

UNIT PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	18
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: 18	County Director: Acting County Director, Lisa Peterson/ Permeant County Director Amanda Cole
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.
ENVIRONMENT-Engagement with Home and Community Landscapes	Andrew Holsinger, Extension Educator, ANR (Horticulture)
ENVIROMENT-Enhancing and Preserving Natural Resources	Andrew Holsinger, Extension Educator, ANR (Horticulture)
FOOD-Food Access	Andrew Holsinger, Extension Educator, ANR (Horticulture) Elizabeth Conrady, Community Worker, SNAP-Ed Meghan Wolff, Community Worker, SNAP-Ed
FOOD-Food Production	Andrew Holsinger, Extension Educator, ANR (Horticulture)
HEALTH-Chronic Disease Prevention and Management	Lisa Peterson, Extension Educator, FCS (Nutrition and Wellness) Elizabeth Conrady, Community Worker, SNAP-Ed Meghan Wolff, Community Worker, SNAP-Ed Sara Marten, Extension Educator, 4-H/Youth Development Alexis McDowell, Extension Program Coordinator, 4-H/Youth Development Kate Harding, Extension Program Coordinator, 4-H/Youth Development Elisha Hughes, Extension Program Coordinator, 4-H/Youth Development Jessica Jaffry, Extension Program Coordinator, 4-H/Youth Development
ECONOMY-Workforce Preparedness/Advancement	Sara Marten, Extension Educator, 4-H/Youth Development Alexis McDowell, Extension Program Coordinator, 4-H/Youth Development Kate Harding, Extension Program Coordinator, 4-H/Youth Development Elisha Hughes, Extension Program Coordinator, 4-H/Youth Development Jessica Jaffry, Extension Program Coordinator, 4-H/Youth Development Valerie Belusko, Extension Program Coordinator, CE

Table 1: Overview of State Priority Issues Targeted Across Unit

Unit: 18	County Director: Acting County Director, Lisa Peterson/ Permeant County Director Amanda Cole
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-Financial Well-being	Sara Marten, Extension Educator, 4-H/Youth Development Jessica Jaffry, Extension Program Coordinator, 4-H/Youth Development
FOOD-Food Safety	Lisa Peterson, Extension Educator, FCS (Nutrition & Wellness)

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>Retain and engage current 4-H members and families with programming that can be done at home or virtually</i></p>	<p>Intentionally using parts of the 4-H Thrive Model to improve overall youth program quality (improved communication through quarterly new member newsletters, updating the 4-H family handbook)</p>	<ul style="list-style-type: none"> - Tracking retention numbers of new 4-H club members (past 3 years) - Members self-report higher feelings of belonging and club quality on 4-H club impact survey 	<p>Sara Marten, 4-H Youth Development Educator</p> <p>Alexis McDowell, 4-H Program Coordinator, Christian County</p> <p>Jessica Jaffry, 4-H Program Coordinator, Jersey County</p> <p>Kate Harding, 4-H Program Coordinator, Macoupin County</p> <p>Elisha Hughes, 4-H Program Coordinator, Montgomery County</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?
**Improved Diversity/Equity/Inclusion Goal:	Identifying areas of underserved youth and communities through the expansion and review process (focus on parity and equity) - Providing training to staff on ‘opportunity for all’, self-identity and belonging (statewide and locally)	- County 4-H enrollment (clubs and groups) will be representative of the community	Sara Marten, 4-H Youth Development Educator Alexis McDowell, 4-H Program Coordinator, Christian County Jessica Jaffry, 4-H Program Coordinator, Jersey County Kate Harding, 4-H Program Coordinator, Macoupin County Elisha Hughes, 4-H Program Coordinator, Montgomery County

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:		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 18 Extension Council (Lisa Peterson/Amanda Cole)	Add one new member to the Unit 18 Extension Council, which represents a minority group.	Identify potential members that represent minority groups.	1. Documentations of emails, letters or phone conversations that show communications with potential members. 2. Unit 18 Extension Council grid 2021-2022, that shows REG of membership.
2. 4-H Expansion & Review Committee (Sara Marten)	Add at least one new member to the unit-wide expansion and review committee that represents a minority group.	Identify potential community members that represent minority groups.	Documentation of emails, letters or phone conversations that show communication with potential members and/or community groups.

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?
African American population based in Montgomery County (Andrew Holsinger)	Offering a horticulture program at a church in Montgomery County with a high minority population	Building a relationship with church leaders to plan and offer program to their membership	Information will be entered into PEARS along with REG information collected at the workshops Inclusive marketing used for targeted program

African American population in Macoupin County (Connie Niemann) Diverse minority population in Christian County (Rebecca Livingston)	Creating Ag. Literacy Take Home Educational kits to be distributed at Royal Lakes and Kemmer Village.	Establish relationship with school personnel at Kemmer Village and with community leaders in Royal Lakes. Both of these entities serve high minority populations.	Participant REG information will be collected from participants who receive the kits and entered into PEARS
Diverse minority population in Montgomery County (Valerie Belusko)	Reaching out to 3-5 minority owned business in Montgomery County	Build relationships and offer referrals to DCEO programs, grants, etc.	Documented in the impact report for 2022 and success stories for upcoming civil rights review.

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)?
Unit 18 Extension Council – Add one new member which represents a minority group. (Amanda Cole)	Council/Committee Representation Improvement Goal	We did identify a list of potential Extension Council members that represent minority groups. But it was determined due to the Unit transition, the invites would occur after October 1, 2021.	
4-H/Livestock Committee – Montgomery County – Add one new member which represents a minority group. (Elisha Hughes)	Council/Committee Representation Improvement Goal	Made list of potential members. No meeting held due to the COVID 19 pandemic, therefore no invite sent.	
Two Expansion and Review Meetings for Unit 18. (Sara Marten)	Council/Committee Representation Improvement Goal	Yes, accomplished. 05/12/2021 & 08/30/2021 Unit-wide E&R meetings.	1. Virtual meeting option helped to secure attendees. 2. Increased marketing efforts for both meetings.
Try to offer one nutrition program in the Royal Lakes community during 2020-2021. (Lisa Peterson)	Programming Goal	In progress. Contact secured, with potential site. Issue is employee switched positions in May of 2021.	

<p>Try to offer program on Asian Vegetables during 2020-2021, that reaches targeted minority population. (Andrew Holsinger)</p>	<p>Programming Goal</p>	<p>Yes, accomplished program offered. Twelve participants, no one identified directly as AAPI.</p>	<ol style="list-style-type: none"> 1. Flyer translated into Mandarin. 2. Marketing materials distributed at two local Asian restaurants.
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EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	18
Your Program Area:	Agriculture and Natural Resources (ANR)
Educator Name:	Andrew Holsinger
Program Year	Oct 1, 2021 –Sept 30, 2022

PURPOSE: TO INCREASE THE LIKELIHOOD THAT PROGRAMS AND OUTREACH ACTIVITIES WILL BE INTENTIONALLY TARGETED TOWARD OUTCOMES/IMPACTS THAT ALIGN WITH OUR GRAND CHALLENGES/STATE PRIORITY ISSUES.

SNAP-Ed EDUCATORS AND **EFNEP** EDUCATORS ARE NOT EXPECTED TO COMPLETE AN EDUCATOR PLAN OF WORK AS THEY WILL FOLLOW **INEP** GUIDANCE FOR PLANNING DOCUMENTS

PLEASE NAME THE FILE FOR YOUR PLAN USING THE FOLLOWING FORMAT TO INCLUDE YEAR AND NAME:

{Year} Educator Plan of Work_Lastname_Firstname
e.g., 2021-2022 Educator Plan of Work_Welbes_Beth

Illinois Extension’s Grand Challenge Goal Statements and Related 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 (plans for this priority will be addressed in the 2021-2022 Unit Plan of Work) 	<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 	

This plan of work is **NOT** intended to outline all outreach activities that you will conduct and report during the program year. This plan of work is focused on developing **one or more issue-focused impact plans** (see Table 1). Each issue-focused impact plan will include outreach activities that *directly align a state priority issue* and will represent a *concentrated focus* of your work. At the conclusion of the program year, you will be expected to submit one brief IMPACT Success Story in PEARS that describes a summary of the activities and outcome evaluation results associated with addressing a state priority issue.

Instructions:

Complete the **Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led by Educator)** for EACH state priority issue you will direct *concentrated effort* toward OR will lead a team in your unit or statewide to address. Add more rows to the table if you need additional space to describe your issue-focused impact plan. Copy the table to outline each issue-focused impact plan if you will (or will lead a unit team to) direct *concentrated effort* to more than one state priority issue during the program year.

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 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)
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 Goal Statements and Related State Priority Issues](#)):

ENVIRONMENT – Engagement with Home and Community Landscapes

Other 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 this 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>
<p>Gardeners Corner Publications Indirect activities, articles, press releases, publications</p>	<p>Illinois residents from across the state</p>	<ul style="list-style-type: none"> • Increased knowledge of plant health and management, e.g. turf, plants, trees • Increased knowledge of environmentally beneficial home and community landscape design, e.g. rain barrels, rain gardens • Increased knowledge of home environmental stewardship, e.g. composting, recycling, energy efficiency • Increased changes to improve plant health and management (e.g. soil test, appropriate variety selection, adopt IPM practice)

<p>Four Seasons Webinar Series Direct education webinars, live via zoom and recorded and posted on YouTube</p>	<p>Illinois residents from across the state. Also reaches people across the US and world.</p>	<ul style="list-style-type: none"> • Increased knowledge of plant health and management, e.g. turf, plants, trees * • Increased knowledge of environmentally beneficial home and community landscape design, e.g. rain barrels, rain gardens * • Increased knowledge of home environmental stewardship, e.g. composting, recycling, energy efficiency * • Increased changes to improve plant health and management (e.g. soil test, appropriate variety selection, adopt IPM practice) *
<p>Good Growing Webinar Series Direct education webinars, live via zoom and recorded and posted on YouTube</p>	<p>Residents of Calhoun, Cass, Greene, Morgan, Scott, Adams, Brown, Hancock, Pike, Schuyler, Henderson, Knox, McDonough, Warren, Christian, Jersey, Macoupin and Montgomery counties.</p> <p>Residents of Illinois and beyond.</p>	<ul style="list-style-type: none"> • Increased knowledge of plant health and management • Increased knowledge of environmentally beneficial home and community landscape design • Increased knowledge of home environmental stewardship • Increased changes to improve plant health and management • Increased installation/ adoption of beneficial landscape elements • Increased adoption of home environmental stewardship <p>*Will measure outcomes based on what topics are presented</p>
<p>Expert assistance on plant health, pest management, and garden development or maintenance</p>	<p>Illinois residents</p>	<ul style="list-style-type: none"> • Increased ability to make an informed decision to support plant health, garden development and/or maintenance • Increased changes to improve plant health and management (e.g. soil test, appropriate variety selection, adopt IPM practice) <p>Sustained use of practices for improved plant health</p>

<p>Public Programs and Workshops</p> <ul style="list-style-type: none"> • Direct education programs on home and community gardening topics such as container gardening, seed starting, pollinators, etc <p>Direct education programs Extension offices, online or community spaces</p>	<p>Local Adult Community Members</p>	<ul style="list-style-type: none"> • Increased knowledge of plant health and management, e.g. turf, plants, trees * • Increased knowledge of environmentally beneficial home and community landscape design, e.g. rain barrels, rain gardens * • Increased knowledge of home environmental stewardship, e.g. composting, recycling, energy efficiency * • Increased appreciation for nature and the environment • Participants report intent to improve plant health and management techniques, e.g. turf, plants, trees * • Participants report intent to implement environmentally beneficial home and community landscape design, e.g. rain barrels, rain gardens * • Participants report intent to implement home environmental stewardship techniques, e.g. composting, recycling, energy efficiency * • Increased involvement in environmental and nature activities • Increased time outdoors
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<p>Master Gardener Training Live supplemental webinars via zoom in conjunction with state online Master Gardener training modules</p>	<p>Adults over 18 who are interested in volunteering in Horticulture for Illinois Extension in Christian, Jersey, Macoupin and Montgomery Counties</p>	<ul style="list-style-type: none"> • Increased knowledge of plant health and management, e.g. turf, plants, trees * • Increased knowledge of environmentally beneficial home and community landscape design, e.g. rain barrels, rain gardens * • Increased knowledge of home environmental stewardship, e.g. composting, recycling, energy efficiency * • Increased appreciation for nature and the environment • Participants report intent to improve plant health and management techniques, e.g. turf, plants, trees * • Participants report intent to implement environmentally beneficial home and community landscape design, e.g. rain barrels, rain gardens * • Participants report intent to implement home environmental stewardship techniques, e.g. composting, recycling, energy efficiency * • Increased involvement in environmental and nature activities • Participants report greater confidence in educating general public on improved environmental, and home and landscape practices *
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Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)
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 Goal Statements and Related State Priority Issues](#)):

ENVIRONMENT – Enhancing and Preserving Natural Resources

Other 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 this 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>Public Programs and Workshops</p> <ul style="list-style-type: none"> • Direct education programs on environmental topics such as sustainable landscape practices, native plants, and tree planting and care <p>Direct education programs Extension offices, online or community spaces</p>	<p>Local Adult Community Members</p>	<ul style="list-style-type: none"> • Increased knowledge of plant health and management, e.g. turf, plants, trees * • Increased knowledge of environmentally beneficial home and community landscape design, e.g. rain barrels, rain gardens * • Increased knowledge of home environmental stewardship, e.g. composting, recycling, energy efficiency * • Increased appreciation for nature and the environment • Participants report intent to improve plant health and management techniques, e.g. turf, plants, trees * • Participants report intent to implement environmentally beneficial home and community landscape design, e.g. rain barrels, rain gardens * • Participants report intent to implement home environmental stewardship techniques, e.g. composting, recycling, energy efficiency * • Increased involvement in environmental and nature activities • Increased time outdoors
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Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)
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 Goal Statements and Related State Priority Issues](#)):

FOOD – Food Access

Other 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 this 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>
<p>School and Community Gardens</p>	<p>School and community partners in Unit 18</p>	<ul style="list-style-type: none"> • Increased number of school and community gardens • Increased strategies and plans to grow food locally <p>Increased amount of food supplied to low access areas (pounds of produce, meals packaged, etc.)</p>

Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)
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 Goal Statements and Related State Priority Issues](#)):

FOOD – Food Production

Other 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 this 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>
<p>Fruit and Vegetable Public Programs and Workshops</p> <ul style="list-style-type: none"> • Direct education programs on home and community gardening topics such as berry production, tree fruit pruning, orchard production, etc. <p>Direct education programs Extension offices, online or community spaces</p>	<p>Landowners Commercial farmers Small scale farmers</p>	<ul style="list-style-type: none"> • Increased knowledge of plant health and management • Increased knowledge of home environmental stewardship • Increase awareness of food production methods • Increase knowledge of food production and growing techniques • Changes adopted in growing techniques • Increased number of urban farmers and gardeners • Increased home fruit and vegetable production • Increased delivery of Master Gardeners volunteer-led programming and outreach • Increased changes to improve plant health and management (e.g. soil test, appropriate variety selection, adopt IPM practice)

EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below

Unit:	18
Your Program Area:	4-H Youth Development
Educator Name:	Sara Marten
Program Year	Oct 1, 2021 –Sept 30, 2022

PURPOSE: TO INCREASE THE LIKELIHOOD THAT PROGRAMS AND OUTREACH ACTIVITIES WILL BE INTENTIONALLY TARGETED TOWARD OUTCOMES/IMPACTS THAT ALIGN WITH OUR GRAND CHALLENGES/STATE PRIORITY ISSUES.

SNAP-Ed EDUCATORS AND **EFNEP** EDUCATORS ARE NOT EXPECTED TO COMPLETE AN EDUCATOR PLAN OF WORK AS THEY WILL FOLLOW **INEP** GUIDANCE FOR PLANNING DOCUMENTS

PLEASE NAME THE FILE FOR YOUR PLAN USING THE FOLLOWING FORMAT TO INCLUDE YEAR AND NAME:

{Year} Educator Plan of Work_Lastname_Firstname
e.g., 2021-2022 Educator Plan of Work_Welbes_Beth

Illinois Extension’s Grand Challenge Goal Statements and Related 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 (plans for this priority will be addressed in the 2021-2022 Unit Plan of Work) 	<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 	

This plan of work is **NOT** intended to outline all outreach activities that you will conduct and report during the program year. This plan of work is focused on developing **one or more issue-focused impact plans** (see Table 1). Each issue-focused impact plan will include outreach activities that *directly align a state priority issue* and will represent a *concentrated focus* of your work. At the conclusion of the program year, you will be expected to submit one brief IMPACT Success Story in PEARS that describes a summary of the activities and outcome evaluation results associated with addressing a state priority issue.

Instructions:

Complete the **Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led by Educator)** for EACH state priority issue you will direct *concentrated effort* toward OR will lead a team in your unit or statewide to address. Add more rows to the table if you need additional space to describe your issue-focused impact plan. Copy the table to outline each issue-focused impact plan if you will (or will lead a unit team to) direct *concentrated effort* to more than one state priority issue during the program year.

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 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)

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 Goal Statements and Related State Priority Issues](#)):

HEALTH – Chronic Disease, Prevention, Management

Other 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 this 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>
<p>4-H Food Challenge</p>	<p>Nokomis High School (20 youth) Carlinville High School (20 youth) Jerseyville High School (20 youth)</p>	<ul style="list-style-type: none"> • Increase knowledge of how to prevent chronic conditions • Increase belief that they can have a role in managing their health • Increase skill in preparing healthful foods • Increase intake in healthful foods
<p>Health Jam</p>	<p>Carlinville Intermediate School (100 youth)</p>	<ul style="list-style-type: none"> • Increase belief that they can have a role in managing their health • Articulate action in the future that can improve health (goals, plans) • Increase physical activity • Increase knowledge and interest in health careers

Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)
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 Goal Statements and Related State Priority Issues](#)):

ECONOMY – Workforce Preparedness & Advancement

Other 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 this 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>
<p>Ready 4 Work</p>	<p>Taylorville High School (20 youth)</p>	<ul style="list-style-type: none"> • Increase knowledge of life skills, technology and career specific • Increase awareness or need to prepare for the workforce through education and training • Increase in skills necessary for successful employment
<p>DIY Code & Build & Maker</p>	<p>Montgomery County</p>	<ul style="list-style-type: none"> • Increase knowledge of life skills, technology and career specific skills

Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)

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 Goal Statements and Related State Priority Issues](#)):

ECONOMY – Financial Well-Being

Other 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 this 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>
<p>Welcome to the Real World</p>	<p>Jerseyville High School (20 youth)</p>	<ul style="list-style-type: none"> • Increase awareness related to financial wellness education • Increase knowledge about personal finance • Increase confidence in being able to manage financial resources • Increase skills in personal finance

EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	18
Your Program Area:	Family & Consumer Sciences-Nutrition & Wellness
Educator Name:	Lisa Peterson
Program Year	Oct 1, 2021 –Sept 30, 2022

PURPOSE: TO INCREASE THE LIKELIHOOD THAT PROGRAMS AND OUTREACH ACTIVITIES WILL BE INTENTIONALLY TARGETED TOWARD OUTCOMES/IMPACTS THAT ALIGN WITH OUR GRAND CHALLENGES/STATE PRIORITY ISSUES.

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{Year} Educator Plan of Work_Lastname_Firstname
e.g., 2021-2022 Educator Plan of Work_Welbes_Beth

Illinois Extension's Grand Challenge Goal Statements and Related 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 (plans for this priority will be addressed in the 2021-2022 Unit Plan of Work) 	<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 	

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Instructions:

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- Consultation and expert assistance for decision support
- Applied research
- Engaging in partnerships and coalitions to reach a common goal

Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)
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 Goal Statements and Related State Priority Issues](#)): **FOOD-Food Safety**

Other 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 this 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>
<p>Direct Education: Continue to teach the Certified Food Protection Managers Classes in person every three months throughout 2021 in Christian, Macoupin, and Montgomery Counties with a class of at least 5 individuals. Teach three class in Christian County on a Saturday & Sunday to reach those who work during the weekdays.</p>	<p>Those wishing to sell at the Farmers Market, food service employees and managers, daycare providers who serve food.</p>	<ul style="list-style-type: none"> • Improved handwashing and controlling temperature of food* • Implemented at least one food safety practice* • Shared Food safety knowledge with others*
<p>Indirect Education: Promoting Fill Your Pantry seasonal handouts in regard to food preservation through the state/local website, and social media</p>	<p>Master Gardeners, Gardeners, Individuals who can, freeze, and dry, cottage food producers</p>	<ul style="list-style-type: none"> • Increased knowledge and awareness of how to safely freeze, can, and dry foods for long term use. • Increased confidence in water bath and pressure canning

Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)

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 Goal Statements and Related State Priority Issues](#)): **HEALTH-
Chronic Disease Prevention and Management**

Other 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 this 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>
<p>Direct Education: Offer diabetes series and individual diabetes cooking classes with Hillsboro Area Hospital, Community Hospital of Staunton, and Carlinville Area Hospital</p>	<p>Low-income adults (18-65+) individuals living in Montgomery County with diabetes or caring for someone with diabetes, Adults in the Staunton-Gillespie region living with diabetes or caring for someone with diabetes, Adults in the Carlinville region who have diabetes or caring for someone with diabetes.</p>	<p>SHORT TERM GOALS:</p> <ul style="list-style-type: none"> • Increase knowledge of health effects of poorly managed diabetes, proper glucose monitoring, incorporating healthy fats into a meal plan, meal planning with diabetes, serving size versus portion sizes, knowledge of diabetes and types of diabetes. * • Increase ability to identify symptoms of diabetes, identifying carbohydrates, counting carbohydrates using nutrition facts labels, reading labels, identify high sodium foods, identify dietary cholesterol, healthy options when dining out, speaking to healthcare professionals about health concerns * <p>LONG TERM GOALS:</p> <p>Improved A1C levels, lower blood pressure, weight loss, reducing diabetes complications. Increased confidence in making small changes to make healthy choice such as increasing physical activity, adding more vegetables to the plate,</p>

<p>Indirect Education: Short informational videos about diabetes such as frequent Q&A</p>	<p>Youth (10-17) & Adults (18-65+) to be used as part of I on Diabetes, Stanford Diabetes Curriculum, High School programming, social media (facebook, instagram, twitter, youtube)</p>	<p>SHORT TERM GOALS:</p> <ul style="list-style-type: none"> • Increase knowledge of health effects of poorly managed diabetes, proper glucose monitoring, de-bunking diabetes myths, incorporating healthy fats into a meal plan, meal planning with diabetes, serving size versus portion sizes, speaking to healthcare professionals about health concerns symptoms of diabetes, knowledge of diabetes and types of diabetes.