



**UNIVERSITY OF CALIFORNIA**  
Agriculture and Natural Resources

■ UC Master Gardener Program



# UC Master Gardener Program **Strategic Plan Update 2011-2021**

July 1, 2021

# UC Master Gardener Program Strategic Plan Update 2011-2021

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# INTRODUCTION

Established in 1980, the UC Master Gardener Program has extended UC research-based home gardening and pest management information to the public for more than 40 years. The UC Master Gardener Program is a volunteer-based organization that provides public service and outreach programs under UC Agriculture and Natural Resources (UC ANR), administered locally by participating UC Cooperative Extension offices. Starting in Riverside and Sacramento, the program is located in 52 counties.

The UC Master Gardener Program teaches people how to grow food and garden sustainably to protect California's natural resources. Without the passion of its volunteers, partnerships, and support from UC academics, the UC Master Gardener Program would not have grown into the extensive educational network it is today. UC Master Gardener volunteers come from all walks of life, bringing with them a broad range of experiences and skills. UC Master Gardener share several key characteristics: a passion for horticulture and the environment, an eagerness to learn, and a desire to make an impact.

The incredible work and knowledge of UC Master Gardener volunteers touch thousands of demonstration, community and school gardens across the state. During the 2019-20 program year, 6,216 UC Master Gardener volunteers donated 395,239 hours, valued at \$12.4 million annually\* reaching more than half a million Californians every year. UC Master Gardener volunteers are the core of the program, with 32,553 total trained volunteers donating more than 7.7 million hours since the program's inception. By customizing local gardening outreach to account for unique local landscapes and the diversity of California's residents, the UC Master Gardener Program strives to meet the needs of all the communities it serves.

*\*According to Independent Sector, California value of volunteer time at a rate of \$31.54 per hour.*

## STRATEGIC PLANNING PROCESS

The UC Master Gardener Program has experienced significant change since our most recent formal 2011-16 Strategic Plan. Central to those changes is the establishment of a statewide team, staffed based on statewide program needs assessments completed in 2013 and 2018. *See Appendix 1 for the current statewide organizational chart.* Competencies in the statewide office have allowed for significant expansion of program goals, particularly those around communications, training, evaluation, and volunteer and community engagement. The UC Master Gardener Program has become more integrated into UC ANR. In 2013, the statewide office moved from the UC Cooperative Extension (UCCE) office in Glenn County to UC ANR's headquarters in Davis, Calif. In 2014, the UC Master Gardener Program established the practice of making formal budget requests through the official UC ANR budget request process. These changes facilitated a greater connection to UC ANR colleagues, additional competencies, and resources needed to help the UC Master Gardener Program thrive.

In 2015, UC ANR established a formal strategic planning process working alongside UC ANR's Office of Program Planning and Evaluation. Funding for the strategic planning process is provided when the outcome of a program review identifies the development of a strategic plan as a priority. Initial planning took place in 2016 for a formal program review of the UC Master Gardener Program, however, it was de-prioritized over more pressing

organizational needs. Desiring to have a program review and eventual formal strategic planning process, UC Master Gardener Program director, Missy Gable, continued to expand the 2011-16 Strategic Plan using roadmaps she produced based on needs assessments.

In 2019, the UC Master Gardener Program partnered with UC ANR's Office of Program Planning and Evaluation to undertake a strategic thinking process that would allow updates to the most recent 2011-16 Strategic Plan. A SWOT was completed in 2019, and meetings with the statewide UC Master Gardener advisory committee, facilitated by UC ANR's Office of Program Planning and Evaluation, led to edits of the strategic goals. These edits allowed for much needed clarifications, eliminated outdated assumptions, addressed current program needs, and took the existing talent and resources of the statewide program into account. Edits are referred to as the '2021 Strategic Thinking' effort and are not intended to replace a formal strategic planning process.

For the development of the 2011-16 Strategic Plan, two questions were posed to stakeholders of the UC Master Gardener Program including home owner clientele, volunteers, advisors, county directors, and program coordinators: "*What are the Critical Issues in Your Program?*" and "*What are the Critical Needs?*" The committee studied the Strategic Vision, the current transitional organizational structure within UC ANR, and reviewed strategic plans from Kansas State University, University of Tennessee, Cornell, and University of Texas Cooperative Extension. They focused on aligning the UC Master Gardener Program organizational structure, needs, and financial constraints with those of the UC ANR Strategic Vision and in response to the program's identified critical issues and needs. This Strategic Plan document guided the UC Master Gardener Program from 2011-16. A list of contributors to the 2011-16 Strategic Plan is provided in *Appendix 2, 2011-16 Strategic Plan*.

# 2021 STRATEGIC THINKING CONTRIBUTORS

## Statewide Advisory Committee

Janet Hartin, *Environmental Horticulture Advisor & County Co-Director*

Judy McClure, *Program Coordinator*

Loren Oki, *Ph.D., Specialist in Landscape Horticulture*

Maggie Reiter, *Environmental Horticulture Advisor & Integrated Pest Management Affiliated Advisor*

Marcy Sousa, *Program Coordinator*

Candace Simpson, *UC Master Gardener Volunteer*

Andrew Sutherland, *Ph.D., Integrated Pest Management Advisor*

Ann Trump-Daniel, *UC Master Gardener Volunteer*

## Statewide Office

Missy Gable, *Director, 06/2013-current*

Marisa Coyne, *Volunteer Engagement Coordinator, 04/2019-10/2021*

Kelly Scott, *Major Gifts Officer, 09/2017-current*

Lauren Snowden, *Training Coordinator, 04/2015-current*

Donna Valadez, *Marketing & Communications Assistant, 06/2017-02/2020*

Tamekia Wilkins, *Evaluation Coordinator, 10/2016-current*

Melissa Womack, *Marketing & Communications Coordinator, 10/2013-current*

## Mission

“To extend research-based knowledge and information on home horticulture, pest management, and sustainable landscape practices to the residents of California.”

## Vision

All Californians prioritize mental, physical, community, cultural, and environmental health through gardening and the appreciation of plants.

# STRATEGIC GOALS

GOAL SNAPSHOT			
2011-2016 Strategic Plan		2021 Strategic Thinking	
1	Provide consistent and standardized high-quality training for MG Volunteers and MG Program Coordinators	1	Provide Consistent Mission-Focused Training
		2	Support Volunteerism
2	Enhance the UC research-extension continuum from the campus to the residents of California	3	Strengthen Communication and Advocacy
		4	Evaluate Impact and Public Value
3	Establish new and strengthen existing collaborative partnerships that support the UC ANR Strategic Vision and Initiatives	5	Strengthen Internal Collaboration and Expand External Partnerships
4	Increase gender/age and ethnic diversity within the MG Program and extend information to under-represented clientele	6	Improve Diversity, Equity, and Inclusion
5	Facilitate education and service of the MG Program in the single and/or MC Partnerships and maintain and improve funding for MG Program	7	Diversify the Funding Stream

## GOAL 1: Provide Consistent Mission-Focused Training

Due to retirements and the redirection of academic priorities toward research and specialization throughout UC ANR, UC has limited resources to provide high-quality training for UC Master Gardener volunteers (in-person or online). Efficient use of this limited resource base can be maximized by developing statewide online training modules, for new volunteers' education and established volunteer continuing education. These modules would be web-based and could augment county-based training that are struggling for speakers and or are creating a modernized and flexible training program by offering online and in-person learning options. Such standardized training will increase the consistency and quality of education that UC provides to UC Master Gardener volunteers and thus also improve the overall quality of the UC Master Gardener Program and its outreach. Published literature on volunteer retention indicates that motivation and retention are linked to the level and thoroughness of the training they receive. Currently, the statewide retention rate in California from 2006-10 is approximately 45%. Upon establishing a statewide online UC Master Gardener course, there is the potential to offer a NON-volunteer track course for the public, creating an on-demand, remote access full or partial course that could increase virtual participation for all Californians. With courses hosted in one location (Moodle), managed through the statewide office and branded UC the content will be more recognizable, discoverable, trusted and supported by stakeholders through collaboration and even sponsorship.

### Intended Outcomes

- Core training for new UC Master Gardener volunteers is of consistent high quality and connects volunteers with University of California expertise
- Continuing education opportunities are available through a variety of modes (in-person, online)
- Modernize and be more inclusive through online on-demand learning opportunities for of our diverse volunteer pool
- Reduce the burden on academics to travel and provide repeated training to multiple groups
- Volunteers have access to the knowledge required to deliver the UC Master Gardener Program mission effectively
- High-quality, available training leads to increased volunteer satisfaction
- Reach more Californians by offering a NON-volunteer track (Goal 2)

Key Performance Indicator	Baseline	Target by 2022
Volunteer satisfaction	5.5/7	5.75/7

Objectives	Actions	Status/Deliverables	Lead
UC academics provide core and continuing education training to UC Master Gardener trainees and volunteers	<ul style="list-style-type: none"> <li>• Provide recognition of service to UC Master Gardener Program in the merit and promotion process for Faculty, Specialists, Advisors and experiment station Academics</li> <li>• Encourage the inclusion of UC Master Gardener volunteer core and continuing</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of service for academics includes a second review and letter from Director Gable; institutionalized and ongoing</li> </ul>	Gable

	education training in position descriptions of UC Advisors, Specialists and, as appropriate, Experiment Station Academics	<ul style="list-style-type: none"> <li>Language for UC Master Gardener training and oversight is templated and available for academics and emeriti</li> <li>Advocate for 0.25 FTE statewide role for all new academics with UC Master Gardener assignment</li> </ul>	
Engage UC ANR Advisors and other professionals to create and extend core and continuing education training to UC Master Gardener volunteers	<ul style="list-style-type: none"> <li>Create and maintain expert speaker database (includes ANR academics and others across UC and external to UC)</li> <li>Engage UC ANR academics and other professionals in annual continuing education courses offered through the statewide office</li> <li>Engage UC ANR academics and other professionals in the triennial conference offered through the statewide office</li> <li>Organize program into regions for training purposes where appropriate</li> <li>Prepare trainers on using e-meeting software (Adobe Connect, Zoom) for training purposes</li> </ul>	<ul style="list-style-type: none"> <li>Annual regional or statewide volunteer continuing education institutionalized and ongoing</li> <li>Expert speaker database updated, maintenance institutionalized and ongoing</li> <li>Training delivered/recorded on best practices for e-meeting software as a training platform</li> </ul>	Snowden
Develop internal competency in and capacity for online course creation and hosting	<ul style="list-style-type: none"> <li>Include online course development in position description for statewide office team</li> <li>Attend training in/on: <ul style="list-style-type: none"> <li>Instructional design theory and application</li> <li>Online learning assessment and feedback techniques</li> <li>Visual design and media use/creation for instructional design (video, voice over, learning management platforms, accessibility)</li> </ul> </li> <li>Create a plan for the development of UC</li> </ul>	<ul style="list-style-type: none"> <li>Lauren Snowden identified as online course developer in her capacity as Statewide Training Coordinator</li> <li>Trainings completed: <ul style="list-style-type: none"> <li>Camtasia Training</li> <li>Voice over Training</li> <li>Adobe Captivate <ul style="list-style-type: none"> <li>introduction</li> <li>beginner</li> </ul> </li> <li>Essentials of Online Course Design (Book)</li> <li>Moodle basics</li> </ul> </li> </ul>	Snowden



	<p>Master Gardener online training/continuing education courses</p> <ul style="list-style-type: none"> <li>• Pursue funding opportunities (e.g., grants, partnerships, loans) for the development of online training/continuing education courses</li> </ul>	<ul style="list-style-type: none"> <li>• Signed up for and using Extension Online Campus as a Campus Course Teacher</li> <li>• UC Master Gardener Course Outline is in development <ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Online activities</li> <li>• Online Quizzes <ul style="list-style-type: none"> <li>• Beta test for format and ease of use Spring 2022</li> </ul> </li> <li>• Online Final <ul style="list-style-type: none"> <li>• Winter 2021 gathering Finals questions from counties</li> </ul> </li> </ul> </li> </ul>	
UC Master Gardener volunteers have an awareness of internal and external training opportunities	<ul style="list-style-type: none"> <li>• Maintain a list of approved online training opportunities that are both internal and external to UC</li> <li>• Constant Contact account is established and used to disseminate information relevant to UC Master Gardener volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Both institutionalized and ongoing</li> </ul>	Snowden

## GOAL 2: Support Volunteerism

UC Master Gardener volunteers serve as agents of UC ANR, reaching millions of Californians each year and amplifying the messages and priorities of UC's researchers, statewide programs, and strategic initiatives. Volunteers, coordinators and advisors with access to training, resources, and robust software can provide a level of guidance and oversight for volunteers that allow the organization to thrive.

Work related to this goal was consolidated under the program's new (2019) Volunteer & Community Engagement Coordinator position. This position fosters program integration with both the UC 4-H Youth Development Program and the UC Master Food Preserver Program.

This goal directly aligns with UC ANR Strategic Plan Goal 8, Support Volunteerism. This goal was identified in the 2019-2020 SWOT as an opportunity to pursue, specifically around program consistency.

### Intended Outcomes

- UC Master Gardener personnel gain skills and confidence in volunteer engagement.
- Improved efficiency for staff and academics managing multiple volunteer-based programs.
- Increased motivation and satisfaction of UC Master Gardener volunteers.

Key Performance Indicator	Baseline	Target by 2022
Building Volunteer Engagement course participation	0%	100%
Increased skills and/or confidence in volunteer engagement	0%	70%

Objectives	Actions	Status/Deliverables	Lead
Develop and enhance appropriate training for UC Master Gardener coordinators	<ul style="list-style-type: none"> <li>• Offer annual in-service training through a conference such as the Volunteer Management Institute (VMI) or Promising Practices Exchange</li> <li>• Offer monthly “brown bag” online trainings and discussions</li> <li>• Foster peer to peer sharing using virtual platforms, blogs and networking meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Institutionalized and ongoing</li> </ul>	<vacant>/Gable
UC Master Gardener coordinators have an awareness of and access to internal and external training opportunities about volunteer	<ul style="list-style-type: none"> <li>• Advocate for program development funds for Community Education Specialists</li> <li>• Communicate UC ANR hosted training opportunities via Master Gardener</li> </ul>	<ul style="list-style-type: none"> <li>• Institutionalized and ongoing</li> </ul>	<vacant>/Gable

engagement (including volunteer management and development)	<p>Coordinator Collaborative Tools group</p> <ul style="list-style-type: none"> <li>• Encourage participation in UC ANR hosted certification programs</li> <li>• Communicate Extension Master Gardener training opportunities via Extension Master Gardener listserv and UC Master Gardener Coordinator website</li> </ul>		
UC ANR Goal 9, Improve Volunteer Engagement (2016-20)	<ul style="list-style-type: none"> <li>• Identify best practices in volunteer engagement</li> <li>• Build statewide expertise in volunteer engagement for training, coaching and mentoring</li> <li>• Review volunteer engagement policies/procedures and incorporate best practices system-wide</li> <li>• Identify and develop UC ANR appropriate volunteer engagement tools and resources</li> <li>• Develop volunteer engagement competencies in UC ANR personnel working with volunteers through online training, distance coaching, and/or in-person individual and team professional development sessions</li> <li>• Evaluate outcomes with staff, academics, and volunteers</li> <li>• Posted centrally for easy access</li> </ul>	<ul style="list-style-type: none"> <li>• Identified best practices in volunteer engagement through literature review</li> <li>• Hired academic coordinator for volunteer engagement (Coyne) and aligned effort with Academic Coordinator for Volunteer Engagement in the 4-H Youth Development Program</li> <li>• Developed &amp; adopted shared policies and procedures across 4-H, MG and MFP Programs</li> <li>• Established baseline volunteer motivation and satisfaction across UC ANR</li> <li>• Developed and launched Building Volunteer Engagement (BVE) online training</li> <li>• Ongoing - Collect Volunteer Engagement Action Plans from UC Master Gardener Coordinators and support implementation of plans</li> </ul>	Gable, <vacant>, Wilkins
UC ANR Goal 8, Support Volunteerism (2021-2025)	<ul style="list-style-type: none"> <li>• Train and support UC ANR personnel on volunteer programs, as well as best practices for volunteerism through virtual and in-person/regional support for the</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing – volunteer engagement training and action plan development discussed during coordinator onboarding, follow up conversation</li> </ul>	Gable, <vacant>

	<p>implementation of volunteer engagement plans</p> <ul style="list-style-type: none"> <li>• Assess current technologies (Zoom, Box, volunteer management systems) and personnel support to understand shortfalls and create a plan that improves both; implement plan as funding allows</li> <li>• Assess volunteer development opportunities and currently available training in topics such as diversity, equity and inclusion; integrate at the program and or system-wide level, starting with volunteer selection practices</li> <li>• Inventory volunteer use and activities across UC ANR including REC system, share system-wide and celebrate impacts</li> </ul>	<p>and ongoing support provided after training and action plan complete</p> <ul style="list-style-type: none"> <li>• Asset inventory is in progress (July 2021)</li> <li>• Racial equity resources identified as a top programmatic need, inventory of resources compiled and made available via the Coordinator website</li> </ul>	
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### GOAL 3: Strengthen Communication and Advocacy

With a deep-rooted 40-year history of helping its communities with gardening questions and support, the UC Master Gardener Program has become a trusted name as an expert to the public and its community partners. To maintain relevancy and grow public awareness, we need to adapt to changes in technology and communication practices around how we extend information, support our communities and build partnerships to further our program's mission.

The UC Master Gardener Program, led by the statewide office and working in concert with UC ANR's strategic communications team, publications, government relations, development services, and UC ANR academics, will make more effective use of communications tactics, including traditional news media, government relations, social media and outreach to Latino, urban, underserved and/or minority populations.

This goal directly aligns with UC ANR Strategic Plan Goal 12, Strengthen Communication and Advocacy. This goal was identified during the 2013 needs assessment by Statewide Director, Missy Gable.

#### Intended Outcomes

- Increased visibility and brand recognition will strengthen support for and use of the UC Master Gardener Program and raise visibility division-wide for UC ANR.
- UC Master Gardener volunteers have a strong sense of ownership and investment into UC as an integral part of the research extension continuum.
- A broad and diverse audience is engaged through content on websites, videos, and social media information dissemination.
- Strengthened partnerships and impact in communities will increase support at the local government and/or county level.

Key Performance Indicator	Baseline	Target by 2022
Website users (statewide mg.ucanr.edu - only)	21,391 ( <i>baseline est. 2017</i> )	25% growth
Social media analytics (# of followers on statewide Facebook and Twitter)	2978 ( <i>baseline est. 2017</i> )	100% growth
Brand consistency in naming conventions and logo adoption across all county-based programs	40% counties ( <i>baseline est. 2013</i> )	100%

Objectives	Actions	Status/Deliverables	Lead
Adopt unified identity for the UC Master Gardener Program	<ul style="list-style-type: none"> <li>• Program uses one logo</li> <li>• Program has one mission, vision and set of core values</li> <li>• All members identify as a UC or UCCE Master Gardener volunteer/coordinator</li> <li>• UC Master Gardener volunteers and coordinators receive training on the connection between UC Master Gardener, UC Cooperative Extension and UC ANR</li> </ul>	<ul style="list-style-type: none"> <li>• UC Master Gardener Brand &amp; Style Guide developed and institutionalized with one logo, mission statement, vision and set of core values (2014). Branding guidelines updated and aligned across the program with UC ANR Communications Toolkit (2020)</li> <li>• Established identity as UC Master Gardener Program, Volunteer, Coordinator; Set into practice naming convention adopted by all other statewide programs across the division (e.g., UC CalFresh)</li> <li>• “We are the UC Master Gardener Program” PowerPoint created as initial new UC Master Gardener volunteer training, and annual maintenance is institutionalized and ongoing.</li> </ul>	Womack
Identify and institutionalize the use of tools that celebrate the role of UC Master Gardener volunteers in the community and communicate program impact and value to a public audience	<ul style="list-style-type: none"> <li>• Establish UC Master Gardener volunteers as the key to the success and foundation of the program by featuring diverse volunteers across the brand image.</li> <li>• Re-launch engaging and user-friendly websites</li> <li>• Create best practices for the use of managing social media channels</li> <li>• Dedicate staff time to the management of social media channels</li> <li>• Re-launch program marketing materials with an updated look/feel that celebrates volunteers</li> <li>• Create and distribute an annual report</li> </ul>	<ul style="list-style-type: none"> <li>• Updated resources and materials created and distributed, that focus on program impact, and highlight volunteers (program brochure (2017), banners and event signage (2017), and program video (2019))</li> <li>• Re-launch of websites, marketing materials, social media channels completed (2014); Working alongside IT and publications to migrate all website and gardening content from California Master Gardener Handbook content to IWP (2021),</li> </ul>	Womack

		<p>maintenance is institutionalized and ongoing</p> <ul style="list-style-type: none"> <li>• First annual report published (2018); biennial impact report established 2019-2020, production is institutionalized and ongoing</li> <li>• Impact report designed to highlight program impacts through evaluation data, volunteer and community partnerships</li> <li>• Developed “Spotlight Stories” and “Gardeners with Heart” to feature projects and volunteers in local counties</li> </ul>	
Increase awareness within the academic community of the abilities and availability of MG Volunteers to participate in and support research and extension programs as appropriate	<ul style="list-style-type: none"> <li>• Statewide UC Master Gardener Director personally engages Advisors, Specialists and other Academics to utilize UC Master Gardener volunteers in their research and extension work</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to work with the UC Master Gardener Program are showcased and encouraged at/through: <ul style="list-style-type: none"> <li>◦ County Director Institute</li> <li>◦ Academic Orientation</li> <li>◦ Workgroups &amp; Program Teams</li> <li>◦ One on one conversation and onboarding</li> </ul> </li> </ul>	Gable
Expand the use of existing and create new, where appropriate, outreach materials in formats to reach non-traditional audiences.	<ul style="list-style-type: none"> <li>• Improve access to and usability of program marketing and educational materials through employment of accessible technologies (accessible PDFs, image descriptions) and Spanish language resources</li> <li>• Leverage new resources in Spanish language food gardening to get funding to develop materials for landscaping as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved accessibility on program websites and online digital assets; continue to support counties in best practices for digital content online through individual coaching and program-wide training opportunities</li> <li>• Spanish language outreach efforts; printed, online and video format</li> </ul>	Womack

		<ul style="list-style-type: none"><li>• Future photoshoot to have Latino community showcased in MG materials (2022)</li><li>• Web page with Spanish language materials on edible gardening</li></ul>	
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## GOAL 4: Evaluate Impact and Public Value

Prior to 2017, the UC Master Gardener Program captured and reported output data and was unable to capture and report the ‘so what?’ of our effort to train volunteers and the public. In an effort to collect and report the impact of our program, we shifted to outcome data and continue to identify opportunities for collecting and reporting impact, communicating public value stories, and using these resources as a platform for program advocacy as identified in Goal 3 above.

This goal aligns with the 2011 program review request to prepare impact reports, the 2013 program needs assessment completed by Statewide Director, Missy Gable, and was identified in the 2019-20 SWOT as an opportunity to pursue.

### Intended Outcomes

- Impacts from outreach efforts of UC Master Gardener volunteers will be measured and submitted to Academics for inclusion in merit and review.
- Value of UC Master Gardener Program impact will be collected and reported.
- UC Master Gardener volunteer service will be recognized in annual reporting processes.

Key Performance Indicator	Baseline	Target by 2022
Statewide public participant behavior change data	0	100%

Objectives	Actions	Status/Deliverables	Lead
UC ANR values the outreach efforts of UC Master Gardener volunteers and Program Coordinators by recognizing their contributions in the annual reporting requirements	<ul style="list-style-type: none"> <li>• Contact data and outreach efforts of UC Master Gardener volunteers is collected and reported by UC ANR’s Office of Program Planning and Evaluation</li> <li>• Community Education Specialist effort towards condition change is collected and reported</li> </ul>	<ul style="list-style-type: none"> <li>• In cooperation with the Office of Program Planning and Evaluation MG volunteer and CES condition change data is collected and reported; effort is ongoing and institutionalized</li> </ul>	Gable
Establish ongoing evaluation of the public impact of the UC Master Gardener Program	<ul style="list-style-type: none"> <li>• With statewide team, Advisory Committee, &amp; Program Planning and Evaluation, create logic model, data collection plan, and impact statements for UC Master Gardener Program</li> <li>• Launch public impact evaluation process</li> <li>• Compile and report quarterly impact data to each participating county</li> <li>• Compile and report annual impact data</li> <li>• Provide evaluation training biennially</li> </ul>	<ul style="list-style-type: none"> <li>• Institutionalized and ongoing</li> </ul>	Wilkins

Establish ongoing communication of the public impact of the UC Master Gardener Program	<ul style="list-style-type: none"> <li>• Create bi-annual Statewide Impact Report</li> <li>• Maintain current year and cumulative impact maps</li> <li>• Collect, develop and share stories of program impact across all modes and channels of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Institutionalized and ongoing</li> </ul>	Womack
Leverage impact nationally for greater awareness and consideration for funding opportunities	<ul style="list-style-type: none"> <li>• Support national data collection efforts</li> <li>• Engage NIFA lead annually with UC Master Gardener annual report</li> <li>• Represent Extension Master Gardener impact and effort with national commodity group/community of practice (if applicable)</li> <li>• Share UC Master Gardener evaluation tool through articles and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Serve as leader in the biannual national data collection effort</li> <li>• Share annual report with NIFA lead Tom Bewick</li> <li>• 2018-present, represent Extension Master Gardener Program on Executive Committee for the National Initiative for Consumer Horticulture</li> <li>• Journal of Extension (JOE) article published December 2019 and broadly communicated with MG program and volunteers to motivate and foster evaluation capacity</li> </ul>	Gable

## Goal 5: Strengthen Internal Collaboration and Expand External Partnerships

UC Master Gardener volunteers have traditionally functioned as extenders of research-based information in the area of consumer horticulture. There are many opportunities to enhance this outreach through partnerships with UC ANR programs such as CalFresh, UC IPM and the Youth Development/4-H program. Examples include working with adult 4-H leaders to develop school gardens; partnering with the Food Stamp Nutrition Education Program (FESNEP) to extend gardening information to low-income families, and extending local USDA “First Detector Program” efforts. Other present and potential partners include PlantRight, California Integrated Waste Management Board, Air Quality Control Boards, APHIS, CDFA, Dept. Pesticide Regulation, CSU and Community Colleges, California Center for Urban Horticulture, Ag Commissioners, etc. For instance, UC Master Gardener Program of Marin County partners with its local Marin Municipal Water District in a highly successful program called “Marin Water Walks.” UC Master Gardener volunteers advise homeowners on methods to reduce water use. By duplicating such successful models throughout the state, we can further leverage our achievements. The associated funding and outreach potentials are enormous.

This goal was identified in the 2019-20 SWOT as an opportunity to pursue.

### Intended Outcomes

- UC Master Gardener Program activity is aligned with UC ANR Strategic Plan, Strategic Initiatives, and Principles of Community.
- UC Master Gardener Program activity is aligned with goals of state departments.
- Integrated projects result in more informed and impactful programming for Californians.
- Affiliations both internal and external to UC ANR are strengthened.

Key Performance Indicator	Baseline	Target by 2022
New external partners	0	4
Integrated activities with other statewide programs	1	3

Objectives	Actions	Status/Deliverables	Lead
Broaden utilization of Academics from other institutions such as California State University and California Community Colleges, particularly in areas where UC ANR has limited resources	<ul style="list-style-type: none"> <li>Utilize non-UC Academics in the education and outreach activities of MG Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Established expectation of academic credentials for non-UC trainers</li> <li>Maintain Expert Speaker Database</li> </ul>	Gable, Snowden
Increase collaborations with internal University partners to enhance outreach. Potential	<ul style="list-style-type: none"> <li>Support a culture of program integration at UC ANR, e.g. highlight in blog posts, MG</li> </ul>	<ul style="list-style-type: none"> <li>Created Program Integration Coordinator position and hired; employee departed 2019 and position lost</li> </ul>	Gable, Womack

partners include administrative and service units (e.g., Development Services)	<p>Coordinator website, stories communicated, Promising Practices exchange, etc.</p> <ul style="list-style-type: none"> <li>• Create UC ANR collaborations that align with the Strategic Initiatives and mission of other statewide programs/institutes</li> <li>• Create opportunity for cross county facilitated discussion to for peer-to-peer problem solving and resource sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Partnered to create Healthy Living Ambassadors (4-H, MG) in 2018</li> <li>• Created partnership plan with Cal Fresh Healthy Living UC that includes a shared staff person (Cal Fresh, 4-H, MG)</li> <li>• Established shared commitment and partnership with UC IPM</li> </ul>	
Statewide office will foster external collaborations	<ul style="list-style-type: none"> <li>• Target and implement collaborations with specific agencies/organizations that can further leverage UC Master Gardener Program goals and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide office awarded gifts from CA Dept of Water Resources and CalFire to support UC Master Gardener training</li> <li>• Statewide office maintains relationship with CDFA Nursery Advisory Board, CDFA, CalRecycle, CalFire, PG&amp;E, and Seminis seed company to explore potential partnerships</li> </ul>	Gable
Replicate successful collaborations/partnerships or programs throughout the state	<ul style="list-style-type: none"> <li>• Compile information about the development and execution of existing successful UC Master Gardener Programs/projects and then guide others in their efforts to recreate those successes</li> </ul>	<ul style="list-style-type: none"> <li>• Established a culture of sharing within the UC Master Gardener community through annual Volunteer Management Institute and triennial Promising Practices Exchange</li> <li>• Re-direct use of Master Gardener Coordinator Collaborative Tools for networking and county-county resource sharing</li> <li>• Informational website on 'ways to fund a coordinator' that includes partnership models</li> <li>• Regular presentations, mentoring, coaching to academics and county directors on ways to fund a coordinator</li> <li>• Spotlight stories that showcase successful partnerships shared in presentations, social media, annual report, YouTube videos, UC Delivers</li> </ul>	Gable, Womack, <vacant>

## GOAL 6: Improve Diversity, Equity, and Inclusion

California is the most diverse state in the nation by many standards, including race/ethnicity, languages, and socio-economics. The state continues to be challenged by social, health, and economic inequity. The UC Master Gardener Program is committed to reaching all segments of the state's population. Developing an inclusive and equitable extension program, and training a volunteer corps that reflects the racial, ethnic, and gender diversity of California are critical to the UC Master Gardener Program's ability to deliver extension activities that address the needs of the people of California.

Working with individuals from across the UC Master Gardener Program, we aim to develop a detailed plan with objectives, activities, and metrics to guide organizational change that addresses structural discrimination and increases diversity, equity, and inclusion in the UC Master Gardener Program. *See Equity Assessment, Appendix 3.*

This goal directly aligns with UC ANR Strategic Plan Goal 6, Improve Diversity, Equity, and Inclusion. This goal was identified in the 2019-2020 SWOT as an opportunity to pursue.

### Intended Outcomes

- Increase in resources that support greater clientele diversity.
- Working knowledge of best practices in diversity, equity and inclusion using the ISOTURE model for volunteer engagement.
- Contact reporting, utilizing VMS, is adopted by all UC Master Gardener Programs.
- Increase in gender, age and ethnic diversity of clientele and volunteers within the UC Master Gardener Program.

Key Performance Indicators	Baseline	Target by 2022
Diversity of public participants (use parity data)		
Diversity, equity and inclusion training evaluation data for UC Master Gardener personnel (competencies and confidence)	0	

Objectives	Actions		Status/Deliverables	Lead
Expand the use of the VMS program to improve contact reporting (for public education attendees) Update: expansion of VMS is not possible; pursuing REG data collection in statewide impact evaluation. Developing	<ul style="list-style-type: none"><li>• Train MG Volunteers on proper contact reporting and how to use VMS for that purpose.</li><li>• Require demographic data as part of contact reporting requirements within VMS.</li></ul>	Intentionally Left Blank	Ongoing: <ul style="list-style-type: none"><li>• Continued effort to reach 100% adoption of contact reporting practices</li></ul>	Snowden, Gable, <vacant>

other resources to improve contact reporting.	<ul style="list-style-type: none"> <li>MG Statewide Office completing annual county-level parity analysis to inform ARE</li> </ul>			
Evaluate the current demographics of the MG Volunteers.	<ul style="list-style-type: none"> <li>Require annual report of gender, age, race, and ethnicity of current UC Master Gardener Volunteers</li> </ul>	Intentionally Left Blank	<ul style="list-style-type: none"> <li>Update:</li> <li>Despite continued advocacy on the part of the statewide office for appropriate maintenance of tech used heavily by MG volunteers (such as VMS, survey tool, FileVault), it is evident that such systems will not be maintained in their current form.</li> <li>Alternatives have not yet been identified. While the goal of accurate contact reporting remains a program priority, VMS will not be available long term.</li> </ul>	<vacant>, Gable, Wilkins
Increase knowledge of MG Volunteers and MG Program Coordinators in effective methods for improving program design and delivery to reach communities historically underinvested-in by UC.	<ul style="list-style-type: none"> <li>Curate and generate resources to improve inclusion and reduce bias in public education offerings</li> <li>Support county-based personnel in their efforts to sunset projects that do not serve target clientele</li> <li>Participate actively in Extension Master Gardener National Committee and UC ANR DEI efforts to represent volunteer-related issues strengthen DEI resource availability to UC Master Gardener Coordinators</li> </ul>	Intentionally Left Blank	<ul style="list-style-type: none"> <li>Identified written and audio-visual change management resources for UC Master Gardener Coordinator and academics</li> <li>Provided one-on-one coaching, mentoring, and troubleshooting around organizational change management</li> <li>Foregrounded DEI effort in new coordinator onboarding processes</li> </ul>	<vacant>

<p>Increase knowledge of MG Volunteers and MG Program Coordinators in effective methods for recruiting and retaining MG Volunteers from communities underinvested-in by UC.</p>	<ul style="list-style-type: none"> <li>• Curate and generate resources to improve inclusion and reduce bias in the volunteer recruitment, selection, and promotion processes</li> <li>• Participate actively in Extension Master Gardener National Committee and UC ANR DEI efforts to represent volunteer-related issues and strengthen DEI resource availability to Program Coordinators</li> </ul>	<p>Intentionally Left Blank</p>	<ul style="list-style-type: none"> <li>• Offered annual trainings for CESs, Advisors, County Directors, and lead volunteers:</li> <li>• Recruiting and Retaining Across the Generations presentation offered to MFP and MG Coordinators / Lead Volunteers (Sept + Oct. 2019)</li> <li>• Inclusive Volunteer Selection presentation offered to CDs (Dec. 2019)</li> <li>• Inclusive Volunteer Selection presentation offered to Coordinators and lead volunteers (Oct. 2020)</li> <li>• ANR and Volunteers presentation offered to prospective Extension academics (Sept. 2019, 2020, 2021)</li> <li>• Secured access to UCOP Implicit Bias training resources for unpaid UC ANR personnel (Feb. 2020)</li> </ul>	<p>&lt;vacant&gt;</p>
<p>Document and recognize coordinators, volunteers, and county-based projects that make advances toward equity</p>	<ul style="list-style-type: none"> <li>• Highlight effort toward equity in annual reports, Brown Bags, Coordinator meetings, Newsletters, blog posts, Annual Report etc.</li> <li>• Acknowledge DEI leadership through annual awards (Search for Excellence, National Coordinator Award) and</li> </ul>	<p>Intentionally Left Blank</p>	<ul style="list-style-type: none"> <li>• Ongoing:</li> <li>• Authored blog posts focused on garden accessibility</li> <li>• Provide in-county trainings and professional development for coordinators / lead volunteers demonstrating DEI leadership</li> <li>• Selected Impact Report spotlight stories featuring county-based</li> </ul>	<p>&lt;vacant&gt;, Womack</p>

	<p>through professional development opportunities</p> <ul style="list-style-type: none"> <li>• Identify best practices and scalable initiatives from county-based success stories</li> </ul>		<p>projects successfully reaching diverse Californians</p>	
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DEI INTEGRATION ACROSS PLAN				
Objective	Tie-In	Action	Status/Deliverables	Lead
Goal 1 Integration: Develop internal competency in and capacity for online course creation.	Time and transportation are significant barriers for prospective volunteers. Offering courses online or partially online will improve access for working volunteers, volunteers with caretaking responsibilities, volunteers with mobility issues.	See Goal 1 above.	See Goal 1 above.	Snowden
Goal 2 Integration: <ul style="list-style-type: none"> <li>Develop and enhance appropriate training for UC Master Gardener coordinators</li> <li>Ensure UC Master Gardener coordinators have awareness of internal and external training opportunities pertaining to volunteer engagement, management, and development</li> </ul>	Access to professional development that approaches volunteer engagement through a DEI lens, has not been consistently available to coordinators. In order to integrate equity and inclusion values successfully (in a predominantly white organization) it is important that high quality, relevant training be identified, developed, and regularly offered.	See Goal 2 above.	See Goal 2 above.	<vacant>
Goal 3 Integration: <ul style="list-style-type: none"> <li>Identify and institutionalize the use of tools that celebrate the role of UC Master Gardener volunteers in community and communicate program impact and value to a public audience</li> </ul>	Access to program marketing and educational materials is critical to our effort to improve equitable access to program resources. Employment of accessible technologies (accessible PDFs, image descriptions) and Spanish language resources	See Goal 3 above.	See Goal 3 above.	Womack

<ul style="list-style-type: none"> <li>Expand the use of existing and create new, where appropriate, outreach materials in formats to reach non-traditional audiences.</li> </ul>				
<p>Goal 5 Integration:</p> <ul style="list-style-type: none"> <li>Broaden utilization of academics from other institutions such as CA State University and CA Community Colleges, particularly in areas where UC ANR has limited resources</li> <li>Increase collaborations with internal University partners to enhance outreach</li> </ul>	<p>As the UC Master Gardener Program works to ensure that volunteer/training opportunities are available to interested Californians, it must engage in a parallel effort to ensure that program educators (academics, community leaders) reflect identities of all Californians. While the UC system is engaged in the work of improving its ability to recruit and retain diverse academic talent, this process has not kept pace with the changing demographics of CA. It is important for our program to seek partnership with county-based academics outside of the UC system.</p>	<p>See Goal 5 above.</p>	<p>See Goal 5 above.</p>	<p>Gable, Snowden</p>
<p>Goal 7 Integration:</p> <p>Increase cost recovery and fund development across the UC Master Gardener Program</p>	<p>Support for county-based fundraising will lead to annual increases in county-based UC Master Gardener Program funds. These additional funds will increase the capacity of local programs to offer scholarships for training fee scholarships for low-income prospective volunteers and public event fee waivers for low-income community members.</p>	<p>See Goal 7 below.</p>	<p>See Goal 7 below.</p>	<p>Gable, Development Services</p>

## GOAL 7: Diversify the Funding Stream

Funding for the UC Master Gardener Program at the state level is currently bound by the allocated payout from the Elvenia J. Slosson Endowment. There is a direct correlation between the growing need for centralized expertise, services and resources, and the need to grow the footprint of the Statewide Team. In order to meet programmatic needs that allow us to continue to thrive, we will seek new fund sources to provide salary, benefit, and operational/project support at the statewide level.

Funding for the UC Master Gardener Program at the county level is the responsibility of the County Director and may include funding sources such as county budget, county department partners, community organization partners, fundraising activities, membership income, and more. The statewide team is committed to providing tools and resources to grow successful fundraising campaigns.

This goal aligns with the 2011 program review request to provide support for funding opportunities, the 2013 program needs assessment completed by Director Gable, and was identified in the 2019-2020 SWOT as an opportunity to pursue.

### Intended Outcomes

- Statewide office is supported by the Elvenia J. Slosson Endowment or permanent 19900 funds.
- Statewide office has the financial resources to support programmatic needs that can be centralized.
- County program offices have opportunities and resources needed for fundraising efforts.

Key Performance Indicator	Baseline	Target by 2022
Number of new funding sources	0	3
Percentage of funding received external to budget call	0	15%

Objectives	Actions	Status/Deliverables	Lead
Maintain support of the statewide office by the Elvenia J. Slosson Endowment or by a permanent commitment of UC funds	<ul style="list-style-type: none"> <li>• Streamline budget process by aligning with annual UC ANR budget call procedures</li> <li>• Request budget for UC Master Gardener statewide office as part of the UC ANR budget call process</li> </ul>	<ul style="list-style-type: none"> <li>• Streamlined budget process by aligning with annual UC ANR budget call procedures</li> </ul>	Gable
Establish the Perennial Master Gardener Endowment	<ul style="list-style-type: none"> <li>• Create fund functioning as an endowment and grow to 10,000</li> <li>• Launch Perennial Master Gardener Endowment</li> </ul>	<ul style="list-style-type: none"> <li>• Perennial Master Gardener Endowment launched 2019</li> </ul>	Gable, Development Services

	<ul style="list-style-type: none"> <li>• Work with Director of Annual Gifts and Major Gifts Officer to pursue funding opportunities that grow the Perennial Master Gardener Endowment</li> <li>• Pursue planned giving</li> </ul>		
Increase cost recovery and fund development across the UC Master Gardener Program	<ul style="list-style-type: none"> <li>• Train county-based UC Master Gardener personnel in appropriate cost recovery methods and fund development</li> <li>• Provide tools and resources to support fund development efforts</li> <li>• Work closely with Development Services on the growth of county-based program endowments and fund development efforts</li> <li>• Support re-evaluation of cost recovery formula for UC ANR</li> <li>• Share UC Master Gardener program volunteers and alumni with Development Services to establish and foster donor engagement activities</li> <li>• Participate in annual fundraising efforts (GivingTuesday, Big Day of Giving, annual appeal)</li> </ul>	<ul style="list-style-type: none"> <li>• In person &amp; online recorded trainings; informational webpage</li> <li>• 6 county endowments established</li> <li>• Close coordination with Development Services</li> <li>• Annual fundraising activity institutionalized and ongoing</li> </ul>	Gable, Development Services
Develop and pursue alternative funding opportunities	<ul style="list-style-type: none"> <li>• Divert a percentage of profit from the sale of Master Gardener Handbook to support outreach efforts of the UC Master Gardener Program</li> <li>• Divert a percentage of profit from licensing of VMS to support outreach efforts of the UC Master Gardener Program</li> <li>• Develop funding sources through collaborations that align with mission, goals and projects</li> <li>• Pursue publication and sale of new educational tools that complement the California Master Gardener Handbook</li> <li>• Pursue grant opportunities</li> <li>• Share and build on successful models for non-</li> </ul>	<ul style="list-style-type: none"> <li>• Investigated profit sharing with Publications and IT, determined not possible at this time</li> <li>• In progress: <ul style="list-style-type: none"> <li>- partnerships</li> <li>- new publications</li> <li>- grants</li> </ul> </li> </ul>	Gable

	traditionally funding CES (e.g. San Bernardino) <ul style="list-style-type: none"> <li>• Webpage on how to fund an MG Coordinator (with Marcy &amp; Janet's examples)</li> </ul>		
Establish annual reappointment fee	<ul style="list-style-type: none"> <li>• Create a plan for collection of an annual reappointment fee</li> </ul>	<ul style="list-style-type: none"> <li>• Institutionalized and ongoing</li> </ul>	Gable

## APPENDICES

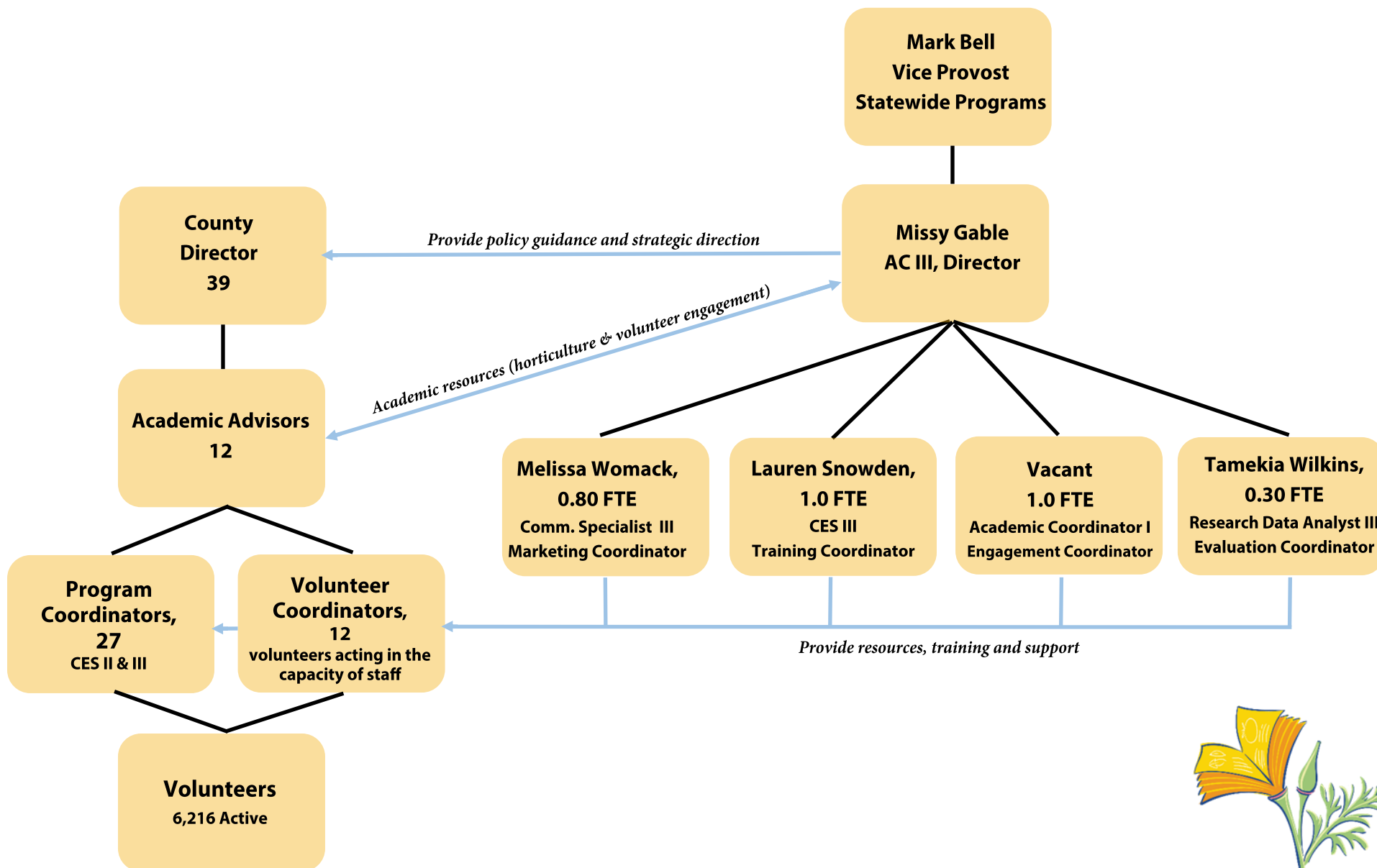
Appendix 1, Organizational Chart

Appendix 2, 2011-2016 Strategic Plan

Appendix 3, UC Master Gardener Program Equity Assessment



## Organizational Chart



**University of California**  
Agriculture and Natural Resources  
*Making a Difference for California*

# *University of California Master Gardener Program*

## *Strategic Plan 2011-2016*

*Respectfully submitted by  
Pamela M. Geisel  
Statewide Master Gardener Coordinator*



# Introduction

The Master Gardener Volunteers come from all walks of life and with a broad range of experiences and skills. They share several characteristics: a passion for horticulture and environment, an eagerness to learn, and a desire to serve their communities by supporting the outreach efforts of the University of California (UC) and its collaborating partners. With appropriate leadership, they can be valuable resources for UC Agriculture and Natural Resources (ANR) as educators, advocates and can link the residents of California to the ANR Strategic Vision.

The ANR Master Gardener Program (MG Program) was established in 1981 and enters its fourth decade in a strong position with over 5,000 certified Master Gardener Volunteers (MG Volunteers). Since its inception, MG Volunteers have donated 2.8 million hours, and in 2010, volunteered over a quarter of a million hours, an amount equal to 172 full time employees for one year and valued at almost \$6.0 million annually (\$23.29 per hour)\*.

The MG Volunteers service 44 counties in California. In exchange for their efforts, they collectively receive over 41,000 hours of initial training and 50,000 instructional hours of continuing education annually from distinguished UC and other experts in areas such as horticulture, soils, water, entomology, plant pathology, integrated pest management (IPM), plant problem diagnosis, sustainable landscape management practices, and plant propagation. Extending this knowledge and information to communities throughout California leads to the adoption of landscape and garden management practices that conserve valuable resources and protect the environment, improve health, contribute to sustainable food systems, and create functional and environmentally sustainable living space in and outside the home.

## Rationale

The MG Program has achieved great success over the last 30 years as an important outreach arm of ANR due largely to MG Volunteers serving as “Agents “ of the UCANR and the strong association with University Academics. These essential elements allow MG Volunteers to provide a unique service disseminating objective, research-based information to the citizens of California. The Statewide MG Program, county-based Advisors and MG Program Coordinators and statewide Specialists have worked diligently to develop and maintain high standards of excellence in program delivery and continuing education for our MG Volunteers.

Developing a strategic plan at this time presents an opportunity to improve our program efficiency and assure that the goals and structure of our program align with the Strategic Vision of ANR. Maintaining and improving an effective MG Program will require some redirection of ANR resources related to program management. These changes are needed to assure county governments and other stakeholders that local programming will not diminish under the new Multi-County Partnership (MC Partnership) system.

*\*Independent Sector Report: [http://www.independentsector.org/volunteer\\_time](http://www.independentsector.org/volunteer_time)*



# Strategic Planning Process

Two questions were posed to stakeholders of the MG Program including home owner clientele, MG Volunteers, Advisors, County Directors, paid and unpaid MG Program Coordinators: “What are the Critical Issues in Your Program?” and “What are the Critical Needs?” We studied the Strategic Vision, the current transitional organizational structure within ANR, and reviewed strategic plans from Kansas State University, University of Tennessee, Cornell, and University of Texas Cooperative Extension. We then focused on aligning our organizational structure, needs and financial constraints with those of the ANR Strategic Vision and to responding to the identified critical issues and needs pertaining to our program. This Strategic Plan document will guide the California MG Program from 2011-2016. A list of contributors is provided in the appendix.

## Mission

***“To extend research-based knowledge and information on home horticulture, pest management, and sustainable landscape practices to the residents of California and be guided by University of California Agriculture and Natural Resources core values, strategic vision and initiatives.”***

## Vision

- Support and encourage healthy communities and ecosystems through sustainable landscape practices, including water conservation, maintaining water quality, green waste reduction and reuse, wildlife enhancement, and energy conservation.
- Enhance local sustainable food systems for families, neighborhoods and community.
- Prevent, detect and manage invasive and endemic species through education.
- Increase the science literacy of our volunteers and their clientele through quality education and outreach.
- Improve the quality and ensure the viability of local MG Programs.

## Strategic Goals

The following strategic goals support the MG Program vision and mission:

1. Provide consistent and standardized high quality training for MG Volunteers and MG Program Coordinators.
2. Enhance the UC research-extension continuum from the campus to the residents of California.
3. Establish new and strengthen existing collaborative partnerships that support the ANR Strategic Vision and Initiatives.
4. Increase gender/age and ethnic diversity within the MG Program and extend information to under-represented clientele.
5. Facilitate education and service of the MG Program in the single and/or MC Partnership and maintain and improve funding for MG Program.

# Goal 1

## ***Provide consistent and standardized high quality training for MG Volunteers and MG Program Coordinators***

### **Introduction**

Due to retirements and redirection of academic priorities toward research and specialization throughout ANR, there are limited resources within UC to provide high quality training for MG Volunteers. Efficient use of this limited resource base can be maximized by developing statewide online training modules, and regional web-based and face to face training to augment county-based training. Such standardized training will increase the consistency and quality of education that UC provides to MG Volunteers and thus also improve the overall quality of the MG Program and its outreach. Published literature on MG Volunteer retention indicates that motivation and retention are linked to the level and thoroughness of the training they receive. Currently, the statewide retention rate in California from 2006-2010 is approximately 45%.

Objectives	Actions
<ul style="list-style-type: none"><li>• Build a team of ANR Advisors and other professionals to create and extend core and advanced training to MG Volunteers utilizing:<ul style="list-style-type: none"><li>○ Web-based modules.</li><li>○ Regional live training using Adobe Connect.</li><li>○ Traditional face to face regional classroom training.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Obtain grants and develop other funding sources and partnerships that support the development of on-line web based modules.</li><li>• Organize all programs into regions for training purposes where appropriate.</li><li>• Prepare trainers on using Adobe Connect for training purposes.</li></ul>
Develop and enhance appropriate training for MG Program Coordinator.	<ul style="list-style-type: none"><li>• Offer annual face to face training of MG Program Coordinator through a conference such as the Volunteer Management Institute (VMI) on topics such as volunteer management, program impact assessment, time management, and technology.</li><li>• Offer monthly “brown bag” lunchtime on-line training for MG Program Coordinator.</li></ul>
MG Volunteers and MG Program Coordinators take advantage of appropriate UC Cooperative Extension outreach efforts.	<ul style="list-style-type: none"><li>• Facilitate participation of MG Volunteers and MG Program Coordinators at UC Cooperative Extension programs gratis or at a reduced cost as appropriate (e.g. at clientele workshops, and conferences).</li></ul>

### **Anticipated Outcomes**

- Core training for new MG Volunteers is standardized and of consistent high quality.
- Increased online, web-based and other non-traditional methods of outreach /core training modules are available for beginning and advanced MG Volunteers and MG Program Coordinators.
- Better educated volunteers
- More competent and professional MG Program Coordinators
- Increased training opportunities result in increased MG Volunteer retention (from 45% to 65% %) over a five year period.

## Goal 2

### *Enhance the UC research-extension continuum from the campus to the residents of California*

#### Introduction

MG Volunteers are UC's major conduit for extending research-based information to the residents of California. Their service is an efficient mechanism for meeting local needs while allowing ANR Advisors and Specialists to assist their primary commercial clientele. MG Volunteers should play a vital role in increasing the science literacy of California citizens and in providing support for ANR research and extension programs.

Objectives	Actions
More UC Academics provide training to MG Volunteers.	<ul style="list-style-type: none"><li>• Recommend proper recognition of service to MG Program in the Merit and Promotion process for Faculty, Specialists, Advisors and experiment station Academics.</li><li>• Encourage the inclusion of MG Volunteer training in position descriptions of UC Advisors, Specialists and, as appropriate, Experiment Station Academics.</li></ul>
Increase awareness within the academic community of the abilities and availability of MG Volunteers to participate in and support research and extension programs as appropriate.	<ul style="list-style-type: none"><li>• Statewide MG Coordinator personally engages Advisors, Specialists and other Academics to utilize MG Volunteers in their research and extension work.</li></ul>
Broaden utilization of Academics from other institutions such as California State University and California Community Colleges, particularly in areas where ANR has limited resources.	<ul style="list-style-type: none"><li>• Utilize non-UC Academics in the education and outreach activities of MG Volunteers.</li></ul>
Increase awareness by MG Program Coordinators of Academics available to provide training to MG Volunteers.	<ul style="list-style-type: none"><li>• Update the "Expert Speaker Database" to reflect new hires in ANR and other available resources.</li></ul>
ANR values the outreach efforts of MG Volunteers by recognizing their contributions in the annual reporting requirements.	<ul style="list-style-type: none"><li>• Contact data and outreach efforts of MG Volunteers reported in a meaningful way for ANR such as CASA/DANRIS X.</li></ul>

#### Anticipated Outcomes

- MG Volunteers will be better equipped to transfer knowledge from UC to the general public.
- MG Volunteers have a stronger sense of ownership and investment into ANR as an integral part of the research extension continuum.
- Impacts from outreach efforts of MG Volunteers will be measured and submitted to Academics for inclusion in Merit and Review.
- Affiliations with Non-UC Academics are strengthened and ANR resources are leveraged.
- Value of MG Volunteer service is recognized in the annual reporting process.

## Goal 3

***Establish new and strengthen existing collaborative partnerships that support the UC ANR Strategic Vision and Initiatives.***

### Introduction

MG Volunteers have traditionally functioned as extenders of research-based information in the area of consumer horticulture. There are many opportunities to enhance this outreach through partnerships with ANR programs such as UC IPM and the Youth Development/4-H program. Examples include working with adult 4-H leaders to develop school gardens; partnering with the Food Stamp Nutrition Education Program (FESNEP) to extend gardening information to low income families; and extending local USDA “First Detector Program” efforts. Other present and potential partners include PlantRight, California Integrated Waste Management Board, Air Quality Control Boards, APHIS, CDFA, Dept. Pesticide Regulation, CSU and Community Colleges, California Center for Urban Horticulture, Ag Commissioners, etc. For instance, the Marin County MG Program partners with the Marin Municipal Water District in a highly successful program called “Marin Water Walks” that advises homeowners on methods to reduce water use. By duplicating such successful models throughout the state, we can further leverage our achievements. The associated funding and outreach potentials are enormous.

Objectives	Actions
Increase collaborations with internal University partners to enhance outreach.	Create ANR collaborations that align with the Strategic Initiatives such as with Sustainable Food Systems. For example, MG Programs, in partnerships with local water agencies, would focus on outreach projects that promote conserving water in urban areas with the goal of freeing up more water for agriculture systems.
Foster external collaborations in both County MG and Statewide MG offices.	Target and implement collaborations with specific agencies/organizations that can further leverage MG Program goals and resources.
Replicate successful collaborations/partnerships or programs throughout the state.	Compile information about the development and execution of existing successful MG programs/projects and then guide other MG Programs in their efforts to recreate those successes.
Encourage and promote collaborations with UC Academics and MG Programs.	Develop opportunities to officially and/or unofficially recognize and reward UC Academics for implementing appropriate collaborations.

### Anticipated Outcomes

- Fifty percent of counties with an MG Program have formed collaborations with at least three external agencies/organizations by 2014.
- Funding from collaborative agencies support at least 10% of MG Program Coordinators by 2014.
- Successful programs conducted in one county are repeated in many.
- The Statewide MG Program has formal collaborations with at least five internal or external agencies or groups that align with the ANR Strategic Vision.

## Goal 4

### ***Increase gender/age and ethnic diversity within the MG Program and extend information to under-represented clientele***

#### **Introduction**

Increasing diversity within the MG Program is difficult. If it were easy, it would have been done by now. The MG Program only recently began to collect gender and ethnicity data of our clientele via reporting in the Volunteer Management System (VMS). In 2010, we reported over 600,000 face to face contacts. The actual number is significantly higher but because contact reporting is not required, this report is inaccurate. Also, we have not collected demographic data that describes MG Volunteers themselves. National surveys reveal that MG Volunteers tend to be similar across state boundaries. They are white (93%), women (74%), with a mean age of 51 and of a middle to high income. Even though this appears to be true in California, our outreach efforts have generally been effective at reaching underserved clientele. This has been particularly true in Los Angeles County, the largest county in California, where MG Volunteers reached more than 73,000 residents in 2009-10, of which more than 50% were Hispanic. (The Hispanic population in Los Angeles County is 48% of the total population). Nonetheless, actual contacts should be measured more closely at the local level to ensure that underserved audiences are served.

We believe that by diversifying the demographic mix of our MG Volunteers and clientele, we will greatly impact our outreach to a changing society. This issue was a primary interest to the MG Coordinators as reflected in the survey of their needs. We strongly believe that our program will benefit by the richness that diversity brings.

<b>Objectives</b>	<b>Actions</b>
Diversify and broaden the demographics of both clientele and MG Volunteers.	<ul style="list-style-type: none"><li>Specifically recruit MG Volunteers from areas under-served by ANR programs.</li><li>Offer extension/MG Programs within the inner city in collaboration with local organizations.</li></ul>
Expand the use of existing and create new, where appropriate, outreach materials in formats to reach non-traditional audiences.	<ul style="list-style-type: none"><li>Develop more educational materials in languages other than English as appropriate.</li></ul>
Increase knowledge of MG Volunteers and MG Program Coordinators in effective methods of recruiting underserved clientele as potential MG Volunteers.	<ul style="list-style-type: none"><li>Provide focused classes for MG Program Coordinators and/or MG Volunteers on recruitment and program delivery methods that better reach underserved clientele.</li><li>Increase utilization of social media and other on-line resources for program delivery.</li></ul>
Expand the use of the VMS program to improve contact reporting.	<ul style="list-style-type: none"><li>Train MG Volunteers on proper contact reporting and how to use VMS for that purpose.</li><li>Require demographic data as part of contact reporting requirements within VMS.</li></ul>
Evaluate the current demographics of the MG Volunteers.	<ul style="list-style-type: none"><li>Require annual report of gender/age and ethnicity of current MG Volunteers.</li></ul>

#### **Anticipated Outcomes**

- Comprehensive demographic data reported for all current MG Volunteers by July 2011.
- Contact reporting, utilizing VMS, is adopted by all MG Programs.
- Gender, age and ethnic diversity of clientele and within the MG Program is increased by 2012.

# Goal 5

## ***Facilitate education and service of the MG Program in the single and/or MC Partnerships and maintain and improve funding for MG Program***

### **Introduction**

The most critical issue that jeopardizes the future success of the MG Program is the lack of consistent and appropriate funding for local MG Programs. Many of the goals described in this document will be difficult or impossible to achieve without adequate local staffing. This has become more important with the reorganization towards MC Partnerships to avoid deterioration in local program delivery. Traditionally, each county has been responsible for acquiring support for its MG Program. This has led to variable program development and management throughout the state. If we are to continue developing a cohesive Statewide MG Program whose signature is delivery of high quality, relevant and research based information, then stable funding is needed to support local and statewide staff.

### **Local Staff**

In a comparative study of funding sources and staffing, (***Regional Staffing report of 4H Representatives FY 2009/10***) the 4H Youth Development Program has ~15 permanently ANR funded county-based Program Representatives to support 4H programs. Similar support of the MG Program is warranted and would immediately improve program delivery, quality, and consistency among counties. It would also foster the development of other sources of funding with external collaborators, improve the likelihood of obtaining grants at both statewide and local levels, and increase contributions to the California Master Gardener Endowment. Finally, and most importantly, this would promote programs very clearly aligned with the ANR Strategic Vision because we would have greater consistency in training, leadership development, marketing, and program focus among counties.

Current funding support for MG Program Coordinators (at the Program Rep II or III level) comes from a variety of sources including:

- 2.25 FTE (Full Time Equivalent) from UC permanent budget sources
- 9.35 FTE from county government sources
- 2.00 FTE from Elvenia J. Slosson Endowment (Statewide Coordinator Office)
- 12 FTE unfunded (volunteer) MG Program Coordinators

The 26 FTEs are distributed over the 44 counties and most positions are 0.50 FTE or less. These funding sources do not include Advisors/County Directors (who account for about four additional FTE specifically dedicated to MG Program), nor county-based or UC administrative support.

### **Statewide Staff**

The Statewide MG Coordinator has been crucial in establishing the beginnings of a very successful unified statewide MG Program that has a shared vision and direction. She implemented consistent statewide policies, developed a reporting system for MG Volunteers, identified key training needs for MG Volunteers and MG Program Coordinators, developed MG websites, and facilitated greater program consistency around the state in areas such as hours reporting, logos, contact lists, etc. The Statewide MG Coordinator serves as the leader providing vision to the program and facilitating the academic connection that allows the extension of research-based information and knowledge. It is imperative that funding be continued to support this position. A full

time Program Representative is also needed to assist and support the Statewide MG Coordinator as well as an additional staff person to support the development and implementation of training modules, curricula, and web-based resources as outlined in Goal 1. These projects will require more focused effort than can be managed by current staffing levels.

Objectives	Actions
Manage MG programs more effectively by maximizing efficiency and consistency among programs.	<ul style="list-style-type: none"> <li>• Advocate for the allocation of 0.25 UC ANR paid MG Program Coordinator position to the 44 counties that have a MG Program. These 0.25 FTE positions may be aggregated to create a single FTE to manage programs and training within the MC Partnerships. They may also be leveraged with matching funds from other sources such as grants, external collaborations or county funds.</li> <li>• Implement consistent management procedures for local MG Programs (e.g. recruitment/application process, program fees, timing of core training for new trainees etc.).</li> <li>• Develop standard position descriptions for all MG Program Coordinators.</li> </ul>
Redirect Advisor and County Director FTE to focus more on academic/research activities rather than supervision of MG Programs or public service.	<ul style="list-style-type: none"> <li>• Delegate local management of MG Programs to local MG Program Coordinator in each county or MC Partnership (as opposed to supervision by Advisor).</li> <li>• Authorize the Statewide MG Coordinator to have direct input in the hiring, supervision and annual evaluation process for MG Program Coordinators.</li> </ul>
Maintain support of the Statewide MG Coordinator by the Elvenia J. Slosson Endowment or by a permanent commitment of UC funds.	<ul style="list-style-type: none"> <li>• Renew contract for the Statewide MG Program funded through the Elvenia J. Slosson Endowment or through permanent UC funds.</li> </ul>
Aggressively promote and develop the California Master Gardener Endowment.	<ul style="list-style-type: none"> <li>• Develop a California Master Gardener Endowment Task force to further develop and promote the endowment.</li> </ul>
Divert a percentage of profit from the sale of Master Gardener Handbook to support outreach efforts of the MG Program.	<ul style="list-style-type: none"> <li>• Support/encourage the sale of the MG Handbook and investigate methods by which some profit is redistributed to the MG Program.</li> </ul>
Increase cost recovery and fund development within the single or MC Partnerships.	<ul style="list-style-type: none"> <li>• Train county-based MG Program Coordinator in proper and appropriate cost recovery methods and fund development.</li> </ul>
Develop other alternative funding opportunities.	<ul style="list-style-type: none"> <li>• Offer core and advanced Master Gardener training to non-volunteer clientele at a higher cost.</li> <li>• Develop funding sources through our collaborations that align with our current mission, goals and projects e.g. conduct the outreach requirements of other agencies such as Air Quality Control Boards on a MC Partnership basis (see goal # 3) in exchange for financial support of the MG Program.</li> </ul>
Establish standard fee for the initial volunteer core training program and a subsequent annual reappointment fee.	<ul style="list-style-type: none"> <li>• Create a template and plan for collection and distribution of a standardized core training fee and an annual reappointment fee.</li> </ul>


## **Anticipated Outcomes**

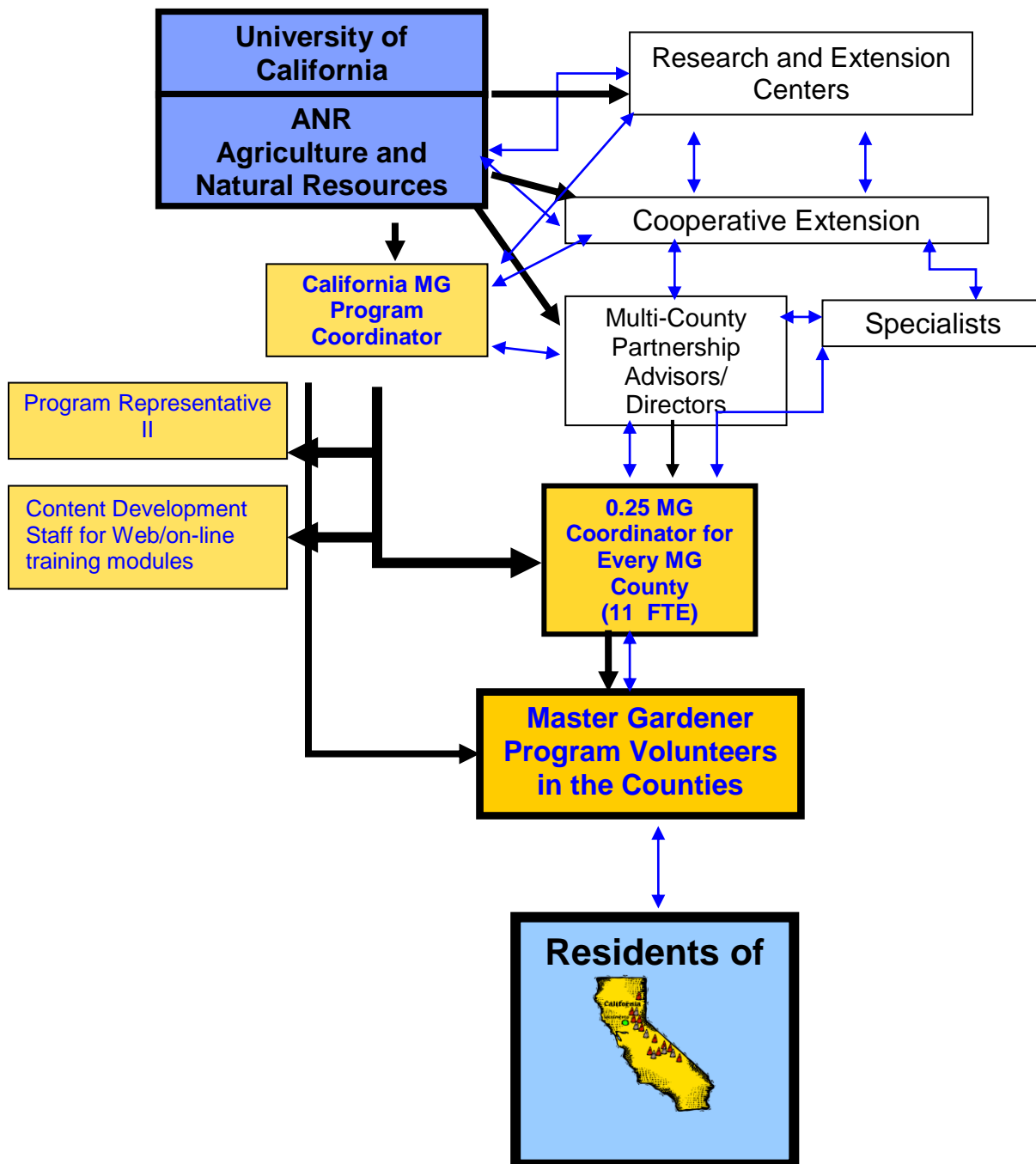
- 0.25 FTE is appropriated by ANR for MG Program Coordinator positions by 2012 in each county that has a MG Program. These positions may be aggregated from MC Partnerships into one full time FTE.
- Funding from ANR is leveraged to augment MG Program Coordinator employment from county and other sources.
- Advisors and County Directors redirect their time to support their program efforts rather than day to day management of MG Volunteers.
- The Statewide MG Program is supported by the Elvenia J. Slosson or permanent 19900 funds.
- Augmentation of 25% of total ANR FTE Budget for the 11 ANR MG Program Coordinators funded through external or non ANR funds. These funds may be acquired through the diversion of a percentage of profit from the sale of the MG Handbook, core program and annual reappointment fees, grants, agency collaborations, donations, and/or endowment funds.
- Program management statewide is improved, consistent and clearly aligned with the ANR Strategic Vision.



# Proposed Organization Chart for the California Master Gardener Program

Flow of supervision = 

Flow of knowledge and information = 



# *Contributors to the Strategic Plan*

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## **Special Thanks**

Vanessa Gomez, Principle Program Analyst who served as staff to the process.



## UC Master Gardener Program Preliminary Organizational Equity Assessment Summary and Action Steps DRAFT V. 8.11.2021

**DEI Commitment:** [Improving Diversity, Equity, and Inclusion](#) (DEI) has been and will continue to be a key priority for UCANR broadly and for the UC Master Gardener Program specifically (UCANR Strategic Plan 2020-2025). To truly make progress toward this goal, we must uplift the voices of current program leaders who hold identities underrepresented in our program, increase our collective (staff and volunteer) cultural competency and equity awareness, and make strategic policy and practice changes that will facilitate equitable program delivery. In addition, we must improve our outreach to communities historically underinvested by Cooperative Extension, including Californians who are Black, Latina/o, Indigenous, People of Color, [LGBTQ+](#), and/or have a disability.

**Equity Assessment Summary:** Diversity, equity, and inclusion experts recommend conducting an organizational equity assessment to identify specific goals, challenges, and opportunities; highlight and make legible existing equity-related activities, and create a reference point to track future progress. In February 2021, the UC Master Gardener Program [statewide team](#), conducted a preliminary assessment, focusing specifically on racial equity in the UC Master Gardener Program. The team utilized the [Organizational Race Equity Toolkit and Assessment](#) by the Washington Race Equity and Justice Initiative (REJI). Statewide team members completed a 6-page assessment anonymously and participated in a group discussion about the UC Master Gardener Program's current status about the following 'dimensions' of organizational race equity work:

- Securing organizational and leadership commitment to race equity work
- Creating a more equitable organizational culture
- Recruiting, hiring, and retaining a diverse workforce
- Developing accountability and partnership with Communities of Color
- Applying an anti-racist analysis to programs, advocacy, and decision-making

**Document Purpose:** This document organizes select UC Master Gardener Programs DEI activities into the equity topic areas listed above, articulates barriers identified by statewide team members, and makes recommendations for next steps.

**Disclosures:** Firstly, it is important to note that DEI organizational change processes are often non-linear. While the UC Master Gardener Program is engaged in 'strategies to create a more equity-minded organization,' (as outlined in the REJI Organizational Race Equity Toolkit and Assessment) we are also still in many ways doing the more elementary work of 'preparing for organizational equity work.'

Secondly, a full and robust racial equity assessment of the UC Master Gardener Program would invite participation from multiple stakeholders including statewide team members, county-based personnel, UC ANR colleagues with DEI expertise, community partners, and members of the public. Thirdly, while the REJI Organization Race Equity Toolkit and Assessment focus specifically on race equity, a full and robust equity assessment would include consideration for the LGBTQ+ community and those with disabilities among other groups. Some of the current tactics listed below will highlight DEI work as it pertains to race, ethnicity, gender, and language. Finally, while current and future tactics are listed separately below, the UC Master Gardener Program intends to institutionalize current tactics while working to adopt future tactics.

### **Dimensions of Organizational Race Equity Work - Current and Future Tactics:**

- Securing organizational and leadership commitment to race equity work  
Goal: Racial equity is a core part of the mission, advocated for throughout the organization, and communicated broadly.
  - *Current Tactics:*
    - Program adopts [UC ANR Strategic Goal: Improve Diversity, Equity, and Inclusion](#) as program DEI goal.
    - Statewide team members contribute to [Extension Master Gardener Program DEI guidance documents](#), designed to illustrate best practices in (Master Gardener and Extension) program delivery and evaluation.
    - Personnel trainings and workshops focus on improving equity.
      - [UC Master Gardener Program Brown Bag Webinar – Racial Equity in the Garden](#) (Jul. 2020), Elaine Lander and Marisa Coyne
      - 2021 UC Master Gardener Program Annual Meeting – Growing Diversity in the UC Master Gardener Program (Oct. 2020), Maria de la Fuente
    - Statewide blog posts communicate and iterate the import of DEI in garden education and extension work to volunteers.
      - [‘2021 Program Priorities: Diversity Equity and Inclusion Focus’](#) (Jan. 2021)
    - Recruitment and position vacancy announcement for new Academic Coordinator for Volunteer Engagement focuses on community engagement coordinator and DEI expertise.
  - *Future Tactics*
    - Program provides professional development and continuing education for personnel and volunteers on topics such as community engagement, cultural responsiveness, and program history/mission.
      - UCANR Webinar – Best Practices for Inclusive Communication and Accessibility (TBD 2021-2022), Melissa Womack (for UCANR personnel and volunteers)
      - DEI training current offered for personnel, online/virtual, self-paced, or in person, is available to volunteers.

- Creating a more equitable organizational culture  
 Goal: People who are Black, Indigenous, and People of Color (BIPOC), LGBTQ+, and have a disability engaging with the organization, feel included, valued, and respected.
  - *Current Tactics:*
    - Gardeners with Heart volunteer recognition effort highlights and honors the contributions of volunteers regardless of their length of time or number of hours with the program.
      - Assumption: As a result of efforts to improve outreach and program culture, new volunteers are more likely to be Californians who are Black, Indigenous and People of Color.
    - [2019/2020 Impact Report](#) celebrates community partnerships that expand our reach and improve our engagement with underserved communities.
    - Coordinator discussions celebrate best practices in DEI, led by personnel and volunteers who are Black, Indigenous, and People of Color.
      - DEI Task Forces, like those developed by the UC Master Gardener Program in Los Angeles, center the voices and priorities of Black, Indigenous, and People of Color.
    - Personnel revise [UC ANR Adult Volunteer Code of Conduct](#) and [UC ANR Volunteer Conflict Resolution Manual](#) to include information about harassment, discrimination, hate, and bias; disseminate new information and materials to UC Master Gardener Program personnel.
    - Director allocates funding for statewide equity assessment, training, and/or advisory group.
    - California Master Gardener Handbook and Vegetable Gardening Guide - Photography Project sources of imagery (programs and professionals) that reflect the diversity of California gardeners.
  - *Future Tactics:*
    - Program supports staff and volunteer DEI leaders through providing forums for resource exchange and knowledge building.
    - Program convenes an advisory group or committee (of internal and external members) to further analyze the UC Master Gardener Program's policies/practices through a DEI lens, recruiting willing participants from Black, Latina/o, Indigenous, [LGBTQ+](#), and/or disability communities.
- Recruiting, hiring, and retaining a diverse workforce  
 Goal: Creating and maintaining a strong and diverse team where BIPOC folks are resourced to thrive and lead.
  - *Current Tactics:*
    - Personnel, volunteer, and UCANR peer trainings and discussions focus on inclusive volunteer selection practices.
      - UC ANR County Director Presentation (Nov. 2019) Best Practices in Inclusive Volunteer Selection, Marisa Coyne and Missy Gable

- [UC Master Gardener Program Brown Bag Webinar – Best Practices in Inclusive Volunteer Selection](#) (Jul. 2020), Marisa Coyne
  - UC Master Gardener Program in Santa Clara, Best Practices in Inclusive Volunteer Selection Work Session (Nov. 2020) Marisa Coyne, and Lucy Diekmann
- Personnel, volunteers, and DEI leaders revise and co-create all [UC Master Gardener Program volunteer selection materials](#) with an eye toward DEI:
  - UC Master Gardener Program Position Description
  - UC Master Gardener Program Volunteer Application
  - UC Master Gardener Program Volunteer Screening Interview Guide
  - Inclusive Volunteer Selection: Strategies for UC Master Gardener Program Personnel
- Select counties (Los Angeles, Orange, and San Bernardino counties) adopt inclusive volunteer selection practices resulting in more diverse (in terms of race ethnicity and gender or REG) volunteer populations
- Current volunteer management system collects REG data for public contacts in a manner that complies with the UC Gender Recognition and Lived Name Policy.
- Program demographics (of public contacts and public program evaluation respondents) collected and analyzed; Parity reports are produce by Program Evaluation Coordinator upon request
- *Future Tactics:*
  - Program demographics (of personnel and volunteers) collected and analyzed; Demographic information analysis (of personnel, volunteers, and public) drives the statewide volunteer and public education outreach strategy.
    - Locally-collected data obtained from Los Angeles, Orange, and San Bernardino Counties.
    - Volunteer management system capable of collecting REG information for volunteers, permitting entry of level and legal names, and providing reports on demand is identified and adopted.
  - Program identifies, recruits, and retains a diverse staff and volunteer population; Efforts focus on communities underrepresented in the UC Master Gardener Program
    - Template for Community Education Specialist II position edited to reflect desire to represent a diverse workforce; add expectations around DEI leadership
  - Add VMS collects Lived Name in addition to Legal Name
- [Developing accountability and partnership with Communities of Color](#)  
 Goal: Building trusting, two-way relationships and aligning the organization’s decision-making with community priorities.
  - *Current Tactics:*

- Personnel develop and distribute gardening information in Spanish (videos, book chapters, and information sheets) as part of the UC Master Program Statewide Spanish Language Initiative.
      - UC Master Gardener Program YouTube Channel: [Vídeos de jardinería en español](#)
    - California Master Gardener Handbook Food Gardening Chapter translated to Spanish and posted to UCANR Publications webshop.
    - Personnel professional development focuses on digital inclusion and making online content more accessible.
      - [UC Master Gardener Program Brown Bag Webinar, Digital Inclusion: Making our Content More Accessible](#) (Jan. 2021), Melissa Womack
    - Locally offered core training and public education offered on weekends, evenings, and/or online to improve access.
  - *Future Tactics:*
    - Program adopts policies that permit activities such as co-learning and garden maintenance to be logged as volunteer hours.
    - Program supports the work of new volunteers (particularly those who are Black, Indigenous, People of Color, LGBTQ+ and those with disabilities) by adopting policies/practices ensuring that new volunteers can leverage their skills and community contacts, to expand the reach of our program through new initiatives/projects.
    - Program supports community gardens throughout the state, focusing on communities and neighborhoods underserved by our program.
      - Project integration with CalFresh Health Living at the statewide and local levels
    - Future gardening modules, books, and chapters produced in both English and Spanish
    - Materials (auto-translated web materials and recording/live event closed captioning) reviewed for completeness and accuracy in both English and Spanish.
    - Personnel and volunteers conduct strategic and intentional outreach to and engage in partnership with community leaders in communities underinvested by Cooperative Extension to improve volunteer recruitment and community engagement practices.
- Applying an anti-racist analysis to programs, advocacy, and decision-making  
 Goal: The organization develops and consistently applies a racial justice analysis to inform its decision-making and advocacy efforts.
  - *Current Tactics:*
    - Director partners with USDA NIFA to produce new guidelines for demographic data collection and affirmative action compliance.
    - [Project Prioritization Rubric](#) defines an excellent project as one in which communities underinvested by UC System (Black, Indigenous, Latino/a, People

of Color, LGBTQ+) are involved in decision-making, agenda-setting, and program evaluation.

- *Future Tactics:*

- Program pursues partnerships with community-based organizations and community colleges to provide horticulture training for short-term (or shorter-term) volunteers.
- Core training and public education materials available online; Participants may take the course for personal enrichment (with no expectation of volunteering) or with the intention of continuing as certified UC Master Gardener Program volunteers.
- Core training and public education are available virtually through an on-demand learning platform.
- Training materials include culturally relevant crops and gardening practices; Sliding scale payment and/or scholarships available for for-pay course modules.

**Bank of Future Sub-Goals/Tactics:**

- Program identifies, recruits and retains a diverse staff (where possible) and volunteer population. Efforts focus on communities underrepresented in the UC Master Gardener Program including Black, Indigenous, Latinx/Hispanic, People of Color, LGBTQ+, disability communities.
- Program supports staff and volunteer DEI leaders through providing forums for resource exchange and knowledge building.
- Program convenes an advisory group or committee (of internal and external members) to further analyze the UC Master Gardener Program's policies/practices through a DEI lens, recruiting willing participants who are including Black, Indigenous, Latinx/Hispanic, People of Color, LGBTQ+, disability communities.
- Program pursues partnerships with community-based organizations and community colleges to provide horticulture training for short-term (or shorter-term) volunteers.
- Program resources, including the core training and social media, are made available in Spanish.
- Personnel and volunteers conduct strategic and intentional outreach to and engage in partnership with community leaders in communities underinvested by Cooperative Extension to improve volunteer recruitment and community engagement practices.
- Program supports community gardens throughout the state, focusing on communities and neighborhoods underserved by our program.
- Training is available online. Participants are invited to take the training for personal enrichment (with no expectation of volunteering) or to take the training with the intention of continuing as certified UC Master Gardener Program volunteers.
- Training is available virtually through an on-demand learning platform.
- Program adopts policies that permit activities such as co-learning and garden maintenance to be logged as volunteer hours.
- Program supports the work of new volunteers by adopting policies/practices ensuring that new volunteers can leverage their skills and community contacts, to expand the reach of our program through new initiatives/projects.



- Program provides professional development and continuing education for personnel and volunteers on topics such as community engagement, cultural responsiveness, and program history/mission
- Training materials include culturally relevant crops and gardening practices.
- Program demographics (including those of volunteers and public contacts) are collected and analyzed. Demographic information analysis drives the statewide volunteer and public education outreach strategy.

#### **Challenges:**

- Bias on the part of personnel, volunteers, and clientele.
- DEI work is not often included in personnel and volunteer position descriptions.
- DEI work is not often rewarded in personnel reviews.
- Lack of buy-in from academic personnel to support online training.
- Lack of financial resources to invest in translation services, online learning platforms, and DEI-related facilitation.
- While offering training and events outside of work hours is desired and important, personnel may be unavailable/unwilling to work nights and weekends.
- UCANR's tendency to reward work that results in immediate outcomes. DEI work is often non-linear, long term, and relational.

#### **Resources:**

- [Continuum on Becoming an Anti-Racist Multicultural Organization](#) by Crossroads Ministry
- [How to Reach New and Diverse Audiences: DEI Best Practices for EMG Program Coordinators](#), by EMG National Committee, DEI Sub-Committee, May 2021
- Logic Model for UC ANR Diversity Equity and Inclusion Efforts by Kit Alviz and Katherine Soule, 2020 (to be added to ANR Learning and Development site)
- [Organizational Race Equity Toolkit and Assessment](#) by the Washington Race Equity and Justice Initiative (REJI), 2020
- [University of California Office of the President \(UCOP\) Anti-Racism Task Force Report](#) by UCOP Anti-Racism Task Force, 2020