

UNIT PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

Table 1: Complete the information below

Unit:	02
Program Year	Oct 1, 2021 –Sept 30, 2022

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:

YEAR Unit Plan of Work_Unit#

e.g., 2021-2022 Unit Plan of Work_Unit#

Illinois Extension’s Grand Challenge Goals and State Priority Issues

<p>(ECONOMY) Grow a Prosperous Economy</p> <ul style="list-style-type: none"> • Workforce Preparedness/Advancement • Financial Wellbeing • Economic Vitality (including the non-food ag sector) 	<p>(FOOD) Maintain a Safe & Accessible Food Supply</p> <ul style="list-style-type: none"> • Food Access • Food Safety • Food Production
<p>(COMMUNITY) Support Strong and Resilient Youth, Families, and Communities</p> <ul style="list-style-type: none"> • Involvement and Leadership • Connectedness and Inclusion • Thriving Youth (addressed only in Table 2 below) 	<p>(HEALTH) Maximize Physical and Emotional Health for All</p> <ul style="list-style-type: none"> • Chronic Disease Prevention and Management • Social and Emotional Health • Healthy and Safe Community Environments
<p>(ENVIRONMENT) Sustain Natural Resources in Home & Public Spaces</p> <ul style="list-style-type: none"> • 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 2021-2022** (4-H Club 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**

Table 6: **Progress Toward 2020-2021 Inclusion Goals (including successful actions)**

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: 02	County Director: Heather Coyle
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.
ECONOMY: Economic Vitality Educator POW - Delany	Mike Delany – Educator (CED) Johnna Jennings, Martha Ebbesmeyer Educators (4-H) Judy Hodge, Susan O’Connor EPCs
ECONOMY: Workforce Preparedness Educator POW - Delany	Ibid
ECONOMY: Workforce Preparedness Educator POW - Jennings	Johnna Jennings – Educator (4-H) Jodi Baumgartner – EPC (4-H); Melissa Irwin – EPC (4-H); Nicole Groezinger – EPC (4-H); Araceli Lopez, - EPC (4-H Latino)
HEALTH: Chronic Disease prevention and Management Educator POW - Jennings	Ibid
ENVIRONMENT: Enhancing and Preserving Natural Resources Educator POW - Doty	Peggy Doty – Educator (Ag & NR) Judith Hodge – EPC Connie Handel - EPC
ECONOMY: Community Involvement & Leadership Supplemental	Heather Coyle – County Director Peggy Doty – Educator (Ag & NR) Bruce Black – Educator (Hort) Judith Hodge – EPC; Connie Handel - EPC
FOOD: Production Supplemental	Heather Coyle – County Director Janice McCoy – County Director

Table 1: Overview of State Priority Issues Targeted Across Unit

Unit: 02	County Director: Heather Coyle
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.
	Melinda Charbonneau - EPC
HEALTH: Chronic Disease prevention and Management HEALTH: Healthy and Safe Community Environments SNAP – No Educator POW	Veronica Skaradzinski – SNAP Educator Natalie Coy – CW Jan Saglier – CW Tracy Marcus- CW

Table 2: Goals to Address the Thriving Youth State Priority Issue 2021-2022 (4-H Club Goals)

***Each unit 4-H Team is expected to plan for at least 1 Club Member Retention Goal and at least 1 Improved Diversity/Equity/Inclusion goal for 2021-2022. Add more rows to outline additional goals if needed.**

****Please note that Expansion and Review Committees and efforts are designed to help inform your goals related to growth and engagement with underserved audiences. Action plans outlined in this Plan of Work should enhance your current county expansion and review plans and outline intentional actions that will be taken this year.**

Examples of potential actions to improve Diversity/Equity/Inclusion:

- Recruit a volunteer who is experienced in serving minority youth to lead an in-person and/or virtual club this year in a community or geography of your unit historically underserved by Illinois 4-H.
- Request equity dialogue training through the Youth Leadership Team and recruit youth/volunteers to participate in your unit.
- Facilitate equity dialogues with all club officers and/or volunteers and host local conversation about how to improve experience of inclusion and belonging for youth who are new to 4-H.
- Establish a new relationship with a funder or donor who has equity as an explicit goal in their work – to work together toward equity goals for youth in your community.
- Recruit youth for participation in a C.A.R.E.S SPIN Club in the winter/spring (could be staff and/or volunteer-facilitated).
- Identify youth/volunteers/club in your unit with interest in advancing DEI goals and design a local response (consider applying for DEI funds through State 4-H Office to support this new effort)

*What is your intended goal?	What actions will you take to meet the goal?	Intended outcomes or indicators of success (be specific as to how you will track or measure)	What unit staff will be working toward this goal or actions?
<i>Club Member Retention Goal:</i> County 4-H Clubs	This opportunity will be for 4-H families in DeKalb and Ogle counties looking for a 4-H club experience different from their past community club. It is being designed to be more program oriented and as a way of retaining 4-H members.	<ul style="list-style-type: none"> • 4-H members and families will choose to reenroll in the county club experience versus not reenrolling. Youth will be asked to evaluate their experience in the county club.	Johnna Jennings – Educator (4-H) Jodi Baumgartner – EPC (4-H); Melissa Irwin – EPC (4-H); Nicole Groezinger – EPC (4-H); Araceli Lopez, - EPC (4-H Latino)
4-H Latino Clubs	The Hispanic/Latino population will be targeted in Boone and DeKalb Counties.	<ul style="list-style-type: none"> • Youth enrolled in 4-H will increase their involvement at the club, and county level. 	Ibid

Table 2: Goals to Address the Thriving Youth State Priority Issue 2021-2022 (4-H Club Goals)

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Examples of potential actions to improve Diversity/Equity/Inclusion:

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- Request equity dialogue training through the Youth Leadership Team and recruit youth/volunteers to participate in your unit.
- Facilitate equity dialogues with all club officers and/or volunteers and host local conversation about how to improve experience of inclusion and belonging for youth who are new to 4-H.
- Establish a new relationship with a funder or donor who has equity as an explicit goal in their work – to work together toward equity goals for youth in your community.
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*What is your intended goal?	What actions will you take to meet the goal?	Intended outcomes or indicators of success (be specific as to how you will track or measure)	What unit staff will be working toward this goal or actions?
		Youth will reenroll in the program and we will experience minimal loss of 4-H members in this population.	
Inclusion, Diversity and Equity – “We Connect”	4-H Leaders and Teens	<ul style="list-style-type: none"> • Increase awareness/knowledge in the need to accept and appreciate differences. <p>Increase awareness/knowledge of how 4-H can benefit ALL youth.</p>	Ibid

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 aligned with an educator's plan (often due to vacancies in staffing). If there are *concentrated efforts* that are NOT covered in one of your unit's educator plans but your unit staff will devote to address a state priority issue, complete **Table 3: Supplemental Issue-Focused Impact Plan**. 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 2021-2022 Extension year. In Table 2, 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](#)):

COMMUNITY: Community Involvement and Leadership

Unit staff collaborating on/contributing to planned outreach addressing this issue:

Connie Handel and Judy Hodge, EPC
Bruce Black, Hort. Educator Unit 4 advising
Heather Coyle, County Director

<p>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.</p> <p>List each program or group of activities that are intended to target the same audience(s) and outcome(s) in a separate row.</p>	<p>Describe the audience(s) you will target with each planned outreach program or group of activities</p>	<p>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:</p> <ul style="list-style-type: none"> • 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.... <p>(also indicate with an asterisk * any outcomes you plan to measure)</p>
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<p>All MG/MN activities with volunteer, leadership, or community service opportunities.</p> <p>Communication Activity: Meetings, newsletters, emails, etc. related to increase knowledge of opportunities.</p> <p>All same audience.</p>	<p>Master Gardeners Master Naturalists</p>	<p>Short Term (Knowledge)</p> <ul style="list-style-type: none"> • Increased knowledge of opportunities for community involvement, indicated by number of opportunities shared by Extension staff or within the group.* • Increased confidence in being a volunteer in the community, indicated by number of first-time volunteers per program.* • Increased awareness of community changes related to volunteer contributions, indicated by testimonials of MG/MN.* <p>Medium-Term (Behavior)</p> <ul style="list-style-type: none"> • Increased number of volunteer hours compared to last year.* • Increased number of volunteers in new leadership roles.* • Increased number of volunteer-led programs or programs converted from staff-led to volunteer-led.* • Increased program advocacy, indicated by number attending government or community meetings or events advocating for MG/MN/Extension.* <p>Long Term (Change in Condition)</p> <p>Participants stay engaged in the program and active in community service, indicated by retention rate for MG/MN and number of volunteer hours compared to previous year.*</p>

**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](#)):
FOOD: Food Production

Unit staff collaborating on/contributing to planned outreach addressing this issue:

**Melinda Charbonneau – EPC (Ag in the Classroom);
Janice McCoy and Heather Coyle - County Directors**

<p>All Ag in the Classroom Direct Education programs.</p> <p>Partnership with school related to program delivery and Ag Enrollments.</p> <p>Partnership with Ag Producers.</p>	<p>School-age children in Ogle, Carroll, and Whiteside Counties.</p> <p>(This position is shared between 2 units.)</p>	<p>Short Term (Knowledge)</p> <ul style="list-style-type: none"> • Increased awareness of local food production & producers. • Increased knowledge of where food comes from/Ag Awareness, indicated by number participating in Ag in the Classroom Programs.* <p>Medium-Term (Behavior)</p> <ul style="list-style-type: none"> • Increased number of students taking Ag classes or groups in high school, indicated by number enrolled in Ag courses per school.* <p>Long Term (Change in Condition)</p> <ul style="list-style-type: none"> • Increased number of informed consumers and policy makers. <p>Increased number of youth choosing careers in Agriculture. (Indicator TBD, Ag majors.)</p>
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**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 2021-2022**

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	Parity or greater	NA	Civil Rights Files, E&R docs
2. Hiring Committees	Expand advertising for vacancies	Explore alternative media	Hiring Table

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 2021-2022			
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. Latino	Maintain & grow 4-H Latino Clubs	Problem-solve barriers	Civil Rights Files
2.			

Table 6: Please review your unit's 2020-2021 intended goal(s) to improve REG representation and share your progress (including successful actions).			
Representation improvement goal from your 2019-2020 Unit Inclusion Plan	Was this a programming goal or council/committee representation improvement goal?	What progress were you able to make (if at all)?	What strategies/actions were most effective in making progress toward the goal(s)?
NA			