

The 4-H

**VOLUNTEERISM**



**eConference**

For the 4-H Professional

# 2014 eConference on Volunteerism

March 20 & 27, 2014

Volunteer Pilot Project:  
Models for Corporate,  
Workplace, Teen, and Episodic  
Volunteerism in 4-H

MONSANTO



NOYCE  
FOUNDATION

# Volunteer Engagement & Activation Resources

## Volunteer Pilot Project : Models for Corporate, Workplace, Teen, and Episodic Volunteerism in 4-H



We would like to recognize the following entities for their support in making this happen:

Monsanto  
Lockheed Martin  
Noyce Foundation

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# Overview

All of the assets and documents shared in this eConference have been made available to the participants at: <https://app.box.com/s/zq1bz2iso910kwrmqjpx>

Additionally, a course with assets and recordings will be created in the 4-H Online Learning Center

**2 Days**

**7 Sessions \***

**787 total participants**

**Session Average 112**

## **Day One – March 20, 2014**

1. Overview of Volunteerism and future directions - purpose of VEAR pilots
2. VEAR Corporate Site 1 – [Monsanto](#)
3. Developing Clearly Defined Volunteer Roles
4. VEAR Corporate Site 2 – [Lockheed Martin](#)

## **Day Two – March 27, 2014**

5. **Recruiting Strategies for Diverse Volunteers**
6. Site 3 (Episodic) SPIN Clubs – [Monsanto](#)
7. Site 4 - Teens As Teachers – [Noyce Foundation](#)
8. Pulling It All Together

**\* Technology issues with presenter, unable to broadcast**

# Day One



Featuring:  
VEAR Pilot States  
Volunteer Engagement &  
Activation Resources

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## Thursday March 20, 2014

### **Session One: 12:00 - 12:45 PM (Eastern Time)**

[Overview of Volunteerism and Future Directions - Purpose of the VEAR pilots](#)

Doug Swanson, National 4-H Headquarters

Janet Golden, National 4-H Council

<http://nationalfourcouncil.adobeconnect.com/overview/>

Upon signing in, have the site call your number, otherwise  
800-591-2259 582765#

### **Session Two: 1:15 - 2:00 PM (Eastern Time)**

[VEAR Corporate Site #1](#)

Chris Gleason, 4-H Program Specialist

Jane Hayes-Johnk

Iowa State University Extension and Outreach

<http://nationalfourcouncil.adobeconnect.com/corp1/>

Upon signing in, have the site call your number, otherwise  
800-591-2259 582765#

### **Session Three: 2:30 - 3:15 PM (Eastern Time)**

[Developing and Communicating Clearly Defined Roles for Volunteers](#)

Harriett Edwards, Extension Specialist

North Carolina State University Extension

<http://nationalfourcouncil.adobeconnect.com/r9lav5zn18a/>

Upon signing in, have the site call your number, otherwise  
800-591-2259 582765#

### **Session Four: 3:45 - 4:30 PM (Eastern Time)**

[VEAR Corporate Site #2](#)

Heather Kent, Regional Specialized 4-H Agent III

Dr. Bryan Terry, Assistant Professor and Volunteer Specialist

University of Florida Extension

<http://nationalfourcouncil.adobeconnect.com/corp2/>

Upon signing in, have the site call your number, otherwise  
800-591-2259 582765#



## Session One: Overview of Volunteerism and Future Directions – Purpose of the VEAR Pilots



### **Doug Swanson**

National Program Leader  
Professional Development for Staff and  
Volunteers

4-H National Headquarters, Division of Youth  
& 4-H

Institute of Youth, Family & Community, NIFA,  
USDA



### **Janet Golden**

Program Director – Food Security

National 4-H Council

## Session One:

Name: **Overview of Volunteerism & Future Directions**

Summary: **Overview of Volunteerism and future directions - purpose of VEAR pilots**

URL for Viewing: <http://nationalfourhcouncil.adobeconnect.com/p8xwoirzpsq/>

Peak Users: **135**

**Total individuals signed in for 30+ minutes = 158**

# Resources

[National Framework for Volunteerism](#)

[VRKC Model](#)

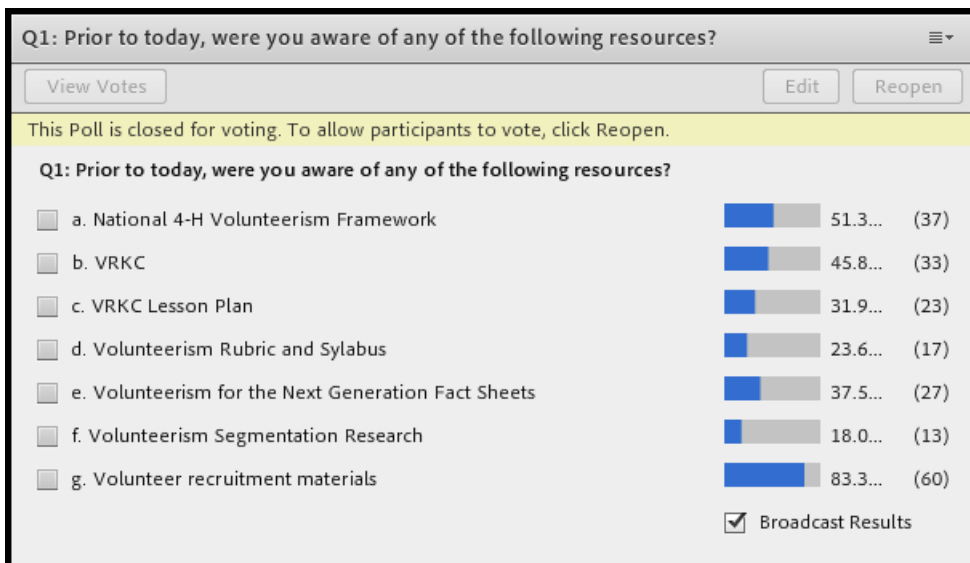
[VRKC Lesson Plans](#)

[Volunteer Program Management Rubric & Syllabus](#)

[Volunteerism for the Next Generation](#)

[Segmentation Research](#)

[Volunteer Recruitment Resources](#)



# Crowd Source Details

## Session One: Overview of Volunteerism & Future Directions

*Participants were asked a series of questions regarding recruiting and engaging various volunteers. This list is a compilation of the responses from the audience.*

### List ways you have recruited and engage DIVERSE volunteers

Through community based organizations, personal contact

Partnering with other youth organizations

Partnering with community groups already working with the population we wish to reach.

With Hispanic volunteers we find working with the churches that they are engaged with is helpful in terms of creating an environment of trust

I have gone out in the community and spoke with adults who enjoy helping kids. Example. I enjoy fitness so I went out to talk to other adults who are into fitness.

Partnering with Extension Educators who specialize in other areas

A local County office identified a leader in the Hispanic community to start a new club to focus on Hispanic youth

Through other committees in the community that I am on

Local organizations and community service organizations

Partnering with faith based organizations

Expanded projects for nutrition groups in USDA funded programs

Kids Can Grow- Master Gardeners working with Hispanic youth and inviting their parents to participate

Short term projects

Other youth organizations with common interest

Worked with FNP parents.

Outreach where they live/are

Living near a military base, we receive a great deal of diverse individuals.

Through variety of partnerships

I reach out to our afterschool programs to reach diverse volunteers.

Marketing through PTA

Partnerships within the community, 5 local colleges, Hands Across the World

Through our Expansion and Review Committee, as well as striving to create a culture that celebrates diversity

Creating Youth Coalition groups

Bilingual materials (Spanish/English)

Connecting with community groups (diverse)



## Session One: Overview of Volunteerism & Future Directions

*Participants were asked a series of questions regarding recruiting and engaging various volunteers. This list is a compilation of the responses from the audience.*

### List ways you have recruited and engaged EPISODIC volunteers

In Kansas we are piloting SPIN clubs

We have had good luck recruiting episodic volunteers for FIRST robotics competitions. I think our next challenge is to learn how to further engage these volunteers after their first positive experience.

Environmental ed project for at-risk youth...partnered with CE natural resource staff; we offered youth development training... collaborated with Conservation Corps AmeriCorps

As a subject matter expert leader who partners with a more "general" volunteer leader, in robotics or aquatic robotics

Campus college students that can serve local county during school year and in home county during summer and breaks

Facebook posts

4-H Super Sitter- volunteer offers the class once or twice/year

Special Interest Clubs where they have a passion or expertise

We had our youth in the poultry project butcher their broilers at a local farm and process them at a large-scale facility.

To teach short term special interest programs

Event judges

Short term commitments- judges, chaperones, special events, registration chairs, camp check-in, fair check in, anything short term

Project specific (STEM, cloverbuds, etc)

Fair booth, events, judges

Boy Scout leader because of their interest as leader and group in GPS, so they shared with our group

Sewing Guild members teach specific skills

Judging, specific projects (e.g. spinning, rocketry), to assist with county-wide events, for shorter programs (e.g. SLO Scientists)

Constantly looking for sewing volunteers whenever I meet with community groups

## Session One: Overview of Volunteerism & Future Directions

*Participants were asked a series of questions regarding recruiting and engaging various volunteers. This list is a compilation of the responses from the audience.*

### List ways you have recruited TEEN volunteers

Youth leaders in summer camps

Youth fair teen leaders

Children of friend looking for roles

Asked individual teens to lead Cloverbuds

Through after school programs

Activities focused on their specific project work

We require each participant in our Citizenship Trip to enroll in the teen leadership project and do community volunteer work.

Youth leaders fair and summer camps, Cloverbud program

Teens As Teachers Programs- afterschool and in school programs

State ambassadors

Through schools, as part of an elective course

Summer programs

Planning county wide activities for other 4-H youth

Connecting with past program participants; asking them to consider volunteering for future events.

To help plan day camp and teach curriculum

Teen board members of county Foundation

recruited for volunteers at local middle school for earning induction into National Junior Honor Society

We include teens on 4-H Youth Leadership Conference planning teams

Plan activities

Teen Leaders working with Cloverbud Day Camp

We use Teens as Teachers as well as require my Junior and Teen Leaders Association to help at a summer workshop or with Character Counts in the local schools

Use of AmeriCorps members who are seniors in High School

Train youth to be volunteers with 4-H camp....they choose the camp theme and help to pick the educational sessions.

Members of statewide pyd training team

Teen Leaders serving as group leaders in county (residential) camp

Posted a flyer at local County Colleges giving teens a chance to volunteer and build a resume

Utilized county healthy living teen leader to recruit teen leaders for healthy living fair project

Through summer camp and in partnership with local community organizations/churches

Day Camp Counselors.

Teens as 4-H camp counselors

Teen leaders who want to give back to the program

Youth in project related content area recruited as teen teachers

We use TRY

## Session One: Overview of Volunteerism & Future Directions

*Participants were asked a series of questions regarding recruiting and engaging various volunteers. This list is a compilation of the responses from the audience.*

### List ways you have recruited TEEN volunteers

(teens reaching youth) teams to recruit and provide leadership opportunities for youth.  
Teen Leaders in an afterschool setting at community centers/ extended day programs  
Youth teaching youth programming to deliver healthy living and decision making curriculum.  
NYS D also.

State Youth Council takes leadership in several state events

Teaching day camp topics, teaching workshops, camp counselors, leading service learning projects, emcee for special events

Choose Health-Food Fun and Fitness program with after school program

To teach residential and day camp classes, train club officers, plan and teach leadership events for younger youth such as Junior Congress, County Events, etc

Teen leaders in clubs, in teaching workshops, camp counselors, emcee for special events

Project specific volunteers for afterschool programs, site-based programs, Operation Military Kids, Connecting with community service and service learning requirements through school

When our teens age out of our younger FLL clubs, we have kept them engaged in the clubs as team mentors. This has really helped forward the citizenship and leadership mottos of 4-H and watching them give back

### List ways you have recruited and engaged CORPORATE volunteers

Speakers for programs

I knocked on the door and asked for specific support for a related SPIN group.

National Youth Science Day- fund kits and help facilitate experiments in the community

Speakers for programs and judges for public presentations

Through involvement with the Chamber of Commerce, had the opportunity to meet business people and share our mission and programs

We have teamed up with Fidelity Investments to teach a 4-H finance curriculum to teens.

Those that need to do community service for their company volunteer for us

For the past three years, employees from local insurance company have helped with during their annual service day to do fairgrounds repair/painting and assembling materials for our local drug free coalition.

Public speaking judges, to make contact to recruit another volunteer

We have had positive experience with episodic, corporate volunteers when the corporation sponsors special events, but when the corporate priorities shift, those volunteers are often lost to us.

I have not reached out to corporate volunteers

Company volunteers who are required to do volunteers hrs

They volunteer their time & get a financial kickback from their company to the organization they volunteer with (in this case 4-H) so it is 2 fold

Speaking at "Lunch and Learn" sessions

Local banks and culinary school to teach youth finances and cooking locally, nothing on state level or multi county yet

Being a part of community groups: Human Resource Confederation through the local Medical Center



## Session Two: VEAR Corporate Site # 1



**IOWA STATE UNIVERSITY**  
Extension and Outreach



Chris Gleason



Jane Hayes-Johnk



## **Session Two:**

Name: **VEAR Corporate Site 1 Presentation**

Summary: **Site One (Corporate) - Monsanto**

URL for Viewing: <http://nationalfourhcouncil.adobeconnect.com/p22hjqwz00z/>

Peak Users: **108**

**Total individuals signed in for 30+ minutes = 130**

# Resources

## **Iowa VEAR Pilot Resources**

**Volunteer Engagement and Activation Resources (VEAR) & National 4-H Learning Priorities: Volunteerism for the Next Generation (VNG)**

<http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/volunteerism/>

**Volunteerism for the Next Generation Fact Sheet Series**

<http://nextgeneration.4-h.org/volunteerism/fact-sheets/>

**Grow 4-H: Building Partnerships to Benefit Youth**

Tamie Bremseth, University of Minnesota Extension,  
[brem002@umn.edu](mailto:brem002@umn.edu)

**Clay County video**

<http://www.youtube.com/watch?v=3tpIS6ZJWU&feature=youtu.be>

**Clay County SPIN Book**

<http://www.flipsnack.com/A6776558B7A/fdh9et7v>

# Resources

## Iowa VEAR Pilot Resources

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Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa

# Resources Samples

**VOLUNTEER TODAY. INSPIRE FOR A LIFETIME.**

**PROVIDE THE SPARK!**

4-H Volunteers are essential to help youth make the most of a wide variety of learning experiences. Volunteering is an opportunity for you to **share your personal interests** by demonstrating expertise in subjects as varied as robotics, food & nutrition, public speaking, agricultural science, community service & more.

You can decide on the level of involvement that fits your skills & schedule:

- Lead youth within school-based, after school and camp settings, or through a community club.
- Serve as a chaperone, board member, or a judge
- Develop & support service opportunities for youth in your own community
- Teach using curriculum developed by your state university
- Work with other adults to create fun & exciting programs

Today, 4-H'ers are stepping up to make **positive changes in our communities**, across the country, and all over the world. But behind every success story, there is a mentor—someone just like you. As a 4-H volunteer and expert, you can be the spark that starts a revolution.

**You have the opportunity to help with someone like...**

Contact us today  
Corporate Volun

**JOIN THE RE OF RES**  
4-H IS THE YOUTH DEVELOPMENT PROGRAM OF OUR N

**IOWA STATE UNIVERSITY**  
Extension and Outreach



## IOWA STATE UNIVERSITY Extension and Outreach

### 4-H Out of School Volunteer

#### 4-H Mission Statement:

#### Purpose:

#### Responsibilities:

#### Skills/Knowledge:

## IOWA STATE UNIVERSITY Extension and Outreach

### 4-H Event Volunteer

**4-H Mission Statement:** Empower youth to reach their full potential through youth-adult partnerships and research-based experiences.

**Purpose:** Coordinate a county event

**Responsibilities:**

- Help set goals for event
- Assist in the promotion of the event (at least 4 weeks in advance)
- Arrange location, program materials, and equipment needed for event
- Survey youth for new and exciting ideas for events as well as evaluation of the event itself
- Assist with identifying and obtaining event resources (speakers, donations, other volunteers)
- Provide leadership during event
- Help with set up and clean up of event
- Keep 4H staff informed on progress of event plans

**Skills/Knowledge:**

- Good Organizational skills
- Team player
- Ability to communicate effectively



## Session Three: Developing and Communicating Clearly Defined Roles for Volunteers



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**Harriett Edwards**  
NC State University

Associate Professor & Extension  
Specialist, Volunteerism

Department of 4-H Youth  
Development and Family and  
Consumer Sciences



## Session Three:

Name: **Defining Roles**

Summary: **Developing clearly defined roles and communicating them**

URL for Viewing: <http://nationalfourhcouncil.adobeconnect.com/p9sqvrvvo2ps/>  
**\*\* Issues**

Peak Users: **129**

**Total individuals signed in for 30+ minutes = 139**

# Resources

## Volunteer Management Model

ISOTURE

- Identification
- Selection
- Orientation
- Training
- Utilization
- Recognition
- Evaluation



There are many great ISOTURE Models available and here is a list from a quick search:

[Clemson](#)

[Texas A&M](#)

[Iowa State](#)

[University of Florida](#)

[Michigan State](#)

## Components

Title  
Purpose/Objectives  
Major Responsibilities  
Qualifications  
Supervision  
Time Commitment  
Location of work site  
Benefits  
Signatures



# Resources

## Do's

Be specific

Use accurate adjectives

Focus on the job, not the incumbent

Allow for flexibility

Keep role descriptions current

Be honest from the start – “easy” may not be as attractive as “challenging”



## Don't's

Use subjective terms, opinions or recommendations

Use words that may imply discrimination

Use vague wording or jargon

Use derogatory language

Describe duties to be performed in the future



# Crowd Source Details

## Session Three: Defining Roles

### Benefits: How will volunteers benefit from their involvement with our programs?

Seeing the growth of youth

Networking opportunities

Have an impact in the lives of youth.

Build leadership skills

Community Connections

Self-fulfillment

Access to quality research based curriculum

Helping to shape the future of our society

Personal satisfaction for helping "to make the best better"

Resume builder

Research shows folks who volunteer are more healthy

The items that were addressed in session one

Have a positive impact on youth in your community

Connection to the University

For college students - demonstrated commitment to the field of education, looks good on their resume

To have fun!

New friendships, connections, leadership skills, new professional skills...

Opportunities for further development of skills in project area

Generatively

Giving back to community

Mentor for next generations.

They can learn a new skill that they have always wanted to

Skill development

Improve skills - communication

Meet other volunteers with similar interest

Interaction with your children, grandchildren, other youth

Reconnecting with 4-H friends, revisiting 4-H memories

Role model

Opportunity to learn new skills

Development of professional skills ie: organization, leadership, teamwork, time management, facilitation

Meet new people

Helping shape the future leaders

Escape from the world of adult work and job responsibilities

Access to continuing education

Opportunity to share your skills and knowledge

Youth development skills that help them work with their own kids!

## Session One: Overview of Volunteerism & Future Directions

***Participants were asked a series of questions regarding recruiting and engaging various volunteers. This list is a compilation of the responses from the audience.***

Adding some sort of gift is an incentive. It also reflects their continued commitment to helping to train our next generation of leaders.

Positive impact in community

Teaching youth life skills, have a positive influence on the next generation, interaction with youth and adults, learning and sharing with others etc

Get to share a passion and enjoy an activity with others who are learning to enjoy the activity

Resume: Concrete representation of skills and experiences and service

Fun

Ability to make a positive and life changing differences for youth

Share their knowledge with youth and expand their knowledge too

Trainings and opportunities for connections at the local, county state regional and national levels

Staying current with youth and what they are interested in

Learning marketable skills to apply toward their job/career (event planning, etc)

flexible opportunity

Build on employable skills

Enriching opportunities for volunteer

Inspire them to try something new and/or different

New friendships

Teaching youth to be active in their community by example

Learning new skills

Sharing a passion with youth

Build sustainability and life-long learning skills

Spending time with your children and their friends

Strengthening their community by Youth Adult partnerships

Have a new 4-H experience

To ensure 4-H 100 more years

Benefit and recognition

The take-away - or SWAG

Incentives - As Harriett, indicated: paid registration, T-shirts, travel expenses covered

As a volunteer it is the 4-H pins, that I can keep forever that keep me coming back, it is the

Belonging, it is the part of being a family

# Poll Question Results

## I need volunteers . . .

Imagine your phone rings and a familiar voice on the other end of the line says, "I need your help."



Q1: "I need your help." How would you respond?

View Votes

Edit

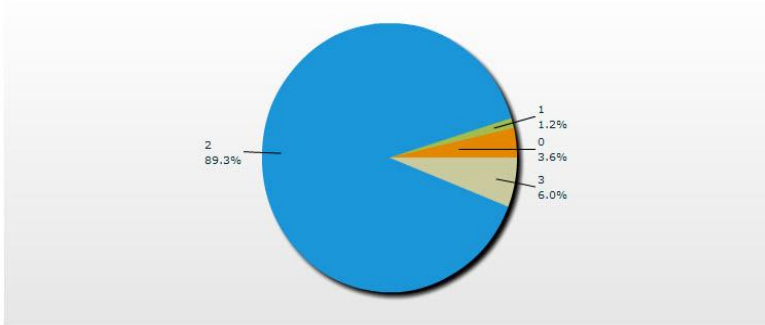
End Poll

Q1: "I need your help." How would you respond?

- a. Sure, whatever you need! 3.53% (3)
- b. Not after the last time I agreed to help you! 1.18% (1)
- c. What is it that you need? 88.2... (75)
- d. Really depends on who is calling? 7.06% (6)
- No Vote

Broadcast Results

### User Responses



1. Q1: "I need your help." How would you respond?

Answer Key:

- 0. a. Sure, whatever you need!
- 1. b. Not after the last time I agreed to help you!
- 2. c. What is it that you need?
- 3. d. Really depends on who is calling?

#### User Responses

Choice	Correct Answer	# Selected	% Selected
0	✘	3	3.6%
1	✘	1	1.2%
2	✘	75	89.3%
3	✘	5	6.0%
<b>Total:</b>		<b>84</b>	<b>100%</b>

# Poll Question Results

What would you call it??



Q2: For the volunteer(s) helping to keep water stat...

View Votes

Edit

Reopen

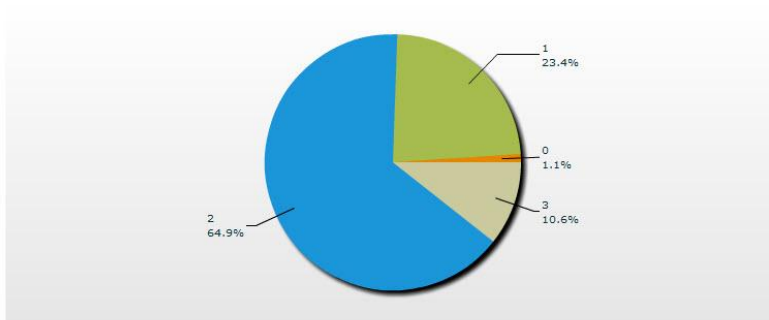
Q2: For the volunteer(s) helping to keep water stations clean and filled...

- a. Water Boy/Girl 1.06% (1)
- b. Festival Assistant 23.4... (22)
- c. Hydration Manager/Coordinator 64.8... (61)
- d. Water Maintenance Specialist 10.6... (10)

Report Filters:

No filters have been set.

User Responses



2. Q2: For the volunteer(s) helping to keep water stations clean and filled...

Answer Key:

- 0. a. Water Boy/Girl
- 1. b. Festival Assistant
- 2. c. Hydration Manager/Coordinator
- 3. d. Water Maintenance Specialist

User Responses			
Choice	Correct Answer	# Selected	% Selected
0	✘	1	1.1%
1	✘	22	23.4%
2	✘	61	64.9%
3	✘	10	10.6%
<b>Total:</b>		<b>94</b>	<b>100%</b>

# Poll Question Results

What would you call it??



Q3: For volunteer(s) assisting with set up, prep, registra... ☰

[View Votes](#) [Edit](#) [Reopen](#)

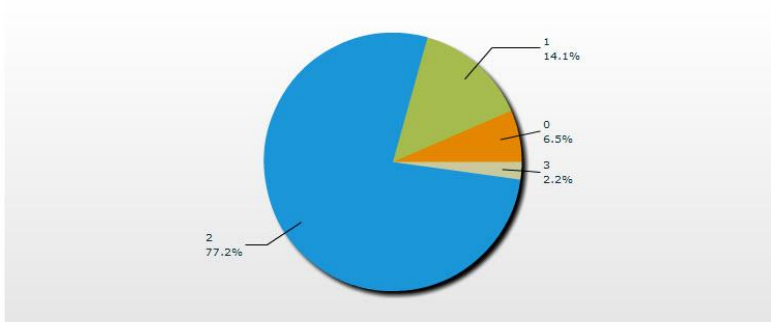
Q3: For volunteer(s) assisting with set up, prep, registration and clean up at a family resource mgt seminar:

- a. Program Aide 6.52% (6)
- b. Activities Assistant 14.1... (13)
- c. Event Facilitation Crew Member 77.1... (71)
- d. Extension Program Delivery Expeditior 2.17% (2)

**Report Filters:**

No filters have been set.

User Responses



**3. Q3: For volunteer(s) assisting with set up, prep, registration and clean up at a family resource mgt seminar:**

Answer Key:

- 0. a. Program Aide
- 1. b. Activities Assistant
- 2. c. Event Facilitation Crew Member
- 3. d. Extension Program Delivery Expeditior

User Responses			
Choice	Correct Answer	# Selected	% Selected
0	✘	6	6.5%
1	✘	13	14.1%
2	✘	71	77.2%
3	✘	2	2.2%
<b>Total:</b>		<b>92</b>	<b>100%</b>



## Session Four: VEAR Corporate Site # 2



# UF | IFAS Extension

UNIVERSITY of FLORIDA



Dr. Bryan Terry  
Assistant Professor and  
Volunteer Specialist



Heather Kent  
Regional Specialized 4-H  
Agent III



## Session Four:

Name: **VEAR Corporate Site 2 Presentation**

Summary: **Site Two (Corporate) - Lockheed Martin**

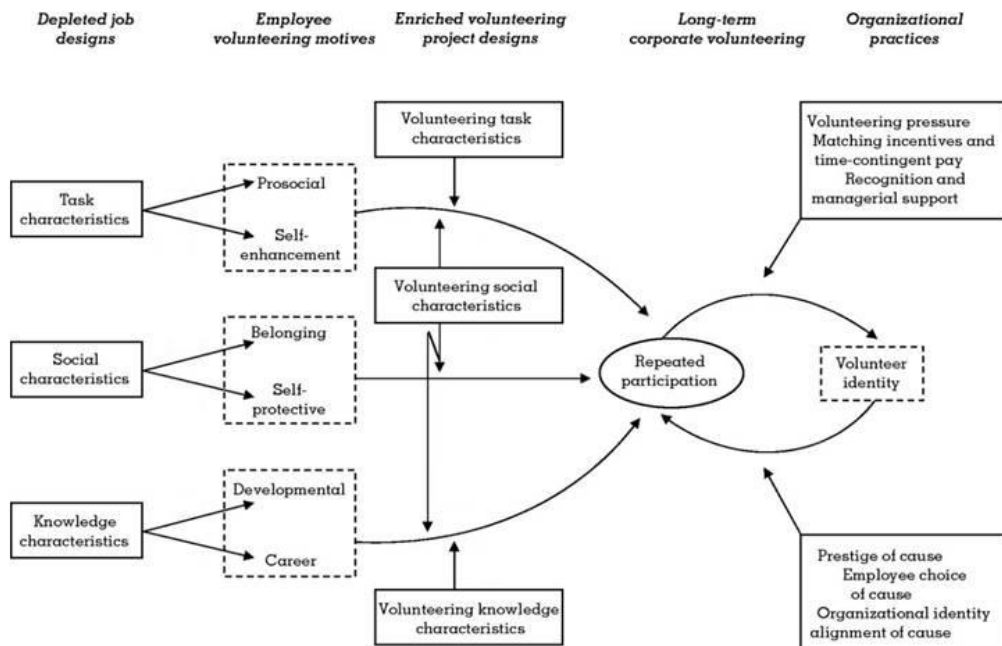
URL for Viewing: <http://nationalfourhcouncil.adobeconnect.com/p8rizfuh3lz/>

Peak Users: **76**

**Total individuals signed in for 30+ minutes = 91**

# Resources

## What Motivates Corporate Employees to Volunteer?



# Resources

## What did we Learn about Motivation?

### Employees who ARE engaged as 4-H volunteers

- Wanted to make a difference, give back
- Share their skills
- Family
- Faith
- Support company/network



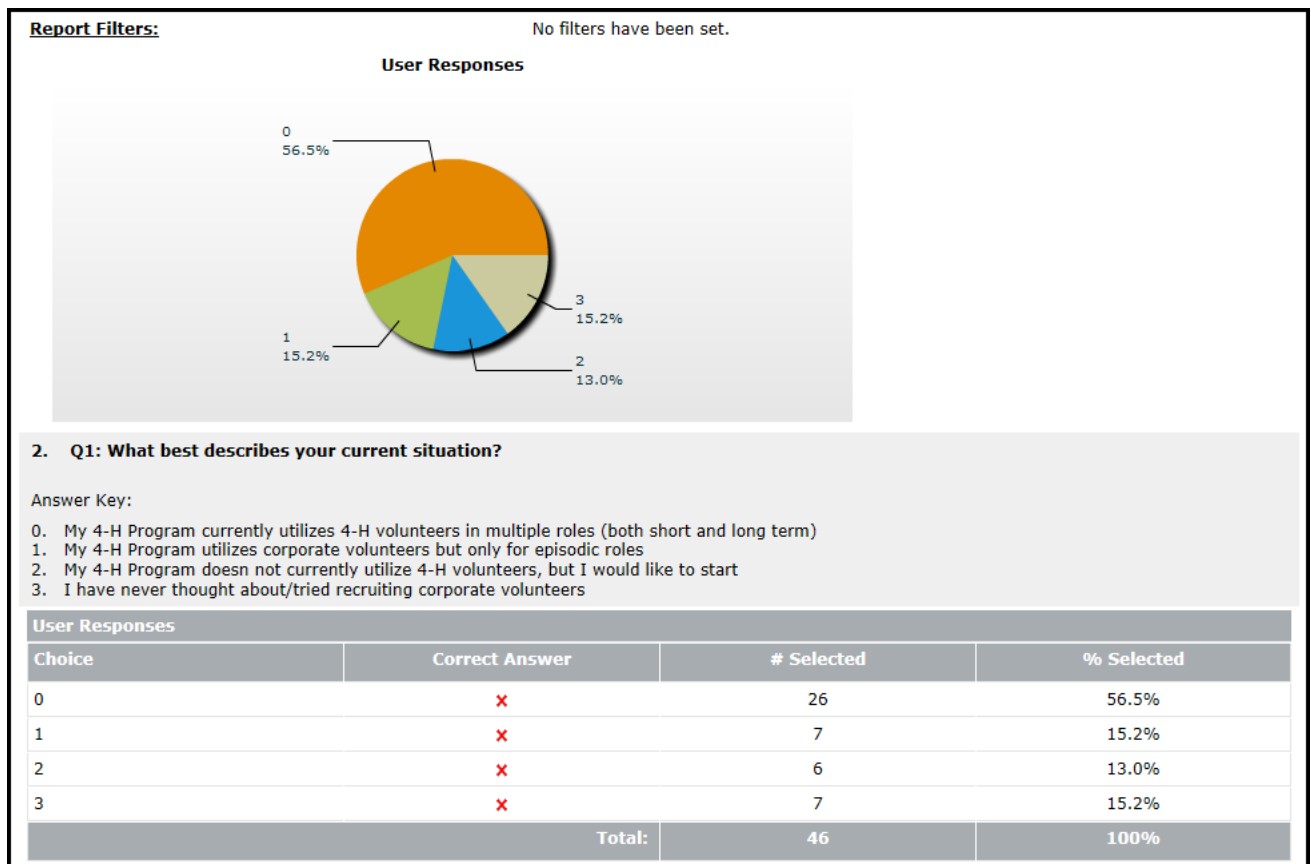
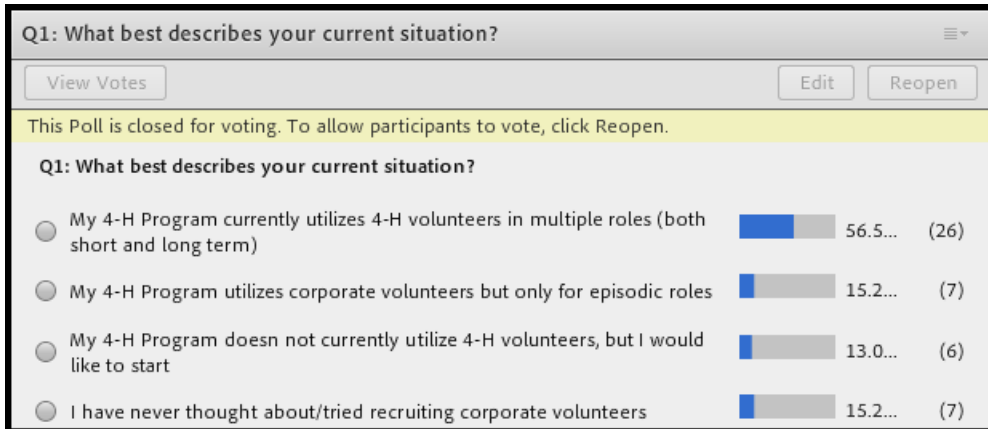
## What did we Learn about Motivation?

### Employees NOT Engaged as 4-H Volunteers:

- Not aware of opportunities through 4-H
- Wanted roles to match their personal (not professional) passions
- Already volunteering with other organizations



# Poll Question Results



# Crowd Source Details

## Session Four: Corporate Site #2 – Lockheed Martin

*Participants were asked: What corporations (large or small) have you worked with to deliver (not just sponsor) 4-H Programs?*

Cargill  
Monsanto  
Kohl's  
Banks  
Farm Credit of NW Florida  
Local financial institutions and small businesses  
Engineering  
Local insurance companies  
Wegmans  
Safeway  
Cargill  
Steel Industry  
Hospitals  
Chambers of Commerce  
Local businesses  
Dow AgroSciences  
Time Warner Cable  
UTC Aerospace Systems  
Walmart  
Lowe's  
Michaels Arts & Crafts  
Grocery Stores  
Mining  
Tool and Die

# Day Two

**Thursday March 27, 2014**

**Session Five: 12:00 - 12 :45 PM (Eastern Time)**

[Recruiting Strategies for Diverse Volunteers](#)

Manola Erby, Youth Specialist

Alcorn State University Extension Program

<http://nationalfourhcouncil.adobeconnect.com/divers/>

Upon signing in, have the site call your number, otherwise

800-591-2259 582765#

**Session Six: 1:15 - 2:00 PM (Eastern Time)**

[Special Interest Clubs - Episodic](#)

Madonna Weese, Extension Specialist,

Jamie Boas

Alvarez Dixon

University of Illinois Extension

<http://nationalfourhcouncil.adobeconnect.com/episodic/>

Upon signing in, have the site call your number, otherwise

800-591-2259 582765#

**Session Seven: 2:30 - 3:15 PM (Eastern Time)**

[Teens as Teachers](#)

Lisa Bouillion Diaz, Extension Specialist,

Diane Baker, 4-H Youth Development Educator

Erica Austin, 4-H Youth Development Educator

Judy Schmidt, 4-H Youth Development Educator

University of Illinois Extension

<http://nationalfourhcouncil.adobeconnect.com/teens/>

Upon signing in, have the site call your number, otherwise

800-591-2259 582765#

**Session Eight: 3:45 - 4:30 PM (Eastern Time)**

[Putting It All Together](#) - Edward Bender, National 4-H Council

Pam Larson Nippolt, Evaluation and Research Specialist

University of Minnesota Extension

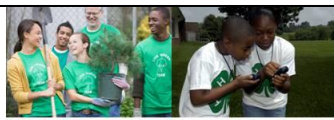
The Story Behind the Process Evaluation: How we evaluated and what we learned.

<http://nationalfourhcouncil.adobeconnect.com/together/>

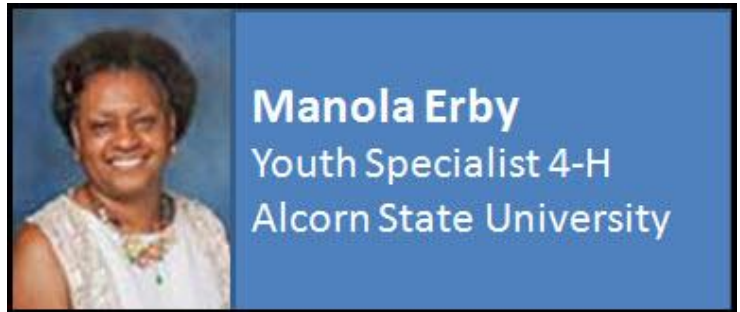
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## Session Five: Strategies to Recruit Minority Volunteers for 4-H



Due to technical issues with our Adobe Connect system, this speaker was unable to present. She was able to enter the room but after numerous attempts to problem solve, we had to cancel this webcast.



# Session 6 – Episodic Volunteers Special Interest Clubs



Madonna Weese, Ed. D.  
Extension Specialist  
4-H Youth Development



Jamie Boas  
Youth Development Educator



Alvarez Dixon  
Youth Development Educator





## Session Six:

Name: **VEAR Site 3 - Episodic**








Summary: **Site three (Episodic) SPIN Clubs - Monsanto**

URL for Viewing: <http://nationalfourhcouncil.adobeconnect.com/p62ehoc5jzx/>

Peak Users: **96**

**Total individuals signed in for 30+ minutes = 102**

# Resources

-  SPIN Role Description final
-  SPIN Staff Checklist Starting New SPIN Club final2
-  SPIN Volunteer expense record final
-  SPIN Volunteer Plan of Action A final
-  SPIN Volunteer Plan of Action B final
-  SPIN Volunteer Time Log final
-  Starting a SPIN club checklist

These are the fine resources that will be included in the Online Learning Center Course.

# Resources




**4-H SPECIAL INTEREST CLUB**

**It's your turn!  
Become a 4-H SPIN Club volunteer**

A 4-H SPIN Club is a special interest club where five or more young people learn about a topic of interest. Topics vary and include interests such as nature, heritage arts, science, photography, gardening, shooting sports, and more. SPIN clubs are led by volunteers who have a passion and want to share their knowledge with young people.

**BE THE SPARK THAT INSPIRES THE NEXT GENERATION**

**4-H IS LOOKING FOR PEOPLE LIKE YOU**

We are looking for adults that have a talent or interest that they are willing to teach to young people in local communities. We are planning now for SPIN clubs that will meet in the next three to six months.

**WHY SHOULD YOU BECOME A VOLUNTEER?**


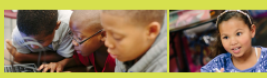
Have a positive impact on the next generation of young people in your community by sharing your experience and knowledge in a subject area you're passionate about. Help fuel the extraordinary efforts of our youth by joining us as a 4-H SPIN club volunteer.

**WHEN AND WHERE WILL THE CLUB MEET?**

SPIN clubs are planned around the volunteer's availability. Each club meets six or more times for at least one hour per session. Meeting dates are set by the volunteer, based on the availability of potential participants. The meeting location is selected for the type of activity and number of participants.

We'd like to discuss opportunities for you to become a 4-H SPIN Club volunteer in your community. If you're interested, contact your local University of Illinois Extension Office.



**STAFF CHECKLIST FOR STARTING A NEW 4-H SPIN CLUB**


Date: \_\_\_\_\_ Staff Person: \_\_\_\_\_



Contact Name	Street Address	Work Phone
Associated Agency	City, ZIP	Cell Phone
Agency Contact	Email	Best time to contact

TASKS	DATE COMPLETED
Volunteer interview, including discussion on volunteer role description and volunteer application process; provide volunteer application forms	
Screening forms completed and received in Extension office; staff processes forms and submits for background checks	
Screening forms approved, processed, and entered into CMIS	
Volunteer training and orientation: BIG-IN, P/D and enrollment forms <input type="checkbox"/> Session 1 <input type="checkbox"/> Session 2 <input type="checkbox"/> Session 3	
Certify that volunteer has completed the online 4-H 4-H Wedge: Keeping Youth Safe training by submitting a copy of the "you have viewed the 4-H child protection course" to Extension office	
Volunteer is associated with a partnering organization    YES <input type="checkbox"/> NO <input type="checkbox"/>	
If yes, provide name of agency and address:	
Phone: _____	

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**4-H SPECIAL INTEREST CLUB**

**SPIN CLUB VOLUNTEER PLAN OF ACTION**

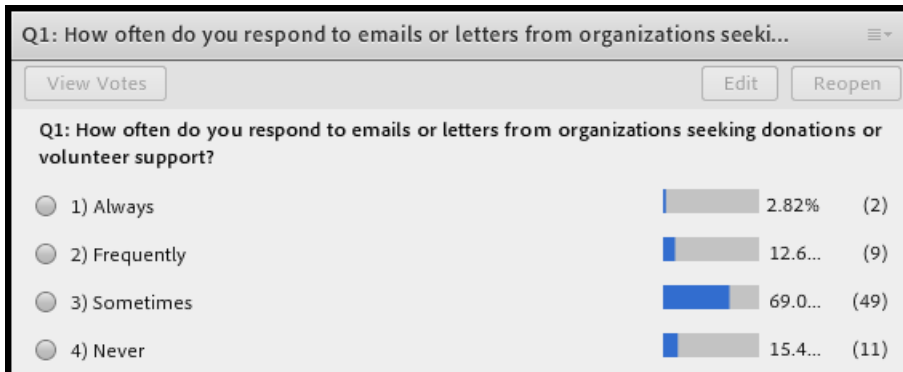
Volunteer Name \_\_\_\_\_ Club Name \_\_\_\_\_

	WHAT WILL THE YOUTH LEARN?	ACTIVITIES PLANNED	SUPPLIES NEEDED	ADDITIONAL COMMENTS
LESSON 1				
LESSON 2				
LESSON 3				
LESSON 4				
LESSON 5				
LESSON 6				

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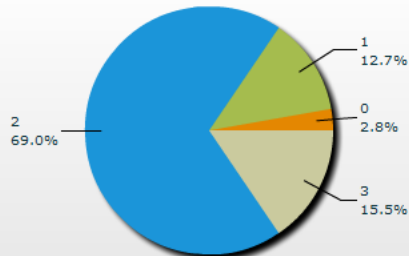
# Poll Question Results



**Report Filters:**

No filters have been set.

**User Responses**



**1. Q1: How often do you respond to emails or letters from organizations seeking donations or volunteer support?**

Answer Key:

- 0. 1) Always
- 1. 2) Frequently
- 2. 3) Sometimes
- 3. 4) Never

**User Responses**

Choice	Correct Answer	# Selected	% Selected
0	✘	2	2.8%
1	✘	9	12.7%
2	✘	49	69.0%
3	✘	11	15.5%
<b>Total:</b>		<b>71</b>	<b>100%</b>

# Poll Question Results

Q2: When you are busy, how do you typically respond to a cell phone call from an

View Votes Edit Reopen

Q2: When you are busy, how do you typically respond to a cell phone call from an unknown caller?

- 1) I answer it 6.94% (5)
- 2) I might answer it 19.4... (14)
- 3) I ignore it 69.4... (50)
- 4) I ignore it and call block it 4.17% (3)

**Report Filters:** No filters have been set.

**User Responses**

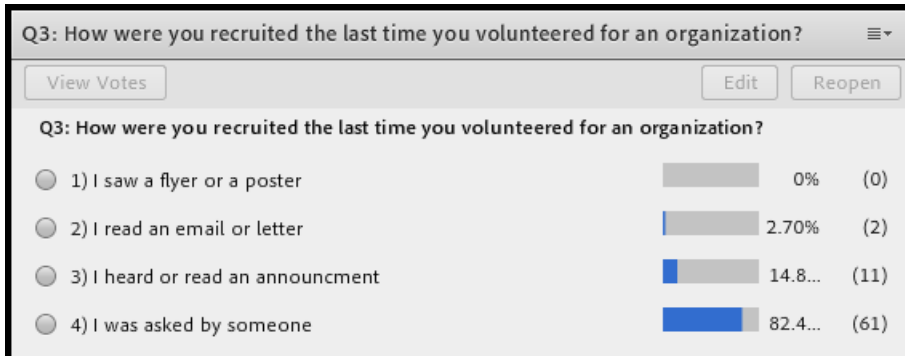
Choice	Correct Answer	# Selected	% Selected
0	✗	5	6.9%
1	✗	14	19.4%
2	✗	50	69.4%
3	✗	3	4.2%
<b>Total:</b>		<b>72</b>	<b>100%</b>

**2. Q2: When you are busy, how do you typically respond to a cell phone call from an unknown caller?**

Answer Key:

- 0. 1) I answer it
- 1. 2) I might answer it
- 2. 3) I ignore it
- 3. 4) I ignore it and call block it

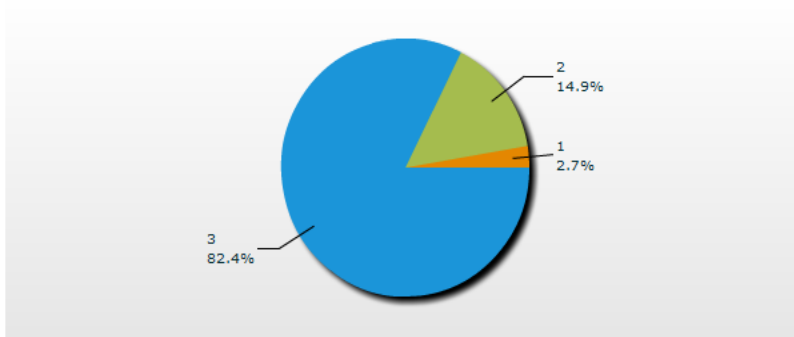
# Poll Question Results



**Report Filters:**

No filters have been set.

**User Responses**



**3. Q3: How were you recruited the last time you volunteered for an organization?**

**Answer Key:**

- 0. 1) I saw a flyer or a poster
- 1. 2) I read an email or letter
- 2. 3) I heard or read an announcement
- 3. 4) I was asked by someone

User Responses			
Choice	Correct Answer	# Selected	% Selected
1	✘	2	2.7%
2	✘	11	14.9%
3	✘	61	82.4%
<b>Total:</b>		<b>74</b>	<b>100%</b>

# Crowd Source Details

## Session Seven: Teens As Teachers - NOYCE

***Participants were asked: What Makes a Teen Teacher role different from a Teen leader role?***

Planning is different process

Younger kids really look up to teens and may pay more attention and interact with the teens.

Teacher = responsible for knowledge gain; Teen Leader= may work toward behavior modification; mentoring; may not be knowledge gain

They are engaging the learner and helping to guide them in their learning

Youth feel like they are making a difference.

Clear educational objectives and content to deliver

A teacher has to develop lesson plan and activities, a leader is provided skills to facilitate activities but may be given the material to use and trained first.

They need a little more training to be successful as a teen teacher.

A teen teacher has the added responsibility to share information that will help other teens gain knowledge to meeting educational objectives

When teens are teaching they are able to do more mentoring and hands-on work with the younger youth members.

Teacher role helps with the learning process, leader role guides youth through their activities

In teaching role youth is over the entire experience, whereas in a leader role they may do one specific job

Teens teaching work best if they have put their thoughts down to develop ideas prior, Also, if you give them a curriculum to start, they are more comfortable.

Kids that are teen "leaders" may actually really be in a teaching role.

The teacher empowers the student with knowledge. A leader, in my opinion, provides direction



## Session Seven: Teens As Teachers



MONSANTO



NOYCE  
FOUNDATION

## University of Illinois Extension



Diane Baker  
4-H Youth Development  
Educator (Quad Cities)



Judy Schmidt  
4-H Youth Development  
Educator (Peoria)



Lisa Diaz  
4-H Extension Specialist  
(State 4-H Office)



## Session Seven:

Name: **Site 4 - Teens As Teachers**














Summary: **Site Four (Teens As Teachers) - Noyce Foundation**

URL for Viewing: <http://nationalfourhcouncil.adobeconnect.com/p89sxutzj4g/>

Peak Users: **91**

**Total individuals signed in for 30+ minutes = 100**

# Resources

-  eCoV Session 7 Teens as Teachers a
-  eCoV Session 7 Teens as Teachers
-  eCoV Session 7 Teens as Teachers
-  TAT Certificate
-  Teen Teacher PartnerFeedbackForm
-  Teen Teacher Role Description Sample
-  Teen Teacher Tip Sheet AdultMentor Role
-  Teen Teacher Tip Sheet Teachbacks
-  TeenTeacher 4-H Online Scavenger Hunt\_AnswerKey
-  TeenTeacher SelfAssessment
-  TeenTeacher TeachingReflectionLog
-  TeenTeacher Tip Sheet EngagementStrategies
-  TeenTeacher Tip Sheet TeamBuildingActivities

These are the fine resources that will be included in the Online Learning Center Course.





## Session Eight: Putting It All Together



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NOYCE  
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UNIVERSITY OF MINNESOTA  
EXTENSION



**Pam Larson Nippolt**

University of Minnesota Extension  
Evaluation and Research Specialist



## Session Eight:

Name: **Pulling It All Together**

Summary: **Pulling it all together {Pam Larson & Panel}**

URL for Viewing: <http://nationalfourhcouncil.adobeconnect.com/p6jrryxyo16/>

Peak Users: **57**

**Total individuals signed in for 30+ minutes = 67**

# Resources

## Volunteerism as Program

*"A well designed program will result in significant and lasting changes in people and the conditions in which they live. Consequently, a program is defined as a sequence of intentional actions and events organized in a manner that they result in valued outcomes for a clearly defined audience."*

Rennekamp & Jacobs



## VEAR Evaluation Approach

Exploring Program Design & Process Evaluation

- Project Program Theories
- Project Online Logs (interim and final)
- Project Site Visits (Fall 2013)



## Monitoring

**Systematic and regular tracking** of indicators to help leaders do their work.

**Strong monitoring practices** and tools lead to and enable strong evaluation practices.

**Used online logs** to gather and record strategically important common data.



	Period 1	Period 2	Full Grant Period
Potential volunteer contacts	360	285	645
Engaged volunteers	205	256	461
Activated volunteers	157	213	370
Youth reached	1104	2316	3420
Hours volunteers spent serving youth directly	855.5	1538.5	2394
Hours volunteers spent serving youth indirectly	354.5	764.5	1119
Site staff hours spent preparing for corporate partnerships (Iowa)	150.25	873	1023.25

## Next Steps

Analyzing qualitative data from site visits

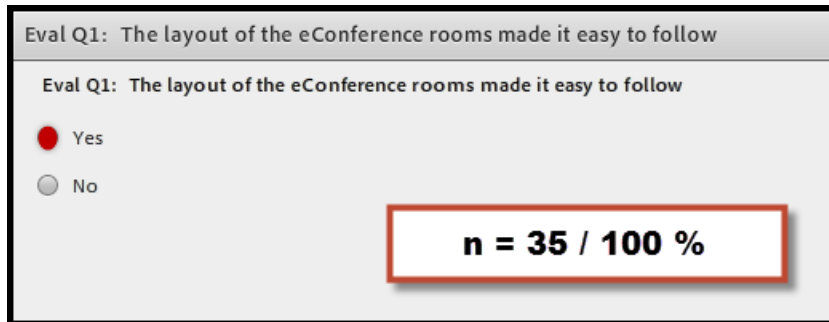
Working with grantees to articulate models based on input from staff, volunteers, Teen Teachers



# eConference on Volunteerism

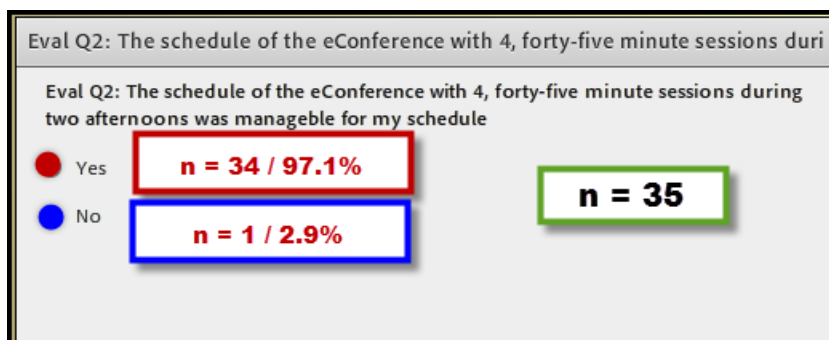
## VEAR Pilot Projects

### Survey Results



The first two questions were used to gauge the format of both the user interface for the rooms and for the eConference agenda so we can continue to adjust the delivery as necessary.

- 100% of the users felt the layout of the rooms was easy to follow
- 97.1% of respondents thought that 4, forty-five minutes sessions with a thirty minute break worked out. Only one prespondent felt that four sessions was too many



# eConference on Volunteerism

## VEAR Pilot Projects

### Survey Results

Eval Q3: I intend to use resources that were shared in (Check all that apply)

Eval Q3: I intend to use resources that were shared in (Check all that apply)

- Session One: Overview -VRKC Materials, 4-H.org....
- Session Two: Corporate Volunteers Site #1 Iowa (Monsanto)
- Session Three: Developing Clearly Defined Roles
- Session Four: Corporate Volunteers Site #2 Florida (Lockheed Martin)
- ~~Session Five: Recruiting Diverse/Minority Volunteers~~
- Session Six: Episodic Volunteers SPIN Clubs Illinois (Monsanto)
- Session Seven: Teens As Teachers Illinois (Noyce)

Respondents could check all that applied.

- Session one > 43%
- Session two > 50%
- Session Three > 50%
- Session Four > 45%
- Session Five – N/A
- Session Six > 70%
- Session Seven > 70%

# eConference on Volunteerism

## VEAR Pilot Projects

### Survey Results

#### **Eval Q4: List 1 to 2 specific items you will utilize in volunteer engagement, activation, recruitment**

1. Create role descriptions
2. The Episodic Volunteers SPIN Club information will be fun to try and start in our state. I also think some of the support materials such as the check list and roles would also be helpful for traditional community club volunteers. TAT materials also like
3. Extend and grow relationships. The spin model seems like a great template with the short term time commitment. The challenge is funding for all of the hands on activities
4. Job Descriptions and Recruiting episodic volunteers
5. Involve more teens as teachers at county events and develop new events
6. SPIN volunteer recruitment tools with the idea of the volunteers as the program within the program. I had always felt that but not been able to articulate it!
7. New ways to reach episodic volunteers and using teens as teachers.
8. I expect to use many of the items. I look forward to the recording of session five.
9. Easy to use flip book or training videos and target key messages to the specific pool of volunteers
10. Resources for SPIN Clubs -- flip book & Volunteer Role Description
11. Reaching out to the Corporate sector and reaching out to find volunteers hereUsing linked in as a way to reach Corporate volunteers was a great piece of advice
12. Revised role descriptions; SPIN Club concept; to enhance statewide 4-H participation; Teens as Teachers concept to help youth guide leadership conferences
13. Role descriptions information
14. All of it is relevant to our work to develop a comprehensive volunteer development and outreach plan. Particularly interested in the SPIN Club model as well as other alternative club models.
15. Role descriptions and teen teacher curriculum
16. The key messages for the different kinds of volunteers (transitional, etc.)
17. Plan to use the Teens as Teachers materials in an upcoming summer program with our local library where I will be training older 4-H members and members of the library teen board to lead/teach two programs for younger youth.
18. I learned a lot from each site presentation, but the ones I felt we could implement here are the SPIN clubs and Teens as Teachers. I think I could pull information from all of the sites.

# eConference on Volunteerism

## VEAR Pilot Projects

### Survey Results

#### **Eval Q5: Please share any other feedback that you would like to regarding the eConference on Volunteerism-VEAR Pilots**

1. I'm learning so much. Thanks!
2. Thanks for the opportunity to participate in this program. I would love to see a very streamlined set of resources for volunteer development (such as specific online volunteer training, etc.) that can be easily found and used nationally.
3. It has been most useful with viable tools
4. I have been looking for a model to help with my specific volunteer "challenges" and this has given me some hope and tools to address it. Thank you!
5. Very helpful information! Enjoyed the entire eConference!
6. I look forward to the recordings and resources being posted. Thanks.
7. Loved to hear what people were doing in other parts of the country. The resources they shared were very helpful.
8. I appreciate all of the efforts that the organizers and presenters put into this series of sessions!
9. This was wonderful and great work is being done. thank you
10. Excellent webinar!
11. 4 sessions in an afternoon is brutal
12. Great stuff. I'm so glad we did this!
13. I found the entire program very helpful and informative. Now, I just need to find the time to implement some of the ideas.
14. Just continue to update us on the progress of the pilots
15. I liked the short adobe connect sessions (45 minutes), although doing four in a day was a bit challenging as I didn't get much of my other work done! It was good that people could ask questions and get them answered.

# What they said about the eConference on Volunteerism

- Thank you!
- Great start and overview!! THANKS!
- Excellent, thank you very much!
- Thanks
- Many thanks!!!
- Thank you
- Thank you!
- Thank you! Great webinar
- Gracias
- Thanks Harriett and Ed! Great info and good sharing from participants too.
- Thank you :)
- Much appreciated!
- Thank you
- Thank you.
- Thanks
- Thank you
- Thank you
- Thanks!
- Great job!
- Thanks! Good Info.
- Great information! Thank you!
- Thank you!
- Thank you
- Thank you
- Thank you!
- Thanks for a great day!
- It was a great day of learning! thank you to all!
- Thanks again for a great day!
- Great job! Thanks
- Thanks for sharing some great resources.
- Great stuff!!
- Thanks for sharing your resources.
- Great info! Thanks, Illinois.
- Great, Great information!
- Thank you this is all great!
- Thank you, this is something I can REALLY use!
- They are very professional and present a great image of 4-H
- Great overview of your program and lots we can use. Thank you.
- Awesome!
- thanks!
- Thank you - I would be very interested in a webinar focused on this program. Lots of potential.
- Thank You for all the great info
- thank you--very exciting!
- Thanks
- Very nice materials!!
- thanks!!
- Thank you x 3!
- Thank you!
- Thanks, Illinois! Another great presentation!
- Please share the materials that you are still working on. Thank you so much
- Thank you!
- Thank you
- Thank you!
- Thanks all!
- Thank you - look forward to learning more....
- Thanks to the presenters and to Ed.
- Illinois rocks!
- I would say from all that we have been learning that the funders' money was money well spent! Thanks, Monsanto, Lockheed Martin, and Noyce Foundation and National 4-H Council for securing the funding for the grants!
- And thanks to 4-H National Headquarters as well!!!
- Here, here - thank you, funders! Great investment.
- According to our good friend Susan Ellis, Recruitment is at best the 3rd step in volunteer management not the first!
- Thank you staff for putting in the hours to this wheel so that when this model goes out we will be able to fly faster!
- Thank you. These sessions have been wonderful and helpful!
- Thanks to Pam and Ed and Doug - this has been a great session and series.