

UNIT PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	#19
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:

2021-2022 Unit Plan of Work_Unit #19

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.
Health: Social and Emotional Health	Cheri Burcham, Extension Educator, Family and Consumer Science; Angela Welker, EPC, 4-H; Jaylynn Schober, EPC, 4-H; Jenny Lee, EPC, Master Gardeners/Master Naturalists; Kim Morrison, Extension Educator, 4-H and Youth Development.
Environment: Enhancing and Preserving Natural Resources	Jenny Lee, EPC, Master Gardeners/Master Naturalists
Environment: Engagement with Home and Community Landscapes and Environment	Jenny Lee, EPC, Master Gardeners/Master Naturalists
Food: Food Access	Meredith Epley (Probst), Extension Educator, SNAP Ed; Marybeth Massey, EPC, SNAP Ed, Susan Stollard, CW, SNAP Ed; Penny Hood, CW, SNAP Ed; Elizabeth Hartke, CW, SNAP Ed; Yolanda Nation, EPC, 4-H
Health: Chronic Disease Prevention and Management	Kim Morrison, Extension Educator, 4-H and Youth Development; Yolanda Nation, EPC, 4-H; Angela Welker, EPC, 4-H; Jaylynn Schober, EPC, 4-H; Jessica Hays, EPC, 4-H; Cheri Burcham, Extension Educator, Family and Consumer Sciences; Marybeth Massey, EPC, SNAP Ed; Susan Stollard, EPC, SNAP Ed; Penny Hood, EPC, SNAP Ed; Elizabeth Hartke, EPC, SNAP Ed; Meredith Epley (Probst), Extension Educator, SNAP Ed.

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.
Community: Involvement and Leadership	Kim Morrison, Extension Educator, 4-H and Youth Development; Yolanda Nation, EPC, 4-H; Angela Welker, EPC, 4-H; Jaylynn Schober, EPC, 4-H; Jessica Hays, EPC, 4-H; Jenny Lee, EPC, Master Gardeners/Master Naturalists
Food: Food Production	Kim Morrison, Extension Educator, 4-H and Youth Development; Jessica Hays, EPC, 4-H; Jenny Lee, EPC, Master Gardeners/Master Naturalists; Mark Becker, State 4-H Specialist

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></p> <p>Unit wide – 75% reenrollment</p> <p>Shelby – Papercraft SPIN Club</p> <p>Coles – STEM Club</p> <p>MoDo – New leaders to replace retiring leader</p> <p>Cumberland – Neoga Health Jam</p>	<p>Conduct Unit wide Leader training</p> <p>Offer Unit wide workshops</p> <p>Market additional 4-H opportunities during school workshops/programs</p>	<p>Review reenrollment numbers</p> <p>Track number of participants based on how they learned about the program</p>	<p>Kim Morrison, 4-H Youth Development, Educator;</p> <p>Jessica Hays, Jaylynn Schober, Angie Welker, & Yolanda Nation, 4-H EPCs</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>**Improved Diversity/Equity/Inclusion Goal:</p> <p>Increase diversity/equity/inclusion awareness among 4-H Members and Leaders</p>	<p>Incorporate more inclusive language in programs and workshops</p> <p>Recruit a diversity of volunteers to support youth to feel welcome in all 4-H spaces</p> <p>Engage volunteers and underrepresented youth in innovative and culturally relevant experiences</p>	<p>An increase in the number of youth and adults from underrepresented communities will engage with 4-H.</p> <p>Track the number of new youth and adult participants</p>	<p>Kim Morrison, 4-H Youth Development, Educator;</p> <p>Jessica Hays, Jaylynn Schober, Angie Welker, & Yolanda Nation, 4-H EPCs</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](#)):

Food Access

Unit staff collaborating on/contributing to planned outreach addressing this issue: Kim Morrison, Extension Educator, 4-H and Youth Development; Yolanda Nation, EPC, 4-H; Angela Welker, EPC, 4-H; Jaylynn Schober, EPC, 4-H; Jessica Hays, EPC, 4-H; Cheri Burcham, Extension Educator, Family and Consumer Sciences; Marybeth Massey, EPC, SNAP Ed; Susan Stollard, EPC, SNAP Ed; Penny Hood, EPC, SNAP Ed; Elizabeth Hartke, EPC, SNAP Ed; Meredith Epley (Probst), Extension Educator, SNAP Ed.; Jenny Lee, EPC, Master Gardeners/Master Naturalists.

<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>Establish Mini Food Pantries throughout the counties of Unit #19</p> <ul style="list-style-type: none"> • 4-H & SNAP-Ed to establish pilot program in 2 locations • Determine success of pilot pantry program through sustainability • Examine feasibility of additional pantries throughout Unit (costs, locations, specific community needs, locations, etc.) • Establish partnerships for building, establishing, filling, monitoring, and maintaining pantries 	<ul style="list-style-type: none"> • Low-income individuals and families 	<ul style="list-style-type: none"> • Increase community access to food and recipes. • Increase distribution of educational information about safety, production, and health of food. • Increase community support by providing resources for pantries. • Increase community involvement, connectedness and inclusion. • Increase financial well-being • 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)
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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. Unit #19 Extension Council	Increase Underserved Audience Representation by at least one council member for the 2022-2023 Council Year	Continue efforts to identify and recruit Extension Council members from underserved audiences in areas identified by existing Council members, local agency partners and census tracts.	Documentation will be shown in the Unit's Extension Council documents submitted in June 2022.
2. Shelby and Coles County Expansion and Review Committees	Increase Underserved Audience representation to align more closely with census data.	Continue efforts to identify and recruit Expansion and Review Committee members from underserved audiences in areas identified by existing Committee members, local agency partners and census tracts.	Documentation will be shown in the Unit's Annual Civil Rights report and Civil Rights worksheets.

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. Low income	Reach SNAP eligible participants with SNAP Ed, 4-H, and Family Life programming.	Target food pantries, food distributions, after-school programs, and homeless/domestic violence shelters.	Through Civil Rights and PEARS reporting.
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)?