

UNIT PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	8
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: 8	County Director: Jill Guynn
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.
FOOD: Food Safety	Susan Glassman, Nutrition & Wellness Educator Sherry Todas, SNAP-Ed EPC Jani Kidd, SNAP-Ed EPC ABCs of School Nutrition
HEALTH: Chronic Disease Prevention and Management	Susan Glassman, Nutrition & Wellness Educator Sherry Todas, SNAP-Ed EPC Jani Kidd, SNAP-Ed EPC Christina Pienta, SNAP-Ed Community Worker LeighAnn Delaney, SNAP-Ed Community Worker Shasta Hladovcak, SNAP-Ed Community Worker Tonya Fitzpatrick, SNAP-Ed Community Worker
Health: Healthy and Safe Community Environments (PSE)	Susan Glassman, Nutrition & Wellness Educator Sherry Todas, SNAP-Ed EPC Jani Kidd, SNAP-Ed EPC
Economy: Financial Well-Being	Beth Dellatori (4-H YDE), Danielle Gapinski (4-H EPC), Toni Pienta (4-H EPC), Anne Scheel (4-H EPC)
Economy: Work Force Preparedness/ Advancement	Beth Dellatori (4-H YDE), Danielle Gapinski (4-H EPC), Toni Pienta (4-H EPC), Anne Scheel (4-H EPC), Aaron Lindstrom (Extra- Help 4-H STEM)
Environment: Engagement with Home/ Community Landscapes	Beth Dellatori (4-H YDE), Danielle Gapinski (4-H EPC), Toni Pienta (4-H EPC), Anne Scheel (4-H EPC)

Table 1: Overview of State Priority Issues Targeted Across Unit

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Health: Social & Emotional Health	Beth Dellatori (4-H YDE), Anne Scheel (4-H EPC)
Environment: Enhancing & Preserving Natural Resources	Beth Dellatori (4-H YDE), Danielle Gapinski (4-H EPC)

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> Maintain current club membership throughout the 2021-2022 year</p>	<ul style="list-style-type: none"> • Conduct unit-wide leader meetings and trainings to promote engaging community club meetings. • Target communities with current club membership to promote younger (Cloverbud) youth enrollment. • Project workshops targeted at all age ranges focusing on project areas. Target attendance would be 5 or more youth. 	<ul style="list-style-type: none"> • Membership enrollment stays the same (or increases) as 2020-2021 numbers • Participation in project workshops would be at 5 or more youth. • Leader meetings and workshops would have 10 or more in attendance 	<p>4-H Youth Development Educator and 4-H Program Coordinators</p>

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:

- 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>**Improved Diversity/Equity/Inclusion Goal:</p> <p>Continue Latino Outreach programs in the community of DePue</p>	<ul style="list-style-type: none"> ● Recruit a volunteer who is experienced in serving minority youth to lead an in-person and/or virtual club this year in DePue ● Include translated materials for students and parents, work on eliminating barriers to enrolling in 4-H system and be a steady presence in school and community. 	<ul style="list-style-type: none"> ● Introduce Extension and 4-H into the community as a trusted source of information and a place where kids are safe. ● Reconnect and support the existing after-school 4-H community club where members feel safe and welcome. 	<p>4-H Youth Development Educator and 4-H Program Coordinators</p>

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:		
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: <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.... (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 2021-2022**

Unit: 8		County Director: Jill Guynn	
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. 4-H Expansion & Review Committee	Expanded representation for each county, increase diversity for race/ethnicity relative to census data, balance youth/adult and male/female representation.	Review current representation. Review census data. Develop list by county of potential agencies and individuals to contact. Invite to next 4-H Expansion & Review Committee meeting.	Minutes of 4-H Staff meetings. Collection of Census data. List of contacts/outreach efforts and minutes of the 4-H Expansion & Review Committee with members attending.
2. Extension Council	Expanded representation for each county, increase diversity for race/ethnicity relative to census data, and review council grid for male/female and other representation areas.	Identify potential council members in each county and invite them to serve on the council.	Copies of council meeting minutes and emails to potential members.

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. Living Well with Diabetes/ Vivir Bien Con las Diabetes	Residents of Unit 8. Offer bi-lingual resources in Spanish for residents to decrease risk of development of diabetes. Target those who strive to prevent, manage or care for someone with diabetes	<p>Nutrition & Wellness Educator, Susan Glassman, will offer classes during the Spring or Fall semester, 2021 that provides educational learning and skill development in a participative environment.</p> <p>This diverse population will engage in preparing healthy recipes and bridging the communication gap through cooking together as an instructional design method.</p>	<p>Collaborate with library system in Mendota & DePue to offer in-person class.</p> <p>Promote local program through news release, share with churches and schools in communities.</p> <p>Evaluation using FCS standardized evaluation in PEARS</p> <p>Gain learning experiences through qualitative sharing on evaluation.</p> <p>Provide handout materials and keep copies of how many are distributed.</p>
2. Hispanic Health; Adult Education English as a Second Language, Citizenship Classes @ IVCC	<p>Adult Education Partnership, Illinois Valley Community College - targeting diverse audiences, Glassman has formed a partnership with Illinois Valley Community College Adult Education Program, focusing on reaching students learning English as a second language and those working to obtain citizenship. Students most often speak Japanese, Polish and Spanish as their native language.</p> <p>Working with the director of Adult Education, Sara Escatel. She has</p>	<p>Nutrition & Wellness Educator, Susan Glassman, will offer classes during the Spring or Fall semester, 2021 that provides educational learning and skill development in a participative environment.</p> <p>This diverse population will engage in preparing healthy recipes and bridging the communication gap through cooking together as an instructional design method.</p>	<p>Classes will be scheduled with Adult Education, visiting each class remotely or in-person for English as a Second Language and Citizenship.</p> <p>Promote local program through news release, share with churches and schools in communities.</p> <p>Evaluation using FCS standardized evaluation in PEARS</p> <p>Gain learning experiences through qualitative sharing on evaluation.</p>

	identified a need for skill development in learning to reduce chronic disease such as obesity, overweight and diabetes.		Provide handout materials and keep copies of how many are distributed.
3. Low-socio-economic population who fall at or below the federal poverty threshold - Walking Club	Promote benefits of physical activity, socialization, and family time with the Extension Education Center & Community Teaching Kitchen Walking Club – available as an in person or virtual guide.	<p>Nutrition & Wellness Educator, Susan Glassman will develop a partnership network within the cluster, LaSalle, Oglesby and Mendota of the EECCTK to engage organization participants in walking.</p> <p>Move outward to our identified communities for REG – Streator, DePue, Ottawa, Spring Valley.</p>	<p>Sign in sheets and demographics REG form.</p> <p>FCS Standardized Evaluation</p> <p>Gain learning experiences through qualitative sharing on evaluation.</p> <p>Provide handout materials and keep copies of how many are distributed.</p>
4. Low-socio-economic population who fall at or below the federal poverty threshold - PSE	Improve health for SNAP-Ed population by addressing socioeconomic factors and by making healthy choices more accessible.	Nutrition and Wellness Educator, Susan Glassman and EPC’s Sherry Todas and Jani Kidd will develop PSE partnerships and network to build better food access systems and coalition engagement .	<p>Collaborate and build coalition members from SNAP-Ed partners to promote and strategize implementation of SNAP-Ed resources to support healthy environments.</p> <p>Build system and policy to support healthy living environment.</p> <p>Gain learning experiences through qualitative sharing – Success Stories.</p> <p>Provide handout materials and keep copies of how many are distributed.</p>

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)?
Abriendo Caminos	Programming	Began opening doors in communities to promote the importance of family mealtime, physical activity and health food selection for Hispanic audiences.	Establishing relationship between Extension and Campus Leader to continue promoting programming to Hispanic audiences.
ABC's of School Nutrition	Programming	Provided ABC's of School Nutrition for communities of: Mendota, DePue, Streator, Spring Valley, LaSalle, Ottawa, and Marseilles. Mendota and DePue.	Extended to SNAP Eligible Schools and schools in our identified communities of: Mendota, DePue, Streator, Spring Valley, LaSalle, Ottawa, and Marseilles. Mendota and DePue
Walking Club	Programming	Promoted benefits of physical activity, socialization, and family time with the EECCTK Walking Club Guide Extended a walking club guide to Live Well Streator for use to engage community with physical activity and socialization.	Developed a partnerships and networks within the cluster, LaSalle, Oglesby, Mendota, and Streator to engage participants in walking.
4-H Expansion & Review Committee	Committee	Staff reviewed current representation and extended invitations to new members. Developed list by county of potential agencies and individuals to contact and conduct programming. Invited to next 4-H Expansion & Review Committee meeting.	Increased community partnerships. Engaged in better communication through reports to committee members. Encouraged committee members to engage in outreach. Surveys of committee members helped in planning and targeting community gaps.
