunteers. Maintaining organizational relevance is also a challenge for organizations that don't plan for the future and changes in the clientele and communities that it serves.</p> <p>Extension programs are just like other nonprofit, volunteer based organizations: they must constantly strive to remain current, relevant, vibrant, and active; serving the evolving needs of communities, clientele and stakeholder groups. This qualitative study involved two non-profit, volunteer driven organizations in different regions of the US (Northeast and North Central) that were studied through use of on-site focus group interviews. The purposes were to: Develop strategies that would provide focus, direction and structure for the organization and its volunteer program; and Create an action plan that would re-invent, re-structure and re-vitalize the organization and the manner in which it administers volunteer programs. Eight to ten focus groups were conducted, onsite, at each location. Focus groups included: Volunteer administrators and volunteer program managers Organizational administrations (CEO and CFO) "Seasoned" volunteers New volunteers Members of the organization that no longer volunteered Volunteer "drop outs" (those who had disengaged from volunteer service) Human Resources Executive Committee of the volunteer organization Foundation Director (fundraising; resource development) Marketing Director</p> <p>The common challenges facing volunteer-based organizations that were identified through this process included: Generational differences The name of the organization Overlap in program functions within the organization Gender roles The professionalization of women The evolution of society and class differences The connotation and expectation of "membership" versus "participation" Organizational issues that impact volunteer programming Rules, regulations and red tape related to volunteer involvement and participation Volunteer role differences Marketing and recruiting issues Meaningful and motivational recognition strategies Evaluating program effectiveness Accountability and sharing the impact of volunteer programs Public perception of the organization; understanding what volunteers really do and accomplish This workshop will involve a variety of presentation styles, including formal presentation, group dialog, small group discussion, individual reflection and Q & A. The session will conclude with a large group discussion that focuses on positioning Extension volunteer programs for the future, in order to anticipate to challenges and rejuvenate, reactivate and re-energize the organization, its outreach and volunteer programs. This session will benefit Extension professionals by equipping them with the knowledge and skills necessary to proactively position their organization and its programs for changing dynamics, preferences and expectations of volunteers and volunteer-driven programs.</p>	Research Presentation
How you do it is what you get: Process skills as quality and outcome	<p>Extension's long tradition of "learning-by-doing" is driven by "how-to" or process skills such as building things, caring for animals, problem solving, or working in teams. In experiential learning, the product, "learning how to do something" (often including "how to explain or teach something") is a process that depends on the quality of relationships, instruction, practice, and application. This Research presentation reviews components of program quality (practice of safety, support, skill-and confidence-building activities) and fidelity (consistency with research-based practices and principles) that foster process outcomes (e.g., learning, adapting, interacting). Project leaders promote program quality and progress toward outcomes through educational and relational processes that: create a climate of safety, support, challenge, and cooperation; provide a role model for both the skills learned and how to teach and relate skills; and explicitly teach and mentor skill development. As leaders monitor feedback from climate-setting, modeling, teaching and learning, they promote program quality and move program participants toward mastery of "how-to" skills. Small group interactions and discussions introduce checklists, rubrics, quick surveys and quizzes to help volunteers monitor program quality as they help youth or adults move toward "how-to" skills. Participants will practice using these tools with activities from Master Gardener, Master Food Volunteer, and 4-H Project Goal Setting. Participants will also have opportunities to discuss and apply quality monitoring and process skill building strategies to projects of their own.</p>	Research Presentation
Moving Beyond Hours Served and Dollar Value of Those Hours: Measuring New Outcomes of Extension Volunteer Programs	<p>One public issue affecting Extension programs is enlisting well-trained volunteers to help with essential programming. The Extension tradition works with 4-H and Master Gardener volunteers to enhance the local community and increase program outreach. Formal volunteer programs such as these benefit county residents. Volunteer programs allow county and state governments, non-profits, and other organizations to extend or expand services to residents at a relatively low cost (situation). Traditionally, Extension measures volunteers' contributions by calculating the number of volunteer hours and the value of those hours as determined by organizations such as the Independent Sector (problem). Changing political environments compel Extension to provide return on investment to stakeholders (emerging need). However, research exists to support the value of Extension volunteer programs beyond economic indicators. The purpose of this presentation is to provide Extension faculty and volunteer coordinators with examples of how to quantify their volunteer programs beyond economic value (purpose), using research-based resources and data garnered from peer-reviewed journals, reports, and studies that enable participants to form linkages with national, regional, and state reporting agencies (partners). Participants will learn how to utilize this research data to explain the big picture impacts of their programs so they may inform others and better define the impacts of their work (methods). This information can benefit national, state, and local volunteer programs by encouraging Extension faculty and volunteer coordinators to report program impacts and long-term outcomes, such as health outcomes, civic engagement, and retention rates, in order to improve relationships, convey relevance, and provide measurable program results to Extension stakeholders such as universities, local governments, peers, and the public (results).</p>	Research Presentation

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Training Volunteers Online: How Synchronicity Affects more than Learning	Extant research on volunteer training dictates that in-person options are the best way to support volunteer skill development and motivation. Until fairly recently, face-to-face training was the only choice for volunteer training beyond individual self-study through books and manuals. Due to lack of resources and an increased accessibility of technology-mediated options, organizations have begun to adopt fully online and blended approaches borrowed from the field of education. In addition to building knowledge and skills, volunteer training aims to create an emotional connection to the organization necessary for sustaining motivation. For instance, online training may save time and resources in the short term but may potentially come with the cost of increased rate of turnover due to lack of connection developed through face-to-face interaction. Research indicates the importance of strong, positive relationships are essential to volunteer retention and satisfaction. When training is mediated through technology or different levels of synchronicity are introduced, the experience of volunteers could fundamentally change. In this session, the results from a qualitative study examining how training in face-to-face (synchronous), blended (synchromodal), and fully online (asynchronous) impacted motivational factors supporting volunteer retention. Thirty Minnesota 4-H volunteers were interviewed following their participation in one of these training experiences to determine how the experience not only helped them build helpful knowledge for their role, but also build strong relationships amongst volunteer cohorts and between volunteers and staff, strengthened volunteers' sense of confidence in their ability to achieve desired outcomes, and increased their feelings of self-determination. Results from the study will be shared with and discussed amongst participants. We will examine the affordances and constraints of different forms of computer-mediated volunteer training to better understand under what conditions and for what information content best meets the needs of volunteers. The session will end with sharing of research driven suggestions for supporting volunteer motivation through various forms of training in both face-to-face and virtual settings.	Research Presentation
Volunteer Recruitment: It is not an add on!	People volunteer to meet others, to learn and achieve, to make a meaningful difference in their community, and to obtain opportunities for leadership and influence. Thriving volunteers are the best recruiting asset so recruitment and retention are intricately related. NC Extension Master Gardener Volunteers report that they stay engaged in the program for the following reasons: Opportunities to learn, friendships, flexible schedules, helping people and the environment, supporting the Extension Master Gardener organization, opportunities to conduct research and to give talks, and to have fun. Clear communication, using volunteers time well, engaging volunteers in participatory decision making and appreciation are other factors that lead to thriving volunteers and volunteers who are thriving spread the word and recruit others to the program. Successful volunteer recruitment is integrated year round throughout the entire program at events, in the news, in demonstration gardens, on the internet and everywhere else the program has a presence. Targeted recruitment can increase participation of specific audiences. Providing a comprehensive orientation prior to providing applications can ensure applicants understand the opportunities and expectations. Once applicants are recruited a clear and transparent section process can be used to evaluate applications and interviews.	Research Presentation
What can we Learn when we Really Listen to Volunteers?	Qualitative research is sometimes dismissed as less "scientific" because it aims to better understand how an individual experiences the world around them using their own words, which can often be unreliable. Though it does not introduce interventions or manipulate variables, qualitative research offers a deep understanding of a specific organization or group of individuals that is essential when trying to examine patterns of study participants. So often we focus solely on quantifiable outcomes of our programs with little effort spent on truly understanding how volunteers experience our programs, staff, and one another. This session will share the results from a qualitative study conducted to better understand Minnesota 4-H volunteers' experience of the program. Though the study's focus was on volunteers' motivational outcomes after training, it became clear that volunteers had so much more to share about the wonderful and challenging nature of their work. Over the course of thirty in-depth primary interviews and twenty follow up interviews, volunteers described aspects of their service that helped them to feel a sense of connection, engagement, and vitality. They also shared elements of their experience that left them feeling excluded, detached, and unenthusiastic. When their feedback is examined through the lens of Self-Determination Theory, there is a great deal to be learned about how the volunteer environment and the people within it affect a volunteer's motivation and intention to continue in the program. Much of the data from the study supports existing research and practice; however, some of the results caused volunteer development staff to reevaluate programmatic goals. In addition to hearing the results of the study, participants will also hear from the researcher how the experience strengthened her relationship with colleagues and shaped her way of thinking about the program. Further, volunteers shared how being asked for their in-depth feedback by a state level staff person feel appreciated and aided in their understanding of often tense decisions made at the administrative level. Participants will consider the power of qualitative data collection to improve their volunteer program, think about how to structure their interview questions to get valuable information, and consider the challenges and benefits of serving in the dual role of researcher and Extension professional.	Research Presentation

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#4HGrows Through Volunteers: The 2017 National 4-H Volunteer e-Forum	Looking for new, innovative ways to engage your 4-H Volunteers? Interested in providing a high-quality training for your 4-H Volunteers with relatively minimal preparation time? The National 4-H Volunteer e-Forum is just what you're looking for! Coming to a location near you in the Fall of 2017 will be the first-ever National 4-H Volunteer e-Forum! Three 90-minute National 4-H Volunteer e-Forum sessions will give you and your 4-H Volunteers ideas and tips that will help you connect to other volunteers and staff from around the country. Each session will offer a variety of speakers, activities, idea sharing, and networking, all designed to give your volunteers the best tools for effectively working within your local 4-H program. Workshop participants in this session will learn more about the purpose and expected outcomes of the National 4-H Volunteer e-Forum from members of the e-Forum Steering Committee. You will leave with practical tips and resources that will better enable you to recruit individuals to attend this excellent volunteer development opportunity at a location near their home. Strategies to support state and regional specialists in recruiting site hosts will also be included. And, you'll be better equipped to host and facilitate this innovative volunteer training experience! We hope you'll join us! #4HGrows Through Volunteers!	Workshop
4-H Discover	Discover 4-H Clubs project guides were created in response to a volunteer needs assessment with staff and volunteers. Both groups expressed the need for an easier way for new volunteers to get started in 4-H. Often potential volunteers are overwhelmed with finding information & resources to teach their youth. These guides overcome barriers for volunteers by providing everything they need to start a club and teach 6 project-specific meetings. As a result, guides have been used in all 50 U.S. states and 15 countries to help recruit volunteers and get them started. Workshop participants will learn hands-on techniques for recruiting new volunteers and assisting current volunteers in new project areas. In addition, they will know how to use the guides to overcome potential barriers for volunteers. Handouts will be given that contain the information to access guides via free download. Evaluation of guide use has shown positive outcomes for both 4-H staff and volunteers.	Workshop
Addressing Challenging Volunteer Behavior: The Firefighter Approach	The 4-H Professional Research, Knowledge and Competencies (PRKC 2004) shows the importance of organizational and personal readiness for leading volunteers and preparing them to make a difference. When dealing with challenging volunteer behavior, we often hear the phrase "putting out fires". This workshop will focus on the Firefighter Approach of prevention, early detection and rapid response to deal with negative volunteer behavior issues. An organizational fire hazard checkup will be shared as we discuss the critical role of early detection and intervention and provide techniques to handle "hot situations" without getting burned. In this session we will share prevention techniques; specifically, conduct policies and other volunteer systems structures that help prevent fires. We will address a volunteer organizations' "fire season" and the critical importance of early detection to address volunteer issues. We will discuss the necessity of a rapid response and the risks involved with letting inappropriate volunteer behavior burn out of control. The rapid response will also involve skills-building in planning and conducting "crucial conversations" with volunteers to effectively put out fires and limit water damage to the rest of the program. Come to this session to share your experiences and make a plan to address your most challenging volunteer behavior.	Workshop
Aligning Recognition with Volunteer Preferences to meet any Budget	Nearly every volunteer administration model includes the concept of recognition. Recognition plays a key role in volunteer retention. Managing volunteers is a complex process, and often, not much thought is given to recognizing them. Meaningful recognition is time consuming and not a "one size fits all" approach. Extension has a history of offering more extrinsic, formal recognition opportunities, even though research shows that most volunteers prefer more intrinsic, informal forms of recognition. Recognition also needs to be sincere. Implementing a calendar of recognition opportunities has improved volunteer satisfaction and retention in the Florida panhandle. This session will provide tools for identify volunteer's recognition preference and well as specific examples of meaningful recognition to fit any size budget (even free). In addition, the presenters will share a template for extension professionals to use to develop a year-round volunteer recognition plan based on motivation, duration, intensity, and budget. Participants will leave with a volunteer recognition plan for their extension program.	Workshop

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<p>Build More Reflective Learning and Engagement into your Teaching and Programming</p>	<p>Reflection is essential for learning. To help program participants “make meaning” of an experience and transfer learning into real-world application, our Extension teaching must be intentional about engaging the learner and creating opportunity for meaningful reflection. In addition, we as program planners benefit from reflection and evaluation to enhance our program improvement efforts. This workshop will provide a variety of strategies and tools to help you increase engagement and reflection in trainings and programs, and to facilitate participatory evaluation which can be used for program improvement. In an upbeat and fun learning environment, participants will actively engage in tools that have been used successfully with adults and youth, take 20 minutes or less, and address various learning styles. Participants will receive the link for free online access to three books of tools offering over 75 activities. John Dewey, a founding scholar of experiential learning, believed that experience + reflection = education. He argued that experience alone did not produce learning; we learn from reflecting on experience (Dewey, 1938). Educators can increase transfer of learning for participants by intentionally building reflection into any learning setting. In her book, Planning programs for adult learners: A practical guide for educators, trainers, and staff developers, Cafarella (2002) notes that incorporating transfer-of-learning strategies and techniques into training is often key to achieving program outcomes. The literature on learning (or training) transfer, youth program quality, experiential learning, and transformational learning all support reflection as an essential element (Merriam, S. & Leahy, B.(2005), Kolb, D. (1984), Mezirow, J. (1991,1997). We must view reflection not as that 'thing' that comes at the end of a workshop or program, or that we fit in if we have time left. Rather, it is something intentional we embed throughout our training to help create meaning and value in learning. Reflection supports individual learning and growth, as well as understanding of group process, and helps to scaffold the transfer of concepts, skills, or insights to participants' real-world contexts. This approach views adult learning settings from a constructivist perspective; this is, 'making meaning' is what learning is all about for adults. Our work with reflective learning tools over the past ten years has been tested with adult volunteers, youth program staff, all manner of adult educators, and youth audiences of all ages. The tools offer hands-on, effective ways to be intentional in our educational design, and to support our volunteers in theirs. This workshop supports the topic areas of Volunteer Education and Volunteer Engagement. You will leave with a basic understanding of foundational research which supports these strategies, and a wealth of new tools, resources and techniques that will help you be more intentional, and to help your volunteers be more effective, in building reflection into your learning settings. Selected Reference: Merriam, S. & Leahy, B. (2005). Learning transfer: A review of the research in adult education and training. Pennsylvania Association for Adult Continuing Education Journal of Lifelong Learning, 14, 1-24. Retrieved April 24, 2015 from: http://www.iup.edu/page.aspx?id=17489 Full reference list provided at session.</p>	<p>Workshop</p>
<p>Building an Effective Board</p>	<p>Skills in organizational development are essential for Extension professionals who work with non-profit and other volunteer groups, such as 4-H Leaders Boards. The role of local 4-H Leader's Boards has become more complex over the last few years with an increased emphasis on creating positive youth development environments, addressing risk management, and financial reporting. 4-H volunteers themselves vary in their understanding of key concepts of youth development and also in their abilities to function effectively as board members. This workshop will outline a plan for moving any board to a greater degree of functionality by addressing high leverage areas for improvement, including Key Leadership Ideas, Recruitment and On-Boarding of Volunteers, Leadership Development and Succession Planning, and Board meetings. Participants will receive a toolkit which contains a series of lesson plans and strategies for use by Extension staff as they move their boards toward greater efficiency and a renewed focus on the values and purpose of the organization. Building an Effective Board addresses both the Volunteerism and Organizational Systems domain in the 4-H Professional Research, Knowledge, and Competencies. The Volunteerism domain is described as follows: "Building and maintaining volunteer management systems for the delivery of youth development programs". The workshop will focus on three main areas of volunteerism: Engagement of Volunteers, Education of Volunteers, and Organizational Readiness. It will address those areas through a detailed plan including assessment of the board, recruitment of volunteers, training and engagement of volunteers, and providing a structure through which volunteers can realize their potential. The Organizational Systems domain is described as "Positioning the organization and its people to work with and on behalf of young people most effectively". The workshop will address the area of Organizational Effectiveness with tools to focus volunteers on the mission, vision, and core values of the organization. The material in this workshop was developed in consultation with Frank Martinelli. Martinelli specializes in working with non-profit groups through The Center for Public Skills Training and is the contributing author of YOU and Your Nonprofit Board: Advice and Practical Tips from the Field's Top Practitioners. Martinelli shares the following: "According to a recent survey of regional and national studies concerning challenges facing nonprofits, building an active and strategically oriented board of directors was the most frequent concern. For a nonprofit to succeed, it must have a board that is passionately committed to the mission, possesses substantial leadership skills and expertise, and is organized for strategic leadership." Participants in the Building an Effective Board workshop will acquire or enhance their abilities to: * Conduct an organizational assessment to diagnose need * Develop an organizational structure in which volunteers work toward a common mission, vision, and core values * Develop a volunteer pipeline and succession plan for their organization. * Help volunteers understand their board roles. * Energize and enhance board meeting with the three modes of governance * Evaluate the success of their efforts in organizational management.</p>	<p>Workshop</p>

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Committees that Move	Whether you're starting a new committee or re-energizing a stagnant group, this session is designed to help participants engage and motivate volunteers to move committees to strengthen and expand programs. Presenters will introduce a three-step process that motivates volunteers to work more effectively and efficiently. This workshop will guide participants in creating a committee structure that is supported and owned by the volunteers by 1) building a vision, 2) developing a committee structure, and 3) creating an action plan to move work forward. Participants will learn to facilitate a process to develop a mission, vision and goals and create a supportive committee structure. The creation of role descriptions or the clarification of existing role descriptions that outline responsibilities and ensure well-rounded membership. Participants will learn how to move a committee through a process that clearly defines its function and the importance of an action plan that will support movement forward of a committee. Tools will be introduced that will guide participants through the process, including three powerpoint lessons to move volunteers through the three-step process; a sample first meeting plan; sample role descriptions; and reporting forms. Success stories in a variety of settings and methods of support will be shared to strengthen leadership and involvement when working with volunteer committees. Participants will be highly engaged in working through this process with their own situation to help them to understand and adapt the process to their specific committee needs.	Workshop
Community Volunteers as Health Motivators	The Community Volunteers as Health Motivators session highlights efforts of West Virginia University Extension Service (WVUES) to integrate health education and activities into community groups across West Virginia. Since 2008, WVUES has assisted community groups designate a "Health Motivator" to deliver a healthy moment at regularly scheduled meeting. The West Virginia Community Educational Outreach Service (WVCEOS) has been the primary participant of the program. However, the program has proven beneficial for other service groups and organizations as well. Training and support is provided for each of the volunteers to lead and engage their groups in the designated activity. The curriculum is updated annually and centers on a common theme. Volunteers use a calendar to track healthy activities each month. The program underwent an extensive evaluation in 2011 and 2016 to determine the perceived benefits and impacts among group leaders (Health Motivators) and participants. Results from 46 Health Motivator phone interviews, 265 group member surveys and 43 online Extension Agent surveys suggest that the curriculum content and its delivery is deemed beneficial. Successes were reported in areas such as more physically activity, healthier food choices, and improved health conditions (e.g., weight loss, blood pressure). Specific recommendations were made for future program improvement. This conference presentation will explore details of the program curriculum, delivery methods, and evaluation results. The curriculum may be used in a variety of community settings - civic and faith organizations, workplaces, and senior centers. The model may easily be adopted by health education organizations.	Workshop
Corporate Employee Engagement	Trained volunteers are vital to delivering quality 4-H programming and providing the connection and mentorship that youth need to survive. In 2013 an evaluation on the process of the National 4-H Volunteer Pilot Project was conducted. Four sites utilized the Volunteer Engagement and Activation Resources (VEAR) that were developed in 2012 based upon a study on groups that were most likely to volunteer. Two sites of the study focused on Corporate/Workplace volunteering. There has been a growing trend in the corporate world to encourage their employees to volunteer their time and their subject matter expertise to support efforts of non-profit organizations that tie in to their own missions. This trend creates an environment that is beneficial to the corporation, the employee, the non-profit and in our case the youth we serve. National 4-H Council has witnessed this trend firsthand as we steward the many important donor relationships of the companies that support 4-H. In 2016, National 4-H Council created a position solely for the purpose of supporting corporate volunteer efforts and creating and implementing strategies to utilize this growing volunteer workforce. In this presentation, participants will learn the "Wins" of corporate employee engagement, see the best practices discovered in the VEAR Pilot process evaluation, learn about the strategies and challenges that have been discovered along the way, and be provided resources from the field on corporate employee engagement (also known as volunteer engagement programs).	Workshop
Delegation for Volunteer Managers	Volunteer managers often have a lot to do and have very little time to accomplish the tasks at hand. That's why a volunteer base is so important to volunteer managers. Volunteers are often utilized to help organizations complete tasks that would otherwise seem unachievable. But how is it that volunteer managers are able to get so much done with and through volunteers? It's through delegation. Delegation may seem like a simple concept, but it can actually be much more difficult than one might think. This workshop will explore essential information volunteer managers need to know to better understand their role in delegating tasks to volunteers. Participants will discover why people don't delegate, explore best practices in delegation for effective volunteer management, learn about appropriate volunteer delegation tasks, and gain insight about responsibilities volunteer managers hold. This hands-on, up-beat workshop will take participants through a journey of self-discovery, volunteer program reflection, and planning the next move for applying delegation in your current volunteer program!	Workshop

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Delivering a Cross-Program Training Module Through Online Volunteer Management Systems	<p>When working with a vulnerable population, such as youth, volunteers need consistent, standardized training on university protocols that ensure the safety of the audience as well as the volunteer. In 2016, 4-H and Master Gardener volunteer coordinators crossed program areas to distribute a joint, online training for all volunteers working with minors. A unique feature included recording automated completion of the training in two unique program database systems that manage volunteer records. Staff from both volunteer programs collaborated in the computer programming required to link two independent volunteer management systems, 4-H Enrollment and MGLOG, used to track volunteers in the 4-H Extension and Master Gardener Extension Volunteer (MGEV) programs, respectively. An incentive, a MGEV vinyl window cling, was offered to MGEVs upon completion of the training module, while no incentive was offered to 4-H volunteers completing the training. Implementation methods differed. 4-H volunteers received the training notification as part of their onboarding process via a system-generated email triggered by preparation in 4-H Enrollment for an episode of volunteer activity. The 4-H volunteer clicked links in the email message to access the 22-minute training video and the 12-question online quiz. These volunteers were not considered cleared to the level of "Screened Volunteer Working with Youth" until this training was completed. On the other hand, active MGEVs received the training notification through online communications from the state and local coordinators and were given a two-month open training period to complete the training. The MGEV clicked links within their individual volunteer profiles in MGLOG to access the 22-minute training video, complete 12 questions to link their profile with 4-H Enrollment, and to complete the 12-question online quiz. Agents and volunteers were prepared for launch of the training module through detailed written directions. Reception of the online training differed by audience. Overall, 4-H volunteers found the online training and automated tracking system to be convenient while MGEVs frequently voiced objection to the 4-H identity of the training materials and concern about the online delivery. Limitations to this training approach include gaps in basic computer skills, comfort with online learning environments, and the novelty of delivery of a training module through a volunteer management system. Rates of completion differed per volunteer program. Since Georgia 4-H volunteers could not engage in service with minors unless this training was completed, a 100 percent completion rate was obtained while MGEVs reached a 46 percent completion rate after two months. This presentation will capture the high points of extending a cross-program online training module to volunteers via electronic volunteer management systems. Lessons learned throughout the process will be shared along with the effectiveness of the training methodology from the volunteers' perspective. The influence of volunteer program structure differences as well as differences in participant demographics on training reception and completion will be discussed. Elements for success will be provided so that participants can replicate the methodology in their own state.</p>	Workshop
Developing Volunteer Cultural Competency for Inclusion	<p>Extension has always been open to all citizens and strongly centered on citizen action. Now more than ever, we need to help volunteers understand their role in making Extension accessible and in helping citizens to develop global citizenship skills. In Minnesota, in a highly successful training called "All Together, Not All the Same," nearly 1,500 volunteers delved into diversity, inclusion, and cultural competency to learn to better engage and support diverse youth in their programs. While this training was targeted toward volunteer serving the 4-H program, it can quite easily be adapted to other Extension programs as well. Learner outcomes included 1) recognizing one's own cultural lens and how that lens impacts relationships with others and 2) learning strategies and gaining tools and skills to implement when working across difference in the program. This conference session will teach you about how staff helped volunteers to integrate principles of positive youth development with cultural competency, diversity, and inclusion practices they can apply to the program that they serve. In addition to learning about the training and hearing the results of the statewide evaluation, you will also find out about relevant results from ten training participants who were interviewed as part of a larger qualitative study. This data helps to frame volunteers' attitudes toward the topic, better understand their feelings and experiences during the training, and further assess their planned intentions for putting their new knowledge into practice. So come to this session to learn about the training outcomes, activities, and resources you can use and share with others your own state.</p>	Workshop
Effective Strategies for Engaging Limited Resource and Minority Volunteers in 4-H Programs	<p>There is a ten year vision that 4-H will reflect the population demographics, diverse needs and social conditions of the country. Recruiting volunteers of color/from limited resource communities is critical to the growth and expansion of 4-H programs in counties throughout the country. We need them for our clubs, activities, contests, advisory committees and as a friend to Extension. This workshop will introduce you to some encouraging concepts and methods to recruiting and retaining from these traditionally underserved audiences. Our goals are to share the 4-H ten year vision, explain relevant USDA EEO compliance expectations, provide national statistics and highlight effective recruitment and retention strategies. Participants will be able to draft a recruitment/retention plan.</p>	Workshop

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Summary of Workshops Research Presentations**

Title	Abstract	Presentation Type
Empowering Volunteers to Implement Effective Risk Management Strategies	<p>This interactive presentation will provide Extension faculty and staff with tools and techniques that will empower volunteers to implement effective risk management strategies in their Extension programs. The workshop will focus on ways to change an organization's culture to include more proactive risk management planning tied to the organizations vision and mission. Participants will learn ways to design specific risk management intervention strategies and develop risk management goals and objectives. Presenters will lead participants through the Risk Management Process; identifying and analyzing exposure, examining risk management techniques, selecting risk management techniques, implementing techniques, and monitoring results. Participants will learn how to assess risk probability and impact and how to use this knowledge to prioritize risks that they will focus on in their organization. The presentation will include facilitation of small group and large group discussions around strategies such as avoidance, modification, retention, and sharing to mitigate risks. Presenters will facilitate a guided discussion with participants reflecting on examples and discussing the risks associated with managing volunteers in crisis situations. Participants will engage in role-play risk scenarios in order to better understand and apply the theories, principles, and concepts presented. Participants will be provided with templates and tools such as a Risk Management Planning Matrix, Pre-event Planning Guide, and Pre-event Planning Check List that will help them and their volunteers when identifying risks, underlying conditions, as well as risk consequences. In addition, examples of emergency plans will be provided. Participants will learn how to implement crisis communication strategies such as; accepting and involving the public as legitimate partners; planning carefully and evaluating efforts; listening to the public's concerns; being honest, frank, and open; coordinating and collaborating with credible sources; meeting the needs of the media; and speaking clearly and with compassion will be discussed. Participants will leave this presentation with a risk management planning strategy that incorporates risk management into the organization's culture. This strategy will help Extension faculty and staff make administrative, governance, and operational risk management decisions while embracing upside risks and enhancing current programming. Through this process volunteers will be empowered to make decisions and implement effective and successful risk management strategies for the organization.</p>	Workshop
Engaging Volunteers in their Learning	<p>Engaging volunteers in their own learning is an important part of volunteer training. Participants will understand the theory behind this engagement. Discussion will be around putting this theory into practice. The basis of this practice is facilitation and transfer of learning. Session Background Volunteer training is an important component of any volunteer program management plan. Getting the volunteers presence and attention is a challenge. Once you have that participation, it is important to provide a meaningful experience. This session will focus on adult learning theory from seminal theorist John Dewey and contemporary theorists including Sharan Merriam. Dewey's Theory of Experience and focus on reflective thought in learning will be addressed. Merriam's review of adult learning theory in general will be covered as well. Next the session will focus on bringing these theories to life in real practice. There will be examples and discussions of facilitation techniques that can be utilized in training that are reflective of adult learning theory. The next step that will be covered in an interactive way will be the concept of transfer of learning. This concept incorporates steps to ensure that training leads to behavior change in practice. These steps incorporate learner engagement into the training process.</p>	Workshop
Extension Collaborations to Enrich 4-H Afterschool Partnerships	<p>As Extension professionals, we are well equipped to teach youth and volunteers using our extensive bank of curricula and personal expertise. As content experts we tend to lack the skills needed to market and recruit participants to our programs, which in the end reduces the number of youth that can be reached. Many communities have existing programs that would benefit from Extension expertise and resources and would welcome opportunities to become partners with Extension faculty. Explore both traditional and non-traditional audiences (CYFAR, military and school programs) and one ready-made audience afterschool programs. In many states, extension youth programs are synonymous with 4-H youth programs. This workshop is for volunteer management professionals that work with or want to start working with afterschool programs desiring to enhance positive youth development. This training is designed to give agents the tools needed to plan effective programs from start to finish - including the marketing, recruitment, implementation and evaluation of after school training programs. It will help agents utilize volunteers to develop and market programs, assist with teaching programs and offer support and guidance to afterschool youth leaders implementing 4-H curriculum in their programs. Participants will work through checklists and scenarios involved in planning an effective program and will leave with tools that can be transitioned to multiple training topics and audiences. The workshop will be interactive, hands-on learning. It is probably not feasible for Extension and 4-H youth development professionals to meet all the afterschool program needs for youth in their communities by themselves. Tap into Extension Volunteer resources such as Master Gardeners, Master Naturalists, and other supporters such as Advisory Committee members with varied backgrounds. It is easy to look no further than 4-H volunteers and forget that there are many valuable extension volunteers that may not want to work directly with youth but support youth programming and bring a lot of knowledge to the table that can be shared with youth indirectly. These volunteers are ideal partners in your "train the trainer" programs directed at after school providers. Extension volunteers working with adults do not have to meet the same background check requirements and may be more willing to teach youth leaders, teachers, and child care workers who have the ultimately responsibility to work with youth. By having an organized approach to train the trainer programs and utilizing Extension volunteers from across disciplines your 4-H program can reach more youth in your county and state.</p>	Workshop

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Title	Abstract	Presentation Type
Facilitate Engaging Webinars for Volunteers	Utilizing technology tools to educate and communicate with volunteers is imperative to working with the 21st Century volunteer. Web-based technology provides a venue for offering a high quality experience for participants with the advantages of no travel and low cost participation. This presentation is designed for participants to sharpen their skills in facilitating meetings and teaching in web-based (webinar) environments. The presenter will use an interactive format by presenting with a web-based tool to demonstrate how engagement strategies can be applied. The participants can interact with the web-based presentation with a computer or phone (not required). They will learn about best practices and apply advanced teaching techniques to their work. This includes content development, organization and delivery, and utilizing visual aids to support information. Resources will be shared, including a rubric for evaluating best practices that enhance engagement in webinars. Participants do not need to be familiar with the webinar system used by the presenter, but should have experience with teaching and/or facilitating with a web-based tool. This is not a presentation on how to use a webinar system, rather how to improve engagement for participants. Kari (http://www.extension.umn.edu/youth/contact/kari-robideau/) has led the U of M Extension Center for Youth Development "Youth Development Brown Bag Webinar" Series since 2010. She has extensive experience teaching staff best practices in developing, teaching and facilitating interactive, engaging webinars. She has presented this session at the MN e-Learning Summit, and has been invited to present this interactive session multiple times to colleagues within U of M Extension, as well as to the North Central Region Volunteer Specialists.	Workshop
Getting the Word Out: Strategies for Publishing our Work	Ever wondered why some folks are successful at publishing manuscripts in journals while others struggle? This session features a panel of writers sharing helpful hints, strategies, and ideas for getting the word out about your great Extension work. Our highly competitive job market with constantly shrinking resources means that Extension professionals are faced with the critical reality of becoming published scholars to share successful research and programming strategies. In fact, many states include field faculty in campus tenure systems that requires publications for promotion and tenure. Getting work submitted appropriately and accepted for publication can be challenging given the limited time available for manuscript development. And finding time to actually prepare manuscripts for submission given the busy work schedule of Extension professionals is even more challenging. Additionally, time has to be invested in locating publications interested in Extension program articles for their readers. While many of the challenges deal with time, there is also the reality that many of us aren't academic writers. Are there resources to help with that skill? Or are there publications that are more focused on "practical" rather than "academic" articles? It's a lot to think about! This session will include a panel of successful writers who will share strategies for manuscript development, will discuss various journal options that are most appropriate for Extension programs, and will offer personal helpful hints for getting work published.	Workshop
Giving Volunteers a VIP Orientation!	Welcoming and orienting volunteers is key to the success of Extension programs! To ensure consistency in volunteer orientation across different Extension programs, Wisconsin examined the existing processes. A committee of colleagues was assembled to design a new volunteer orientation including a mandated reporter training. New UW-Extension volunteers participate in the Volunteers in Preparation (VIP) training along with the UW-Extension Mandated Reporter training. The VIP training includes information on the connection to the University system, risk management, insurance and best practices for all Extension volunteers. The orientation also includes an additional section that is customized for 4-H Youth Development volunteers. The new Mandated Reporter training is delivered online and includes specifics about child abuse definitions and scenarios that volunteers may encounter. It also includes interactive elements to engage the learner. Join us for this session to learn from our experience and consider how our work could assist you in enhancing your own volunteer orientation program. Colleagues from the design team will be on hand to share our experiences from idea to implementation, and the many lessons learned in the development of the orientation. The discussion will also feature some best practices in engaging colleagues in utilizing the new orientation, a piece critical to the success of the program.	Workshop
Grace Under Pressure; Diffusing Challenging Volunteers	Volunteers can be your biggest asset or your greatest liability; join us to discover strategies to deal with those tense moments, sticky situations and challenging volunteers. Increase your confidence as a negotiator, mediator and debunk some of those myths about challenging volunteers. In this interactive session, you will discover ways to help volunteers differentiate between their goals and the goals of the program. Learn to diffuse situations with style and help volunteers navigate their way to peaceful solutions that are in the best interest of the program. Can you demonstrate grace under pressure and help your volunteers find solutions? Understanding their motivations and typical behaviors will help you determine which strategies to employ. Discover tips to help you minimize emotions and recognize hot buttons so you establish common ground, keep your volunteers engaged and maintain relationships. Participants will leave with new tools and techniques to guide them as they redirect challenging volunteers.	Workshop

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Title	Abstract	Presentation Type
Growing 4-H Opportunities Together: Volunteers in Vision and Action	In response to the need to increase the breadth and depth of programs available for youth, Minnesota 4-H created Growing 4-H Opportunities Together: Volunteers in Vision and Action. The project empowers staff and volunteers for broad-based action by mobilizing them to develop and sustain a comprehensive volunteer system that addresses local youth needs and opportunities. The project had a deliberate process of field and pilot testing, with the work team adjusting the process and developing additional support tools to create process efficiencies after each field test. The process has application beyond youth development as it can be used to determine priorities for any program area. This presentation will provide an overview of a process that strengthens a volunteer system to support program priorities. Phases of implementation will be shared via lecture and large group discussion. Participants will create an organizational chart for their program as well as interact with a panel of extension staff from multiple states who have implemented the process. Participants will receive a Factsheet and be able to review the process toolkit that contains resources utilized in the process. Information on receiving the link to the toolkit and options for implementation will be shared in the session.	Workshop
Infusing Positive Youth Development into Volunteer Training	Positive youth development is an important concept to understand when working with young people and focusing on building the positive instead of focusing on the deficits of youth is an extremely important for volunteers to understand. Concentrating on a young person's positive attributes is much more effective than trying to change what is "wrong" with them. How as a staff member can you better understand the importance of positive youth development when working with young people and then help your volunteers? This workshop is designed to assist professionals in gaining a strong understanding of youth development and to enhance their efforts in providing evidence-based training to volunteers on positive youth development. This session will help professional build skills in the following three areas: Youth and adult development: Positive youth development is an important concept to understand when working with young people and focusing on positive instead of focusing on the deficits of youth. This session will help participants understand the importance of this topic and provide staff with tools to increase their understanding and how to help volunteers have an increased understanding of youth development. Volunteering: 4-H Program are charged with preparing volunteers for success. This session will provide skill-building activities to help volunteers understand positive youth development. It is vital for staff to train volunteers in positive youth development to ensure volunteers can deliver quality and effective youth programs Personal development: It is vital for professional who work with youth and manage volunteers who work with youth to have a strong understanding of the area of positive youth development. As many times staff come to Extension without a formal background in youth development and can benefit from learning about the theories and principles of positive youth development in an experiential learning manner. In addition, to having knowledge about positive youth development, staff must be able to teach volunteers to build their skills in this area to ensure everyone is delivering quality and effective program for youth.	Workshop
Insights Gained from Implementing an Online Course for Extension Staff	Workshop participants will learn promising practices to design, facilitate, and implement an online course for Extension staff. Individuals involved with the development and delivery of the "Achieving the Extension Mission Through Volunteers" course will share insights that will help workshop participants develop a similar course in the future. Presenters will relate how their personal and professional skills were enhanced as they interacted with a team of colleagues throughout the design team process and/or while serving as a course facilitator. Extension professionals who have completed the course will give their firsthand account of participating in this professional development experience. They will discuss how the richness of the cohort dialogues and discussions enhanced their online experience. They will also share how they have implemented the knowledge they gained in their everyday work with volunteers across Extension program areas. Workshop participants will have time to brainstorm other professional development topics that might be addressed via an online learning environment either designed independently or with a team of Extension professionals. Background: In 2012, the North Central Region Volunteer Specialists, in conjunction with the North Central Region 4-H Program Leaders, determined a need for staff development related to effective use of volunteers across all Extension program areas. What followed was a partnership both professionally and financially that led to the development of the "Achieving the Extension Mission Through Volunteers" course. We utilized a systematic design team process that resulted in a six week online course with the following topics: 1) Volunteerism in Extension; 2) Trends and Motivations; 3) Identifying and Recruiting Volunteers; 4) Selecting and Matching Volunteers; 5) Supporting Volunteers; and 6) Communicating the Public Value of Volunteers. These modules were delivered in both synchronous and asynchronous learning formats. We began with a pilot cohort in 2014 that led to course revisions prior to the first official course being offered in 2015. To date, we have offered the course to 10 cohorts including 370 Extension professionals.	Workshop

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Title	Abstract	Presentation Type
KEYS to Positive Youth Development	We use keys every day to open doors - to our house, our office, or our car for example. As volunteer managers, we need to remember to use the KEYS to positive youth development every day as well. Without identifying what keys we need, how can we appropriately apply them to the doors we try to open every day? In this engaging and interactive session, participants will be presented with 13 KEYS to Positive Youth Development and will receive the tools needed to replicate the training with volunteers and volunteer managers. Youth.gov (2016) defines Positive Youth Development as:"an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths."This session will help volunteer managers and Extension professionals communicate how to engage youth by applying 13 elements - or KEYS - to the work done every day to open the doors for the youth we work with.References"Positive Youth Development." Youth.gov. N.p., n.d. Web. 30 Oct. 2016.	Workshop
Lesson Study: A Transformational Model of Volunteer Development	Educators who are competent and confident contribute to high quality learning experiences of young people. Effective professional development aids educators in improving their pedagogical understanding and content knowledge; thus, their abilities to facilitate learning experiences effectively are enhanced (Smith, 2013; Smith & Schmitt-McQuitty, 2013). However, the need to improve educator professional development is one of the most pressing and challenging issues in education today (Bissonnette & Caprino, 2014). This holds true for out-of-school time organizations, including 4-H, where there is a reliance on entry staff positions, volunteers, and teens to serve as educators who facilitate learning experiences with young people (Smith & Schmitt-McQuitty, 2013).Based on current literature, a team of campus and county-based Cooperative Extension Advisors and Specialists have been involved in a national pilot test of lesson study, a Communities of Practice (CoP)-based approach as the foundation for a Transformational, Sustainable Professional Development Model available to the 4-H Youth Development Program. A Community of Practice (CoP) is an ongoing, group-based, learner-centered approach to professional development whereby educators work with each other, rather than experts working on educators (Wenger, McDermott, & Snyder, 2002). Educators learn through practice (by doing), meaning (learning is intentional and authentic), participation with others (social engagement) and identity development (learning and changing who they are as practitioners) (Wenger, 1998). It is a process whereby practice is made public; it is data driven; and it is contextualized (Lieberman & Mace, 2010). Communities of Practice are considered to be a transformative approach to professional development in education (Lieberman & Mace, 2010).Lesson study, a specific type of a Community of Practice (CoP), is a learner-centered approach to educator professional development that occurs in increments over extended periods of time and within authentic contexts (Lewis, Perry, & Hurd, 2004; Wiburg & Brown, 2007). Lesson study is considered to be a "data-driven" professional development model whereby participating educators utilize formative evaluation from their own practice as an integral part of the iterative process (Lewis, 2002). Prior research by the author of this proposal on the use of lesson study with 4-H adult volunteers as direct providers showed significant improvements in their understanding and use of effective pedagogy and content knowledge (Smith, 2013).The proposed workshop will engage participants in the lesson study process as a strategy to help provide authenticity. Participants will work in small groups to: establish group norms; plan a lesson for implementation with 4-H youth; and identify formative data collection strategies to use for subsequent lesson study group meetings. Furthermore, participants will have the opportunity to discuss potential applications of the lesson study process to programs in their states/counties. Resources for using lesson study will be provided to participants; additionally, a summary of the national pilot test of lesson study will be shared.	Workshop
Managing Volunteer Risk in Today's World	We live in a world where program management is becoming largely consumed with risk management concerns. Our volunteers are often untrained or minimally trained in risk management. This workshop will focus on key topics of reducing program risk by providing a strong based selection and training process that includes Risk Management topics.Topics specifically discussed will be: Volunteer Screening; Child Abuse, Neglect and Endangerment recognition and reporting; Standards of Behavior expectations for volunteers, parents and youth; Insurance for accident and liability coverage for programs; Accident/Incident Reports and documentation; Social Media use guidelines.	Workshop

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Title	Abstract	Presentation Type
Master Financial Education Volunteer Expansion to Financially At-Risk Military Veterans	The Master Financial Education Volunteer Program (MFEV) curriculum covers multiple personal finance topics and provides a standardized training program across the state. Volunteers receive a minimum of 20 hours of classroom training, led by a Virginia Cooperative Extension agent. In return, these volunteers give back a minimum of 40 hours in volunteer time. Since 2011, when the current curriculum was last updated and standardized, the pool of Master Financial Education Volunteers has steadily grown. In 2015 4 FCS agents trained 120 volunteers (100 graduated) in 10 different cohorts. In 2015, 200 Master Financial Education volunteers contributed 6713 hours of volunteer time (an increase of 862 hours since 2014) equating to \$153,727 (\$22.90/hour). These volunteers assisted with a variety of programs such as: one-on-one financial counseling, Reality Store, Kids Marketplace, poverty simulations, youth money management workshops, Money Smarts Pay, Money Talk, just to name a few. The 2016 numbers will not be calculated until December but we expect to see these numbers increase. Additionally, in 2016 the curriculum has been refreshed with the addition of a new Extension Specialist. With roughly 1.4 million American veterans at-risk financially, and with Virginia being the 4th most populated state by military personnel, we began an extension of the MFEV in 2016 to reach these at risk veterans living in Virginia. Thus far in 2016 we have trained 27 volunteers in the "Financially at-risk military" tract. We reached out to military personnel prior to the training so that our volunteers would have a supply of volunteer opportunities upon completion of the program. MFEV evaluations are being updated so that we will be tracking not only the number of volunteers that we train, the number of hours they volunteer, but also behavior change that they impact. Additionally we have begun using an online volunteer management system in parts of the state to track our volunteers program.	Workshop
Master Gardener Volunteers Increasing Access to Garden Produce for Low-Income Families	When surveyed, Iowa food pantry clients noted that the primary thing they wish they had access to was fresh produce. A collaboration was formed between Iowa State University (ISU) Extension SNAP Education, Master Gardener and ISU Research Farm staff to make produce more accessible to food insecure families. In 2016, twenty four Master Gardener teams throughout Iowa received mini grants in food insecure areas. They planted donation gardens and connected growers with food pantries, resulting in the donation of over 55,000 pounds of produce to food banks. Additionally, the home demonstration gardens on seven ISU Research Farms were planted in 2016 as model donation gardens; volunteers donated over 7,000 pounds of produce to local food pantries. Simultaneously, Extension colleagues in Wisconsin are in the planning stage to create a similar collaborative food security program. Their focus is to build a connection between Extension nutrition staff and Master Gardener volunteers. There is a national effort by the Extension Master Gardener Coordinators to measure the impact that Master Gardener volunteers are having on their communities. This presentation will include Extension human sciences and agriculture Extension staff from Wisconsin and Iowa. Questions to engage the audience in discussions include: How can we partner across Extension silos to create innovative volunteer projects? How can we engage Extension volunteers to address wicked problems?	Workshop
Motivating Volunteers to do More than Just Stick Around	What makes a volunteer tick? What keeps them coming back to your organization again and again? Why do they want to continue to give hours to our programs? Volunteers give back to the community for specific reasons and there are specific volunteer needs that should be met throughout the course of their volunteer life. During this fast-paced, open-discussion workshop we will explore volunteer motivations, why they give to Extension programming, methods utilized to keep our volunteers happy as well as take a look at best practices. Participants will go home with a list of ideas that can be immediately adopted for programs, regardless of content area.	Workshop
Moving Training from Face-to-Face to Blended Learning	Iowa 4-H youth development requires new volunteers to participate in a training that introduces them to program priorities, foundational positive youth development concepts, and the experiential learning model in order to prepare them to be successful in their new volunteer role. Since 2013, the training has been a six hour face-to-face training facilitated by at least two staff members. Based upon feedback from volunteer participants and staff trainers, a new training curriculum was developed for the 2016-2017 program year with a blended learning approach. New volunteers now participate in four online training modules via 4-H Online that introduce them to foundational components of Iowa 4-H. The four modules take approximately one hour total to complete, and volunteers can complete them at their own pace and on their own time. They then participate in a three hour face-to-face training to further explore the concepts introduced in the online training in a hands-on experiential learning format facilitated by one staff member. This blended learning approach combines online, volunteer directed learning with face-to-face training. Transitioning training from face-to-face to a blended learning approach allows for program priorities and fundamental program concepts to be introduced in a timely and consistent manner. Volunteers can then complement their online learning with a shorter face-to-face training that allows for peer-to-peer interaction. This blended learning concept is relevant to all as an effective use of staff time is a priority. This approach allows us to reduce staff time needed for training delivery without affecting the fidelity of the training. Staff can then focus their time on other priority program areas. It also allows more flexibility for staff in scheduling the training as three hour blocks can be done during the week or on weekends. During this workshop presentation, the staff who designed this blended learning training will share with participants key factors used to determine to transition to this training format. They will also share the process they used to convert face-to-face training into a blended learning format. Strategies used for working with adult learners in both an online and face-to-face setting will be discussed. Finally, they will share some of the tools and resources used to create the online training components and preliminary evaluation data.	Workshop

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Title	Abstract	Presentation Type
One Size Doesn't Fit All: Accessible & Engaging Training for Today's Volunteers	Providing accessible trainings and information has been a long-term goal of UF/IFAS Extension 4-H agents in the Northwest Extension District. With the majority of Florida 4-H volunteer training based on traditional face-to-face classroom style delivery, the fact that potential volunteers are just as pressed for time and are just as busy as we are has been completely neglected. As Extension professionals, we have to change our view of face-to-face as well as increase the accessibility of volunteer training, or we risk losing the volunteers who multiply our efforts. Using a "one-size doesn't fit all approach", agents have created blogs, posts, online webinar trainings, e-learning modules and utilized a subscription management system to disseminate information and train clientele in both programmatic and curriculum content. By recognizing that the volunteer of today comes to us with his or her own set of expectations, works online more frequently, needs flexible service hours and wants to define his/her own roles in organizations, agents utilized a variety of tools to meet not only the needs of volunteers but also those of agents. Methods used by these agents have been adopted across all program areas in the district as well as statewide in delivering training to 4-H volunteers. Workshop participants will learn from the successes and pit-falls of over five years of experience utilizing these methods in reaching and teaching volunteers and how the overall district program has grown and been strengthened.	Workshop
Podcast it!	Today's volunteers are on the go! This can make it challenging to deliver training and information in a timely fashion. While face-to-face trainings are ideal, utilizing a variety of technology tools in your toolbox is essential for keeping up with 21st Century demands. Podcasting provides a unique opportunity to connect us, content creators, to volunteers. We know that 1 in 5 American's are consuming information through subscriptions to podcasts. If Extension wants to be heard among the social network learning that is increasingly preferred by today's consumers, we need to step into the latest tools (UMN Extension Technology, 2016). This presentation will demonstrate to participants how simple, yet effective, podcasting can be. The presenter will record a short, live podcast during the presentation and share lessons learned and best practices discovered during the development and implementation of the U of M Extension Center for Youth Development's Podcast series (UMN EXT Youth Development Podcast on iTunes). Participants will gain a better understanding of how podcasting can add another dimension to Extensions outreach strategy. Kari is a Youth Development Extension educator with a focused role in distance learning technologies. She developed and facilitates the U of M Extension Center for Youth Development's Podcast series.	Workshop
Reducing Risk in Extension Programming: A County & State Perspective & Team	Given the primary mission of Extension to diffuse new knowledge and research discoveries made at the nation's land grant universities among the people, considerable efforts are aimed at helping Extension professionals hone their program development, delivery and evaluation skills. Developing curricula, enhancing teaching, and assessing program impacts are emphasized to help make innovations accessible and actionable. Hand-in-hand with these efforts, engaging volunteers is essential for extending the reach of our Extension work. Extension professionals must involve community volunteers to not only support and advocate for outreach efforts, but to assist with program delivery as well. Yet despite the important roles volunteers play in helping achieve the Extension diffusions of innovations mission, significantly less effort seems to be dedicated to helping Extension professionals development their awareness, knowledge and skills related to managing risks inherent with volunteer-delivered Extension programming. Identifying, assessing, and having a plan to manage risks inherent when working with volunteers is, therefore, an additional essential competency Extension professionals must develop and hone. Managing risks involves repeatedly asking, "what are the potential pitfalls of..." and "what can be done to prevent..." In other words, being able to describe practical steps that can be taken to identify, avoid, mitigate, and manage risks to decrease the potential to harm to the volunteers themselves, to program participants, and to the Extension organization sponsoring the program, activity or event. When Extension professionals have an increased awareness of, and appreciation for, issues related to managing risks and have a solid understanding of risk management tools, strategies and techniques, the overall liability exposure is decreased. A county-based 4-H educator and the associate state 4-H leader will facilitate the workshop. They will draw on real-world examples and sharing risk management scenarios to engage participants in a cooperative learning environment.	Workshop
Re-Imagining Extension Volunteers Role in an Engaged Learning Model	Volunteers are an essential part of Extension's ability to implement the mission of extending research based information to and into our communities. Extension practitioners recognize that they do practice engagement, however, they may not think about preparing and encouraging volunteers to adopt a similar engaged learning model. This happens through the development of Master Gardener, 4-H Youth Development, Master Naturalist, and, etc. volunteers personal growth in the content of their interest, but, also by those individuals teaching and sharing their knowledge to others in the community. These volunteers are involved in a product of an engaged learning model, but, can also be supported in extending and implementing an engaged learning model with others. Extension professionals will think about how to utilize and encourage volunteers to utilize an engaged learning model more thoroughly as they think about their own work (Knowledge, Awareness, Behavior). This workshop will explain different models of engaged learning and showcase different intersecting levels of process and content and identify the ideal mix of the two. An overview of Roger's Diffusion of Innovation and Collective Impact theories will be the basis for participants to develop their own strategies to help achieve this new model. Greater engagement will provide opportunity for Cooperative Extension in collaboration with their volunteer clientele to better meet the needs of local communities. Extension professionals who work with and through volunteers can use an engagement model to improve outcomes and achieve greater impacts. How Extension professionals approach programming, program evaluation and reporting can be changed when they change their perspectives on working and engaging with volunteers.	Workshop

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Title	Abstract	Presentation Type
Retaining Volunteers by Nurturing Relationships	Building successful long term volunteer relationships are vital to ensuring youth program sustainability and vitality. This session will focus on working shoulder to shoulder with volunteers and finding ways to build relationships that result in volunteer retention. Presenters will briefly share the research that support relationship-building as a means to volunteer retention. They will also reveal secrets of successful long term volunteer relationships. Participants will explore their volunteer program and examine sources of opportunity, recognition as a communication tool, and strategies for building cooperation with volunteers. Presents will share personal examples, tools and resources as participants create a plan to implement simple, practical steps to develop true teamwork.	Workshop
Say What? Communicating with Tact and Professionalism	Do tough conversations make you squirm? Do you say the first thing that comes to mind instead of thinking about how others may receive that message? Avoid some of those awkward situations by communicating with tact and professionalism. Learn techniques to demonstrate your thoughtfulness, build credibility, preserve relationships and grow your programs. Show your true character when you remain calm under pressure by practicing some of the strategies we will share in this workshop. Learn to reframe messages so that you are able to deliver those tough messages and navigate your way through providing feedback. Communicating with tact is about using those essential skills of active listening, emotional intelligence, discretion, compassion, honesty, courtesy and body language. Effective communication is about knowing the right way to deliver your message and it is not just the words you say but how you say them. Finding the right words and body language can help you successfully navigate those difficult conversations. Discover ways connect with your volunteers even when the message is not what they want to hear. Communication is the key to success in our programs and learning to listen, plan, negotiate, question, restate and evaluate will help you along the way. Join us to uncover what's in a phrase and find ways to mean what you say and say what you mean.	Workshop
Totally Virtual! Transforming Hands-On Learning Experiences	The Maine 4-H program has been working in partnership with the Maine Math and Science Alliance to provide a professional development opportunity to bring afterschool providers and 4-H volunteers together in a virtual setting to learn to learn about and practice key skills for facilitating STEM activities with youth. ACRES (Afterschool Coaching for Rural Educators in STEM), funded by the National Science Foundation, creates online learning communities of five to 10 practitioners who share and discuss their interactions with youth. Using ZOOM, a web-based video conferencing platform, a totally virtual version of the original blended model was piloted in 2016. Sessions are facilitated by a coach and participants engage in a brief hands-on activity. Video clips of afterschool staff interacting with youth (clips selected from Click2Sciencepd.com) are viewed and discussed. Participants use their cellphones to make short videos of their interactions with youth. The video is then used as the basis for one-on-one coaching opportunities through virtual "office hours" and are also shared with the cohort where they get feedback from other members. Pilot testing has shown high enjoyment levels and self-reported skill gains. Early results include the following: 100% of participants (N = 35) would take the course again. When asked about showing their videos to others and then getting feedback, the majority of participants in the nested and virtual courses 69% reported an increased comfort level during the final interview. One participant was quoted as saying, "Part of it may have been Zoom platform, it feels like we're sitting in the same room having a conversation." 94% of participants report that their work with youth changed from the beginning to the end of the course. This session will offer participants a chance to see how face-to-face training can be transformed into a virtual experience using Zoom, a video-conferencing platform. Participants will engage in a hands-on science activity and learn how to adapt it for a virtual experience.	Workshop

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Title	Abstract	Presentation Type
<p>Utilizing Mixed Methods and Innovative Strategies to Gather Volunteer Input</p>	<p>Both volunteer and paid staff devote considerable time, energy and resources to developing, planning and coordinating forums or conferences (Culp, 2000). A volunteer forum or conference is designed to provide educational and technical resources to enhance delivery of 4-H programs and activities to meet the needs of 4-H members (Culp, 2000). Effectively evaluating these programs is a critical component in program evaluation (Culp, Edwards & Jordan, 2015). The Southern Region 4-H Volunteer Forum (SRVF) was first held in 1975 and was held annually through 2012. The first Volunteer Conference of Southern States (VCSS) was held October 3-6, 2013. Because the VCSS was essentially a Phoenix rising from the ashes of the SRVF, it was even more important to conduct an in-depth assessment of the conference and gain a critical perspective from conference attendees. The Southern Region 4-H Volunteer Advisory Group (SR4-HVAG) consists of two volunteers per state (Culp, Edwards & Jordan, 2015.) The SR4-HVAG combines the efforts of southern states in providing quality educational programming for volunteers and Extension professionals using an advisory group system. A four-year study (2013 - 2016) employed mixed methods approaches to evaluate the VCSS. The purpose was to gather diverse data from participants during the conference, utilizing a variety of methods; many of which were new to participants. Data gathering techniques included focus groups with facilitators from the SR4-HVAG, portfolio assessments, quantitative instruments, recorded interviews, written stories, graffiti walls, illustrated placemats and wordles. During the 2013 and 2014 VCSS, focus groups and a quantitative assessment were utilized to evaluate the conference. Focus group questions were developed utilizing a nominal group process with the SR4-HVAG. Advisory Group Members were trained to facilitate the focus groups and recorders compiled responses. Focus group interviews provided a method for participants to expound on and react to 10 themes identified by the Volunteer Advisory Group through creative problem solving and nominal group process. During the 2015 VCSS, attendees answered questions prior to each meal and general assembly on graffiti walls. Questions asked on graffiti walls were developed by the SR4-HVAG. Graffiti wall responses were used to create "wordles" which clearly identified key words and their frequency of use. In keeping with the conference theme "Celebrating 4-H with the Stories We Tell", attendees were asked to "tell their 4-H story" and evaluate the conference, through two series of recorded interviews, written stories and illustrated placemats at mealtimes. A quantitative assessment was also administered at the conclusion of the conference. During the 2016 VCSS, portfolio assessments were utilized as the primary method to evaluate the conference. Portfolios combined most of the previous assessment methods by asking respondents to give short answers, write stories, illustrate experiences and rank activities. Portfolios were collected as admission tickets to the closing event. Mixed methods approaches captured richer feedback and appealed to volunteers with different learning styles. Volunteers shared more useful, meaningful in comparison to traditional quantitative or qualitative assessment methods. The Conference Management Team used the evaluative results when planning subsequent conferences and prioritizing conference content.</p>	<p>Workshop</p>
<p>Utilizing Technology to Orient Volunteers with an Online Volunteer Orientation Series</p>	<p>4-H volunteers recognize the importance of orientation, development and continuing education. Extension professionals are challenged to utilize innovative teaching tools to reach volunteers. Online instruction is a useful tool, providing the medium and method for providing time sensitive, relevant and consistent information regardless of location and schedules (Kaslon, Lodi & Greve, 2005). Volunteers appreciate the flexibility and accessibility of virtual orientation modules. Technological advances provide flexible means of orienting volunteers. Web-based learning options offer advantages not found with traditional instruction, including flexible scheduling and fewer barriers. 4-H professionals believe volunteer orientation is important; however, 4-H programs often lack structured volunteer development and evaluation components that ensure and measure programmatic effectiveness (Deppe & Culp, 2001). Web-based learning options offer advantages not found with traditional face-to-face instruction, including greater scheduling flexibility and fewer barriers. An additional advantage is that consistent information is presented to all new and current volunteers (Ouellette, Lesmeister, Lobleby & Gross, 2014). The Online Volunteer Orientation Series provides an opportunity to receive orientation to accommodate volunteers and their busy schedules. Participants may watch the online presentations individually or in groups. This medium provides another tool to effectively orient a larger cadre of volunteers without expending more time in an Extension professional's busy schedule. Twenty voice-over, narrated PowerPoint presentations were created. Seven orientations focused on 4-H Camp; three introduced volunteer certification programs (livestock, horse, shooting sports); nine introduced 4-H to new leaders and one oriented County Client Protection Committees. Each presentation concludes with a five-question quiz, designed to assess the knowledge gained from the presentation. Each participant must score an 80% to receive credit for that segment. Once the quiz is completed, the volunteer prints a certificate and presents it to their agent, documenting their successful completion of that segment. The Agent places the certificate in the volunteer's file to record completion of the orientation requirement. Twenty narrated PowerPoint presentations orient 4-H volunteers from all program areas. Each presentation has a five-question quiz, designed to assess the knowledge gained from the orientation presentation. Each participant that scores 80% receives credit for that module. After completion, the volunteer prints a certificate and presents it to their agent, documenting successful completion of that module. The Agent places the certificate in the volunteer's personnel file to record completion of that requirement. Participation and completion data for each of the 20 modules will be presented and shared. A facilitated PowerPoint Presentation, an overview of the on-line Volunteer Orientation program, introduction of four different on-line volunteer orientation modules, group discussion about how the On-Line 4-H Volunteer Orientation Modules could be used in counties across the nation and a question and answer session.</p>	<p>Workshop</p>

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Title	Abstract	Presentation Type
Utilizing Teen Volunteers as Advocates for the 4-H Program	The 4-H Program has long promoted the benefits that teen leadership programming has on youth. This session will take teen leadership to the next level and showcase how those older youth volunteers can be utilized as teachers, ambassadors and spokespersons for the program. The Ohio State University Extension Office in Scioto County, Ohio, trains teens to promote camp, lead community activities, teach school programs, and speak to stakeholders. These youth are the best advocates for the program, because they are the prime example of why 4-H is important. By giving youth the voice to promote the programs they value, the program proves its worth. Additionally, the lifeskills they gain by serving as older youth volunteers are visible in their confidence, communication and decision-making. This session will utilize some of those teens and former teens to share their experiences, along with lessons shared by the 4-H professionals. The teens and professionals will allow participants to share and explore options for how youth volunteers could be best utilized within their programs. Participants will leave with access to lesson plans that teach teens to identify audiences, craft their messages, and give elevator speeches.	Workshop
Volunteer Leadership Program	North Carolina Extension and Community Association (NCECA) is a 2500+ volunteer membership organization that partners with North Carolina Extension agents in 85 counties across the state, and state level specialists. NCECA volunteers advocate for extension to strengthen families and communities through leadership development, community action, and educational support. Participants will be informed of leadership training programs that were developed and are being implemented by NC Extension Service (NCCES) and the Department of Agricultural and Human Sciences. This session will showcase the Women's Leadership Program, the Master FCS Volunteer Certificate Program, and the Extension Master Food Volunteer Program. It will demonstrate how programs are used to help build the capacity of the NCECA volunteers, how it has helped identify skill sets, and the increased in retention of the volunteer teams in the counties. The Women's Leadership initiative focuses on 3 core areas, Leading Self, Leading Others, and Leading in Your Community. This curriculum is intended to develop leaders and leadership skills within the NCECA organization and in the communities where the volunteers serve. The program focus is for, but not exclusive to, Rural communities with limited access. The modules are being developed by Professors in the department, and the curriculum is designed as a train the trainer model which includes activities and projects for participants. The goal is to reach women seeking leadership development that will assist with self-development, providing opportunities in career advancement, and leadership in civic or community organizations. The Master FCS Volunteer Certificate Program was designed by Montana State Extension Services as a toolkit and was adopted by NCECA to also strengthen and equip the volunteers to better serve in their communities specifically with programs delivered alongside the FCS Extension Agents. There has been a unique approach to delivery of this toolkit, and this session will provide information on access to the toolkit as well as the successes and challenges of this program. The Extension Master Food Volunteer Program (EMFVP) is designed to support Family and Consumer Science (FCS) agents and their volunteer partners in the delivery of food and nutrition programs. It provides formalized training to volunteers and a volunteer management system. This program helps to meet the challenges being faced by FCS deliver core programs in the areas related to food and nutrition. EMFVP gives them the tools and resources they need to strengthen their programming in, as well as to expand their capacity to serve multiple counties. An overview of the EMFVP curriculum, details of the discovery of the 10 county pilot program, and the impact to volunteers will be shared. This session will demonstrate how leadership programs, have contributed to the success of increased commitment by volunteers to extension programs, have empowered volunteers to make an impact, and show how the partnerships have strengthened through engaging volunteers. The development of leadership programs and providing evidence-based program training to volunteers, have transitioned into recruitment and marketing for FCS programs, and opportunities for NCECA to partner with other organizations needing assistance with delivery of programs.	Workshop

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Title	Abstract	Presentation Type
Volunteers as Positive Online Mentors	<p>Fostering Positive Youth Development online is an emerging frontier in learning. Imagine if we could build an online education and mentoring model around the young person in which there are: positive and sustained youth and adult interactions; vibrant opportunities to learn; and the capacity to participate and lead in valued, educational activities. Currently, content created online by youth is done without the guidance of an adult. In fact, often it is the young person who is teaching the adults how to use the tool. Volunteers can take the lead by creating safe online environments for youth and caring adult volunteers. The content that is created in an intentional positive youth development online educational environment should be: ? Focused on mastering fundamental life skills using experiential learning ? Engaging youth in collaboration and education across social and geographic boundaries ? Leading to real participation and leadership as citizens. Opportunities for youth and adults to learn and create together are inherent in the design and its implementation of these learning online environments: Using the industry concept of cloud computing and applying it to the youth development organizations, we harness the wisdom of all youth, adults and the professionals to apply their learning to complex solutions across the globe. Online Education, beyond local boundaries through the use of new technologies it is possible to truly promote and engage in "education without physical boundaries" and foster an environment where "those that have can share with those that need." Almost without exception, education takes place in a physical world that greatly limits its potential to create lasting impacts. Consider that, for the most part, clusters of companies with technology and healthy living expertise exist in communities well-served by their local educational systems. Volunteers have the opportunity to engage in online engagement by utilizing learning management system tools, video and audio conferencing, collaboration and measurement to educate in real time. These tools could be used via computer or cell phone and already exist on the web and mobile apps. Conversely, the same tools can be used to engage youth in educating adults who are learning new technology. Most parents will send their children off to summer youth camps, without even thinking about the risks involved. The reason is that they know that they will be surrounded by caring adults. Camp staff have learned to manage the risks at camp to allow for the growth forming experience it provides. We must do the same thing educating online. If we provide a secure environment where online education is practiced, then we can duplicate cross-age teaching. As volunteers, we must engage in new strategies and methods by which we communicate with students and families. Social networks and online learning are a growing and popular venue for much of our youth audience and we must learn how to leverage those networks to enhance our education efforts. The result is not only youth reaching their fullest potential but the potential for creating a positive youth development and educational online environment.</p>	Workshop
Volunteers: They deserve the best of us as adult educators	<p>Volunteers are the heart and soul of Extension, without them we would not have the programs that help us take Extension and our Universities out into our communities. Adult volunteers keep our programs vibrant and growing and we owe it to them to provide the best volunteer training and development possible. How can we, as educators, meet the needs of our learners? First we need to understand who we are as educators, second we need to understand the needs of our adult learners, and third we need to implement effective teaching methods. It is important to understand our preferred teaching style, its strengths and weaknesses. By knowing and understanding our style we can effectively design programs to achieve maximum learning benefits. In this workshop we will identify the participants' preferred teaching style: seller/demonstrator, authority/professor, coach/facilitator, or delegator/entertainer. We will explore the styles and discover which ones are learner-centered and which are information-centered, compare and contrast the two, and explore the advantages and disadvantages of both. Understanding adult learners is crucial when training volunteers. There is not a one-size-fits all approach when educating adults. This training will explore the needs of the adult learner in the following areas: motivation, sense of self-efficacy, self-awareness, physiological variables such as health, vision, hearing, and mobility, cultural differences, life experiences, cognitive abilities. This is by no means an exhaustive list but it is a place to start. After both the educators' training style is identified and there is an understanding of the needs of adult learners, participants will learn how to develop effective trainings that will meet the needs of the volunteers. By incorporating effective teaching methods such as active/experiential learning, group discussions, and the use of case studies volunteers will be engaged and active in their own learning. The goal of this workshop is that Extension educators will return to their workplace with more tools to help them be the best adult educators that they can be.</p>	Workshop

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Title	Abstract	Presentation Type
Welcoming Diverse Audiences to a Traditional Program	<p>A core principle outlined by the National 4-H Learning Priorities Steering Committee is for youth development professionals to be successful in our multicultural society, they must have a deep understanding of the impact of limited access and opportunities and inequities on the lives of many cultural groups living in the U.S. today. (National 4-H Learning Priorities Equity, Access, and Opportunity, 2008, p.1). While the cultural make up of our country is constantly changing, our task of recruiting and retaining a diverse population into 4-H is ongoing. Locally 4-H programs struggle to maintain a membership that reflects the demographics of its community. Having culturally relevant 4-H program that meets the needs of a diverse population is an ongoing struggles for many local 4-H systems. In this session participants will explore ways to make their programs more accessible and inviting to people of diverse ethnic background, abilities, income levels, religion, and sexual orientation. They will begin to formulate an overarching goal to develop a 4-H population that reflects the diverse populations of their communities. They will begin to develop techniques to reach an inclusive culture that includes all youth in programs, explore cultural biases and develop culturally responsive practices that will create a sense of belonging that welcomes all youth to 4-H programs. Understanding the importance of establishing 4-H programs within the context of culture, language, building relationships and promoting youth leadership is key to developing culturally inviting 4-H programs that contribute to the essential elements of positive youth development.</p>	Workshop
What do I Need to Write Down?	<p>Whether you are working with a difficult volunteer or screening a potential volunteer, documentation is a vital piece of the program management puzzle. Documentation is key to risk management, volunteer support and program success. Extension professionals can benefit from following practices often used in education, social work, customer service and other fields where it is common to document interactions, challenges and successes. This session will provide a variety of tips and tools to help volunteer managers determine what needs to be documented and best practices.</p>	Workshop
What is the Value of YOUR Volunteers?	<p>Volunteers increase the capacity and reach of many of our organizations. The estimated value of volunteer time for 2015 is \$23.56 per hour. (National Value of Volunteer Time) The estimate helps acknowledge the millions of individuals who dedicate their time, talents, and energy to making a difference. Charitable organizations can use this estimate to quantify the enormous value volunteers provide. This workshop will look at the impact of volunteers to Extension and how they extend the University's reach. We will distinguish the difference between personal, organizational, and public value. Participants will work through examples of these different types of value statements for their organization. According to the Corporation for National and Community Service, about 62.8 million Americans, or 25.3 percent of the adult population, gave 7.9 billion hours of volunteer service worth \$184 billion in 2014. We will look at tracking tools to help you personalize this statement for your organization. Social return on investment tracking field test tools and results will be shared for a specific role volunteer, 4-H project bowl volunteer, to help you develop tracking tools for key volunteer roles in your organization. Discussion will focus on group sharing and developing a multi-faceted plan to communicate volunteer value incorporating both inputs versus outputs for Return on Investments (ROI) as well as learning, behavior, and condition changes. The current evidence-based and return on investment movements / climates demand that communicating value be integrated into our programming.</p>	Workshop