

UNIT PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	6 (Cook County)
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*

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:	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.
<p style="text-align: center;">(FOOD)</p> <p>Maintain a Safe & Accessible Food Supply</p> <ul style="list-style-type: none"> ✓ Food Access ✓ Food Safety ✓ Food Production 	<p>Educators: Gemini Bhalsod, Dominique Cobbs, Zach Grant, Nancy Kreith, Kathryn Pereira, Marilu Andon, Maria Gutierrez, Latosha Reggans, and Leonard Parker.</p> <p>Extension Program Coordinators: Sarah Batka, Margaret Burns-Westmeyer, Nejra Muminovic, Chanita Anderson, Elijah Holloman, and Amy Osterman.</p>
<p style="text-align: center;">(ECONOMY)</p> <p>Grow a Prosperous Economy</p> <ul style="list-style-type: none"> ✓ Workforce Preparedness/Advancement ✓ Financial Wellbeing ✓ Economic Vitality 	<p>Educators: Marilu Andon, Michele Crawford, Susan Gasper, Durriyyah Kemp, Meghan McCleary, Leonard Parker, Maria Gutierrez, Latosha Reggans, and Kathryn Pereira.</p> <p>Extension Program Coordinators: Amy Osterman, Chanita Anderson.</p>
<p style="text-align: center;">(ENVIRONMENT)</p> <p>Sustain Natural Resources in Home & Public Spaces</p> <ul style="list-style-type: none"> ✓ Enhancing and Preserving Natural Resources ✓ Engagement with Home & Community Landscapes & Environment 	<p>Educators: Gemini Bhalsod, Abigail Garofalo, Susan Gasper, Nancy Kreith, Zack Grant, Meghan McCleary, and Kathryn Pereira.</p> <p>Extension Program Coordinators: Sarah Batka, Margaret Burns-Westmeyer, Nejra Muminovic, and Valerie Kehoe.</p>
<p style="text-align: center;">(HEALTH)</p> <p>Maximize Physical & Emotional Health for all</p> <ul style="list-style-type: none"> ✓ Chronic Disease Prevention & Management ✓ Social and Emotional Health 	<p>Educators: Veronica Aranda, Michele Crawford, Molly Hofer, Sonia Lopez, Marilu Andon, Maria Gutierrez, Latosha Reggans, and Leonard Parker.</p> <p>Extension Program Coordinator: Chanita Anderson, Amy Osterman, Elijah Holloman, and Aida Peralta.</p>

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<p style="text-align: center;">(COMMUNITY) Support Strong & Resilient Youth, Families, and Communities ✓ Connectedness and Inclusion</p>	<p>Educator: Durriyyah Kemp</p>

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?
<p><i>Club Member Retention Goal:</i> <i>Ensure youth have access and opportunities to be involved in high quality programs.</i></p>	<p>Assist with needs assessments. Review and identify schools that are eligible for SNAP-Ed as a source to target underserved/un-served areas and opportunities to engage new youth and families.</p>	<p>4-H will be more accessible to underrepresented youth and families which will lead to measurable increases in participation.</p>	<p>Maria E. Gutiérrez Marilu Andon Chanita Anderson Amy Osterman Leonard Parker Latosha Reggans Elijah Holloman</p>

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<p>**Improved Diversity/Equity/Inclusion Goal:</p> <ul style="list-style-type: none"> ● <i>Study to understand Native American culture, customs, and norms. Seek the assistance of a cultural guide from a Native community.</i> ● <i>Direct intentions to increase Native</i> 	<p>Cook County 4-H has assessed and identified underserved/unserved youth, families, and communities. We have identified Native American youth and families to be unserved in Cook County.</p> <p>Action Step#1: Identify the percentage of Native American residents in Cook County using Census Data.</p> <p>Action Step#2: Determine the number of Native American youth in Cook County.</p>	<ol style="list-style-type: none"> 1. Dialogue about the 4-H program with stakeholders 2. Share curricula and programs that align with interests of Native American youth and families. 3. Gauge interest and support for 4-H programming within Native communities and schools 4. Gain predominately Native American 4-H Clubs lead by Native American youth and adult volunteer leaders. 	<p>Leonard Parker, Marilu Andon, Maria Gutierrez, Chanita Anderson, Amy Osterman, Latosha Reggans, Elijah Holloman</p>

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<p><i>American youth and families in participation in 4-H programming in Cook County</i></p> <ul style="list-style-type: none"> • <i>Identify the type of programming that will be culturally acceptable to the Native American community.</i> 	<p>Action Step#3: Determine the communities where most of the youth and families reside within the county (Northwest section of Chicago)</p> <p>Action Step#4: Devise an intentional plan to introduce and market the 4-H program to the Native American population that fits with the culture and customs of Native American citizens.</p>	<p>5. Encourage new Native American volunteer leaders to sign-up for specific leadership roles</p>	

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

**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. Unit 6 Extension Council	Increase the diversity of the council membership's REG that will reflect the demographics of Cook County	<ol style="list-style-type: none"> 1. County recruitment will include direct mailings to - neighborhood media outlets, faith-based institutions, secondary & post-secondary institutions, and Non-profits 2. Solicit recommendations from county staff of potential members 	Maintain copies of documents used to recruit. <ol style="list-style-type: none"> 1. List serves 2. Flyers 3. Call logs 4. Media postings
2. Expansion and Review Committee	<ol style="list-style-type: none"> 1. Increase membership to reflect the demographics of the county. 2. Conduct three meetings per year. 	<ol style="list-style-type: none"> 3. The 4-H staff and county director will target youth serving organizations and other residents/citizens who are interested in addressing youth issues of the county. 	Maintain copies of documents used to recruit. <ol style="list-style-type: none"> 1. Constant Contact 2. Mailings 3. Flyers 4. Face Book

**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. The targeted REG representation in participation in workshops, trainings, and volunteerism.	Increase the participation by 15% over what is reported for 2019-2020 and 2020-2021.	Review existing reports with staff and identify and take action to increase participation. Target marketing	Meeting minutes; file all marketing pieces used in the targeting efforts.

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 2020-2021 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)?
To be reported/updated when 2020-2021 participant REG data is available	The goal was programming diversity		