

2020-2021

## UNIT 19 PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

**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*

**DEADLINE:** COUNTY DIRECTORS WILL POST THE UNIT PLAN OF WORK TO THEIR UNIT'S BOX FOLDER BY **NOVEMBER 30, 2020**

## Illinois Extension's Grand Challenge Goals and State Priority Issues

<p><b>(ECONOMY)</b>  <b>Grow a Prosperous Economy</b></p> <ul style="list-style-type: none"> <li>• Workforce Preparedness/Advancement</li> <li>• Financial Wellbeing</li> <li>• Economic Vitality</li> </ul>	<p><b>(FOOD)</b>  <b>Maintain a Safe &amp; Accessible Food Supply</b></p> <ul style="list-style-type: none"> <li>• Food Access</li> <li>• Food Safety</li> <li>• Food Production</li> </ul>
<p><b>(COMMUNITY)</b>  <b>Support Strong and Resilient Youth, Families, and Communities</b></p> <ul style="list-style-type: none"> <li>• Involvement and Leadership</li> <li>• Connectedness and Inclusion</li> <li>• Thriving Youth</li> </ul>	<p><b>(HEALTH)</b>  <b>Maximize Physical and Emotional Health for All</b></p> <ul style="list-style-type: none"> <li>• Chronic Disease Prevention and Management</li> <li>• Social and Emotional Health</li> <li>• Healthy and Safe Community Environments</li> </ul>
<p><b>(ENVIRONMENT)</b>  <b>Sustain Natural Resources in Home &amp; Public Spaces</b></p> <ul style="list-style-type: none"> <li>• Enhancing and Preserving Natural Resources</li> <li>• Engagement with Home and Community Landscapes and Environment</li> </ul>	

Instructions: Complete each of the following tables.

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

Table 2: **Goals to Address the NEW Thriving Youth State Priority Issue 2020-2021** (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 2019-2020 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.

<b>Table 1: Overview of State Priority Issues Targeted Across Unit</b>	
<b>Unit: 19</b>	<b>County Director: Pam Vaughan-Sturgeon</b>
<b>State priority issue targeted</b>	<b>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.</b>
Health	Cheri Burcham, Educator, Family and Consumer Science/Family Life; Jenny Lee, EPC, Master Gardener/Master Naturalist, Mary Beth Massey, SNAP-Ed Program Coordinator; Kim Morrison, 4-H Youth Development, Educator; Jessica Hays, Jaylynn Schober, Angie Welker, & Yolanda Nation, 4-H EPCs; Elizabeth Hartke, Penny Hood, & Susan Stollard, SNAP-Ed Community Workers
Economy	Kim Morrison, 4-H Youth Development, Educator; Jessica Hays, Jaylynn Schober, Angie Welker, & Yolanda Nation, 4-H EPCs; Mary Beth Massey, SNAP-Ed Program Coordinator; Elizabeth Hartke, Penny Hood, & Susan Stollard, SNAP-Ed Community Workers
Community	Cheri Burcham, Educator, Family and Consumer Science/Family Life; Kim Morrison, 4-H Youth Development, Educator; Jenny Lee, EPC, Master Gardener/Master Naturalist; Mary Beth Massey, SNAP-Ed Program Coordinator; Elizabeth Hartke, Penny Hood, & Susan Stollard, SNAP-Ed Community Workers;
Food	Mary Beth Massey, SNAP-Ed Program Coordinator; Elizabeth Hartke, Penny Hood, & Susan Stollard, SNAP-Ed Community Workers; Kim Morrison, 4-H Youth Development, Educator; Jessica Hays, Jaylynn Schober, Angie Welker, & Yolanda Nation, 4-H EPCs
Environment	Cheri Burcham, Educator, Family and Consumer Science/Family Life; Jenny Lee, EPC, Master Gardener/Master Naturalist; Kim Morrison, 4-H Youth Development, Educator; Jessica Hays, Jaylynn Schober, Angie Welker, & Yolanda Nation, 4-H EPCs

**Table 2: Goals to Address the NEW Thriving Youth State Priority Issue 2020-2021 (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 2020-2021. Add more rows to outline additional goals if needed.**

\*\*Please note that Expansion and Review Committees 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. (refer to pages 5-11 in the 2020-21 4-H Policy Handbook).

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></p> <p>Retain and engage current 4-H members and families with virtual and home programming</p>	<ul style="list-style-type: none"> <li>• Provide project-based kits for at home or virtual programs</li> <li>• Convert face-to-face program formats to virtual delivery model</li> </ul>	<ul style="list-style-type: none"> <li>• Track number of programs:                             <ul style="list-style-type: none"> <li>○ offered at home or virtually</li> <li>○ offered using project-based kits</li> </ul> </li> <li>• Track number of participants in programs</li> </ul>	<p>Kim Morrison, 4-H Youth Development, Educator;</p> <p>Jessica Hays, Jaylynn Schober, Angie Welker, &amp; Yolanda Nation, 4-H EPCs</p>

**Table 2: Goals to Address the NEW Thriving Youth State Priority Issue 2020-2021 (4-H Club Goals)**

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- 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)

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<p><i>Improved Diversity/Equity/Inclusion Goal:</i></p> <p>Increase diversity/equity/inclusion awareness among 4-H members</p>	<ul style="list-style-type: none"> <li>• Provide conversations with 4-H members about the necessity for and understanding of diversity/equity/inclusion of all others</li> </ul>	<ul style="list-style-type: none"> <li>• Increase 4-H member knowledge and understanding about diversity/equity/inclusion.</li> <li>• Participants and members of diverse backgrounds will feel welcome and included.</li> </ul>	<p>Kim Morrison, 4-H Youth Development, Educator;</p> <p>Jessica Hays, Jaylynn Schober, Angie Welker, &amp; Yolanda Nation, 4-H EPCs</p>

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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?
Establish Chicken Coop Pantries (mini food pantries) Unit-wide	<ul style="list-style-type: none"> <li>• 4-H &amp; SNAP-Ed to establish pilot program in 2 to 4 locations (4-H State funding)</li> <li>• Determine success of pilot pantry program through sustainability</li> <li>• Examine feasibility of additional pantries throughout Unit (costs, locations, specific community needs, locations, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase community access to food and recipes.</li> <li>• Increase distribution of educational information about safety, production, and health of food.</li> <li>• Increase community support by providing resources for pantries.</li> <li>• Increase community involvement, connectedness and inclusion.</li> </ul>	<p>Cheri Burcham, Educator, Family and Consumer Science/Family Life;</p> <p>Jenny Lee, EPC, Master Gardener/Master Naturalist,</p> <p>Mary Beth Massey, SNAP-Ed Program Coordinator;</p> <p>Kim Morrison, 4-H Youth Development, Educator;</p>

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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?
	<ul style="list-style-type: none"> <li>• Establish partnerships for building, establishing, filling, monitoring, and maintaining pantries</li> <li>• Evaluation of pantry distribution - Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Increase financial well-being</li> <li>• Outcomes measured by the amount of food and educational information provided, used, and needed in ongoing succession (Number of established and sustained pantries throughout the Unit)</li> </ul>	<p>Jessica Hays, Jaylynn Schober, Angie Welker, &amp; Yolanda Nation, 4-H EPCs;</p> <p>Elizabeth Hartke, Penny Hood, &amp; Susan Stollard, SNAP-Ed Community Workers</p>

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Offer Mindfulness Walks/Hikes for: 1. Youth, 2. Adults, & 3. Intergenerational teams (youth/parent and/or youth/grandparent)	<ul style="list-style-type: none"> <li>• Combine curriculum &amp; resources from Unit content areas to support educational learning for program attendees</li> <li>• Determine program dates, locations, staff, volunteers, supplies, costs, etc. for program</li> <li>• Recruit Volunteers and teens in leadership roles to assist with programs</li> </ul>	<ul style="list-style-type: none"> <li>• Increase connectedness, inclusion, involvement and leadership in community</li> <li>• Increase in enhancing and preserving natural resources</li> <li>• Provide direction for food safety and production</li> <li>• Provide opportunity for social and emotional health in a safe and healthy environment</li> </ul>	<p>Cheri Burcham, Educator, Family and Consumer Science/Family Life;</p> <p>Jenny Lee, EPC, Master Gardener/Master Naturalist,</p> <p>Mary Beth Massey, SNAP-Ed Program Coordinator;</p> <p>Kim Morrison, 4-H Youth Development, Educator;</p>



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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?
	<ul style="list-style-type: none"> <li>• Market program to various current and potential groups/entities for participation in programs</li> <li>• Track number of participants enrolled in programs.</li> </ul>		<p>Jessica Hays, Jaylynn Schober, Angie Welker, &amp; Yolanda Nation, 4-H EPCs;</p> <p>Elizabeth Hartke, Penny Hood, &amp; Susan Stollard, SNAP-Ed Community Workers</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](#)):**

**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 <b>same audience(s) and outcome(s)</b> 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"> <li>• Increase awareness/knowledge in...</li> <li>• Increase positive attitudes towards...</li> <li>• Participants report intent to change/adopt...</li> <li>• Increase/decrease in behaviors/practices such as...</li> <li>• Changes in policies/environment such as...</li> </ul> <p>(also indicate with an asterisk * any outcomes <b>you plan to measure</b>)</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)**

<b>Unit:</b>		<b>County Director</b>	
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. Extension Council	Increase diversity, equity, and inclusion of Extension Council members	Contact and engage in conversations with a variety of Extension Council members to increase DEI.	Add documentation to files for annual DEI review and for the three-year Civil Rights Audit.

<b>Table 5: Programming Audience(s) Your Unit Plans to Target for Improved REG Representation</b> <b>(add more rows if you plan to target more than two audiences)</b>			
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. Clubs, Leaders, and Volunteers	Increase diversity, equity, and inclusion training for clubs, leaders, and volunteers	<ul style="list-style-type: none"> <li>• Create an online repository of resources including books, pamphlets, articles, videos etc.</li> <li>• Provide DEI learning opportunities for Clubs, Leaders, and Volunteers</li> </ul>	Add documentation to files for annual DEI review and for the three-year Civil Rights Audit.
2. Extension Unit Staff	Increase diversity, equity, and inclusion training for Extension Staff	<ul style="list-style-type: none"> <li>• Provide DEI and cultural sensitivity training</li> </ul>	Add documentation to files for annual DEI review and for the three-year Civil Rights Audit.

<b>Table 6: Please review your 2019-2020 intended goal(s) to improve REG representation and share your progress (including successful actions).</b>			
Representation improvement goal from your 2019-2020 Unit Inclusion Plan	Was this a <b>programming</b> goal or <b>council/committee</b> 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)?
2019-2020 PLAN NOT AVAILABLE			