**Unit Plan of Work (1 year)**

**(to impact grand challenges/state priority issues)**

|  |  |
| --- | --- |
| **Table 1: Complete the information below** | |
| Unit: | 10 |
| Program Year | Oct 1, 2022 –Sept 30, 2023 |

**Purpose:** *To provide an overview of*

* *state priority issues that staff within the unit plan to impact in locally relevant ways*
* Inclusion plans for reaching underrepresented audiences for programming and committee/council recruitment and retention

**Please name the file for your plan using the following format:**

2022-2023 Unit Plan of Work\_Unit #10

## **Illinois Extension’s Grand Challenge Goals and State Priority Issues**

|  |  |
| --- | --- |
| **(ECONOMY)**  **Grow a Prosperous Economy**   * Workforce Preparedness/Advancement * Financial Wellbeing * Economic Vitality | **(FOOD)**  **Maintain a Safe & Accessible Food Supply**   * Food Access * Food Safety * Food Production |
| **(COMMUNITY)**  **Support Strong and Resilient Youth, Families, and Communities**   * Involvement and Leadership * Connectedness and Inclusion * Thriving Youth | **(HEALTH)**  **Maximize Physical and Emotional Health for All**   * Chronic Disease Prevention and Management * Social and Emotional Health * Healthy and Safe Community Environments |
| **(ENVIRONMENT)**  **Sustain Natural Resources in Home & Public Spaces**   * Enhancing and Preserving Natural Resources * Engagement with Home and Community Landscapes and Environment |  |

Instructions: Complete each of the following tables.

## Table 1: **Overview of State Priority Issues Targeted Across Unit**

## Table 2: **Goals to Address the Thriving Youth State Priority Issue 2022-2023 (4-H Statewide Goals)**

Table 3: **Supplemental Issue-Focused Impact Plan**

ONLY IF staff in your unit will be devoting *concentrated effort* toward a state priority issue THAT IS NOT INCLUDED in an educator’s issue-focused impact plan (e.g. due to a staffing vacancy or other unique circumstances)

## Table 4: **Unit Councils/Committees Your Unit Plans to Target for Improved REG Representation**

## Table 5: **Programming Audience(s) Your Unit Plans to Target for Improved REG Representation**

UNIT OVERVIEW

Complete Table 1 below to provide an overview your unit’s overall state priority issue-focused impact plans. Be sure to include all state priority issues targeted in educator plans of work, SNAP-Ed strategic plan for your unit, Thriving Youth (detailed in Table 2 below), and any state priority issues targeted in your supplemental impact plan (detailed in Table 3 below if applicable). Add more rows you need additional space to list the state priority issues targeted by staff within your unit.

| **Table 1: Overview of State Priority Issues Targeted Across Unit** | |
| --- | --- |
| **Unit:** | **County Director:** |
| **State priority issue targeted** | **List each staff member who will be involved in addressing this priority issue for your unit. Include the staff member’s role (e.g. Educator, Extension Program Coordinator, Community Worker, County Director) and program area.** |
| Economic Vitality | Educator: Carrie McKillip |
| Community Involvement and Leadership | CD: Lisa Torrance  Educators: Shelby Carlson, Carrie McKillip and Tessa Hobbs-Curley  EPC: Beth Chatterton, Julian Inniss, Bobby Allaman and Emma Eathington |
| Workforce Preparedness/Advancement | Educators: Carrie McKillip and Tessa Hobbs-Curley |
| Social and Emotional Health | Educator: Tessa Hobbs-Curley |
| Chronic Disease Prevention and Management | Educator: Tessa Hobbs-Curley |
| Financial Wellbeing | Educator: Shelby Carlson and Tessa Hobbs-Curley |
| Thriving Youth | CD: Lisa Torrance  Educator: Shelby Carlson  EPC: Beth Chatterton, Julian Inniss, Bobby Allaman and Emma Eathington |
| Food Access | Educator: Chris Enroth  EPC: Wendy Ferguson  CW: Amy Finley and TBD |
| Food Production | Educator: Chris Enroth  EPC: Wendy Ferguson |
| Food Safety | CW: Amy Finley and TBD |
| Engagement with Home and Community Landscapes and Environment | Educator: Chris Enroth  EPC: Wendy Ferguson |
| Enhancing and Preserving Natural Resources | Educator: Chris Enroth  EPC: Wendy Ferguson |

| **Table 2: Goals to Address the Thriving Youth State Priority Issue 2022-2023 (4-H Statewide Goals)**  **The Statewide Illinois 4-H Priorities for 2022-25 include:**   * **(EPC Focus) To increase the # of youth who are deepening/extending their 4-H pathway experience. Each unit is asked to identify one of the following as a focus for 2022-23, with the intention to advance both over the next three years:**   + Beyond Unit Experiences: Expanding the pathway of youth already in a 4-H experience     - Example 1: Preparing county youth to participate in the state awards program with workshops to support youth in working on their applications     - Example 2: Recruiting a county/unit delegation to attend JLC, accompanied by local staff as the chaperone   + Beyond Group Enrollment: Increasing # of youth participating in school-based or other group enrollment program (such as embryology, Health Jam) who individually enroll/register for a follow-up 4-H experience (i.e. club, workshop, event) * **(Educator Focus) To implement a 4-H signature program in every county and metro area. Assumes full implementation of program and use of the provided evaluation form to collect participant data.** * **(EPC and/or Educator Focus) To identify an Expansion & Review goal to reach a specific, targeted underserved audience in each county and metro area to reach with a positive youth development experience each year. Underserved audiences can be identified by review of the county’s parity report. For counties already reaching parity, the goal is to reach a new audience not previously served.** | | | |
| --- | --- | --- | --- |
| Statewide Illinois Priority | Unit Focus | What actions will you take to meet the goal? | What unit staff will be working toward this goal or actions? |
| *Goal 1 (EPC Focus) To increase the # of youth who are deepening/extending their 4-H pathway experience* | Select 1 for 2022-23  \_\_x\_ Beyond Unit Experience  \_\_\_ Beyond Group Enrollment | Beyond Unit Experiences will be more directly marketed to members. EPC’s will assist with relationship building to ensure that those youth with interest get personal notification. Funding is already in place to help with this. | 4-H and SPIN Club EPCs with YDE and CD assistance |
| Goal 2: (Educator Focus) Implement a 4-H Signature Program in Every County and Metro Area | List the targeted signature programs:  Welcome to the Real World | Partnerships with CSC and Delabar CTE system for HK and W counties. McD County will be handled on a school by school request basis. | YDE and unit staff as needed to assist |
| Goal 3: Expansion & Review Target Audience (Each county and metro area should identify a specific school, partner organization or neighborhood of focus) | List each county and (if applicable) targeted metro area in your unit with the target audience: | Henderson – Low Income  Knox – Racially diverse, low income  McD - Racially diverse, low income  Warren – Racially diverse | In each county the 4-H EPC will lead with the assistance of the Unit SPIN Club EPC, the YDE and the CD |

OPTIONAL SUPPLEMENTAL ISSUE-FOCUSED IMPACT PLAN (IF APPROPRIATE TO YOUR UNIT)

There are times when unit staff will target an issue with outreach that is NOT included in an educator’s plan (often due to vacancies in staffing). Complete **Table 3: Supplemental Issue-Focused Impact Plan** ONLY if there are *concentrated efforts* NOT covered in one of your unit’s educator plans. Add more rows to Table 3 if you need additional space to outline the plan. Copy the table FOR EACH PRIORITY ISSUE if you expect to have *concentrated effort* devoted to more than one issue during the 2022-2023 Extension year. In Table 3, do not include issue-focused impact plans already outlined in an educator’s plan of work submitted within your unit.

Examples of types of programs/outreach activities you might include.

• Educational outreach onsite and online (direct education)

• Digitally and/or print-released information (indirect activities)

• Consultation and expert assistance for decision support

• Applied research

• Engaging in partnerships and coalitions to reach a common goal

| **Table 3: Supplemental Issue-Focused Impact Plan (if appropriate for your unit)**  **COMPLETE ONE TABLE PER STATE PRIORITY ISSUE YOU PLAN TO ADDRESS** | | |
| --- | --- | --- |
| **Identify the state priority issue to be targeted (**see [Illinois Extension’s Grand Challenge Focus Areas and Related State Priority Issues](#_Illinois_Extension’s_Grand)): | | |
| **Unit staff collaborating on/contributing to planned outreach addressing this issue:** | | |
| What planned outreach will you conduct to intentionally address this priority issue? Specify the details e.g. name of programs, indirect intervention channel, focus of applied research, specific partnerships and/or coalitions you will engage with, etc.  List each program or group of activities that are intended to target the **same audience(s) and outcome(s)** in a separate row. | Describe the audience(s) you will target with each planned outreach program or group of activities | What are the specific intended outcomes that will result from this planned outreach? Consider the following types of outcomes when listing the intended, specific outcomes of your planned outreach program or group of activities:   * Increase awareness/knowledge in… * Increase positive attitudes towards… * Participants report intent to change/adopt… * Increase/decrease in behaviors/practices such as…. * Changes in policies/environment such as….   (also indicate with an asterisk \* any outcomes **you plan to measure)** |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 4: Unit Councils/Committees Your Unit Plans to Target for Improved REG Representation**  **(add more rows if you plan to target more than two Councils/Committees) for 2022-2023** | | | |
| **Unit:** | | **County Director** | |
| Name of Council or Committee targeted for improved REG representation | What is your intended goal for improved REG representation? | What actions will you take to improve REG representation? | How will you document these actions? |
| 1. Expansion and Review Focus Groups | Increase unit awareness about barriers for REG minority access to programs and suggested steps for improved access. | Increase presence in school districts with concentrated REG minority populations. | Civil Rights sign in sheets at programs, online reporting systems, and success stories. |
| 2. Extension Council | Increase unit awareness about barriers for REG minority access to programs and suggested steps for improved access. | Increase participation from REG minority populations in all program areas. | Civil Rights sign in sheets at programs, online reporting systems, and success stories. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 5: Programming Audience(s) Your Unit Plans to Target for Improved REG Representation**  **(add more rows if you plan to target more than two audiences) for 2022-2023** | | | |
| Describe each audience targeted for improved REG representation in your unit programming. | What is your intended goal for improved REG representation? | What actions will you take to improve REG representation? | How will you document these actions? |
| 1. 1. Hispanic youth participation in 4-H programming | Follow a gradual 5 year plans (2021-2026) for introducing Extension and 4-H into the community as a trusted source of information and a safe place for youth. | Include translated materials where needed, work on elimination of barriers to enrollment and get new EPC enrolled in Latinx Outreach Series and additional trainings/mentoring | Attendance records for programming |
| 2. Racial minorities and low income students | Deliver public speaking and personal development programming to students in small groups with frequent visits to Housing Authorities and BBBS | Deliver 6 hours of programming via Extension staff at each site. | PEARS, student evaluations |
| 3. Increase diversity in MG/MN programming | Increase diversity by 3% over each of the next two years. (2021-2023) | Shift our language, build relationships, consider socio-economic factors and remove barriers | Maintain accurate volunteer files and compare diversity percentages at the end of each year. |
| 4. Community groups and committees focused on diversity advocacy, programming, and advancement. | Build awareness and programming in diverse populations throughout the Unit. | Continue current memberships in groups, look for additional groups and promote programming for communities currently underserved | Document memberships and programming partnerships. |
| 5. Increase diversity in FL programming | Increase diversity by 1% over each of the next two years (2022-2024) | Shift our language, build relationships and remove barriers | Will report in PEARS demographic information. |