A great deal of emphasis is placed on the importance of effective training for citizen science volunteers, especially in-person training. However, lack of program funding or the geographical remoteness of volunteer groups make consistent in-person training and feedback difficult for many citizen science projects. This study focuses on how distance learning materials can be utilized by citizen science leaders, and what is important to consider when designing materials that produce informed, confident, and engaged volunteers. To answer these questions, program managers of citizen science projects in the Puget Sound region were interviewed to look for patterns in their experience, and a literature review was conducted to compare the managers’ insights to existing research. This information was used to inform an internship project to produce a 30-minute training video for the Washington Sea Grant’s Crab Team monitoring project. Findings of the study and hands-on work with Washington Sea Grant support that while distance learning materials cannot replace in-person trainings for most citizen science projects, they can be used to reinforce information learned at trainings while strategically targeting diverse learning styles. Having dynamic distance learning resources can help participants feel more connected to the project and understand how their work fits into the larger body of research, which contributes to overall volunteer satisfaction. Distance learning materials can alleviate some pressure from citizen science program managers by addressing common questions and problems using a medium that can be widely and consistently dispersed, without requiring time spent on direct communication.