



2019-2020

UNIT 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.*

DEADLINE: COUNTY DIRECTORS WILL POST THE UNIT PLAN OF WORK TO THEIR UNIT'S BOX FOLDER BY **NOVEMBER 1, 2019**

PLEASE NAME THE FILE FOR YOUR PLAN USING THE FOLLOWING FORMAT:

2019-2020 Unit Plan of Work_Unit#
e.g., 2019-2020 Unit Plan of Work_Unit1

Illinois Extension's Grand Challenge Focus Areas and Related State Priority Issues

<p>(ECONOMY)</p> <ul style="list-style-type: none"> • Workforce Preparedness/Advancement • Financial Wellbeing • Economic Vitality and Community Resiliency 	<p>(FOOD)</p> <ul style="list-style-type: none"> • Food Access • Food Safety • Food Production
<p>(COMMUNITY)</p> <ul style="list-style-type: none"> • Community Involvement and Leadership • Community Connectedness 	<p>(HEALTH)</p> <ul style="list-style-type: none"> • Chronic Disease Prevention and Management • Social and Emotional Health • Healthy and Safe Community Environments
<p>(ENVIRONMENT)</p> <ul style="list-style-type: none"> • Enhancing and Preserving Natural Resources • Engagement with Home and Community Landscapes and Environment 	

Instructions:

- Complete **Table 1: Overview of State Priority Issues Targeted Across Unit**
- Complete **Table 2: 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)

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, 4-H Strategic Priorities (Direct Education goal), and (if applicable) the supplemental issue-focused impact plan(s) you have outlined in Table 2 below. 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: Amanda Cole	
ECONOMY (Workforce Preparedness/Advancement)	4-H/Youth Development Educator; 4-H/Youth Development, Program Coordinators; CED Educator; CED, Program Coordinator; County Director	4-H/Youth Development Community & Economic Development
ENVIRONMENT (Enhancing and Preserving Natural Resources)	ANR (Environmental & Energy Stewardship) Educator; ANR (Horticulture) Educator	ANR (Environmental & Energy Stewardship) ANR (Horticulture)
ENVIRONMENT (Engagement with Home and Community Landscapes and Environment)	ANR (Horticulture) Educator	ANR (Horticulture)
FOOD (Food Access)	ANR (Horticulture) Educator; SNAP-Ed, Community Worker	ANR (Horticulture) SNAP-Ed
FOOD (Food Safety)	FCS (Nutrition and Wellness); SNAP-Ed, Community Workers	FCS (Nutrition and Wellness) SNAP-Ed
FOOD (Food Production)	ANR (Horticulture) Educator	ANR (Horticulture)
HEALTH (Chronic Disease Prevention and Management)	FCS (Nutrition and Wellness); SNAP-Ed, Community Workers	FCS (Nutrition and Wellness) SNAP-Ed
HEALTH (Healthy and Safe Community Environments)	4-H/Youth Development Educator; 4-H/Youth Development, Program Coordinators; CED, Program Coordinator; County Director	4-H/Youth Development Community & Economic Development

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 2: Supplemental Issue-Focused Impact Plan**. Add more rows to Table 2 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 2019-2020 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



2019-2020

EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

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.

DEADLINE: COUNTY DIRECTORS WILL POST ALL EDUCATOR PLANS TO THEIR UNIT'S BOX FOLDER BY **NOVEMBER 1, 2019** (NOTE: COUNTY DIRECTORS MAY SET AN EARLIER INTERNAL DEADLINE FOR COMPLETION OF EDUCATOR PLANS OF WORK TO MEET THE UNIT PLAN OF WORK DEADLINE)

PLEASE NAME THE FILE FOR YOUR PLAN USING THE FOLLOWING FORMAT:

2019-2020 Educator Plan of Work_Lastname_Firstname
e.g., 2019-2020 Educator Plan of Work_Welbes_Beth

Illinois Extension's Grand Challenge Focus Areas and Related State Priority Issues

<p>(ECONOMY)</p> <ul style="list-style-type: none"> • Workforce Preparedness/Advancement • Financial Wellbeing • Economic Vitality and Community Resiliency 	<p>(FOOD)</p> <ul style="list-style-type: none"> • Food Access • Food Safety • Food Production
<p>(COMMUNITY)</p> <ul style="list-style-type: none"> • Community Involvement and Leadership • Community Connectedness 	<p>(HEALTH)</p> <ul style="list-style-type: none"> • Chronic Disease Prevention and Management • Social and Emotional Health • Healthy and Safe Community Environments
<p>(ENVIRONMENT)</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 2019-2020 program year. This plan of work is focused on developing **one or more issue-focused impact plans** (see Table 2). 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 2019-2020 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 **Table 1: Educator Information**
- Complete **Table 2: Issue-Focused Impact Plan** For EACH state priority issue you will *direct concentrated effort* toward (or collaborate with unit teams to *direct concentrated effort* toward)

Table 1: Educator Information	
Unit:	18
Your Program Area:	ANR (Horticulture)
Educator Name:	Andrew Holsinger

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 to address. Add more rows to the table if you need additional space to describe

your issue-focused impact plan. Copy the table to develop more than one 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 2019-2020 Extension 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 Focus Areas and Related State Priority Issues](#)):

ENVIRONMENT– Engaging with Home and Community Landscapes and Environment

Other unit staff collaborating on/contributing to planned outreach addressing this issue:

Beth Groves

<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>Master Gardener Core Training Series (12 face to face classes)in-person training classes</p> <p>Fall of 2020</p>	<p>Adults over the age of 18 in Unit 18 who are interested in completing training and community service requirements to become a Master Gardener.</p>	<ul style="list-style-type: none"> • Increased ability to identify and use accurate, research-based sources for garden and landscape information * • Increased knowledge of sustainable garden practices such as composting and water conservation, * • Increased knowledge about how to protect natural resources such as soil and water in gardens and landscapes*
<p>Junior Master Gardener Training</p>	<p>Schools</p>	<ul style="list-style-type: none"> • Increase in number of new Junior Master Gardeners* • Increased appreciation for nature and the environment
<p>Four Seasons Webinar Series</p>	<ul style="list-style-type: none"> • Landowners • Volunteers • Citizens 	<ul style="list-style-type: none"> • Increased knowledge of plant health and management, e.g. turf, plants, trees*

Sustainable Landscaping Series	<ul style="list-style-type: none"> • Landowners • Volunteers • Citizens • Colleges • Local & State Parks 	<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* • Landscape and sustainability plans contribute to economic growth and development
All Gardeners Day	<ul style="list-style-type: none"> • Landowners • Volunteers • Citizens 	<ul style="list-style-type: none"> • Increased knowledge of plant health and management, e.g. turf, plants, trees*
Backyard Walks/Field Tours	<ul style="list-style-type: none"> • Landowners • Volunteers • Citizens 	<ul style="list-style-type: none"> • Increased knowledge of plant health and management, e.g. turf, plants, trees*
Gardeners Corner and Garden Packet publications (Indirect activities, articles and press releases)	State of Illinois residents	<ul style="list-style-type: none"> • Increased knowledge of plant health and management, e.g. turf, flowers, 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
Expert assistance on plant health, garden development or maintenance, or sustainable landscapes	Illinois residents	<ul style="list-style-type: none"> • Increased ability to make an informed decision to support plant health, garden development or maintenance, or sustainable landscapes.

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 Focus Areas 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>
<p>Tree Identification Series</p>	<ul style="list-style-type: none"> • Landowners • Volunteers • Citizens • Colleges • Local & State Parks 	<ul style="list-style-type: none"> • Increased knowledge of the importance of natural resource preservation* • Number of hours spent in nature/natural resource sites (i.e. state parks, et cetera)*
<p>Pollinator programs</p>	<ul style="list-style-type: none"> • Landowners • Volunteers • Citizens • Colleges • Local & State Parks 	<ul style="list-style-type: none"> • Increased knowledge on natural resources (Pollinator awareness)* • Increase in #/% of participants reporting made to protect natural resources (i.e., planted pollinator-friendly plants; reduced pesticide use; community plans)
<p>Tree Walk</p>	<ul style="list-style-type: none"> • Landowners • Volunteers • Citizens • Colleges • Local & State Parks 	<ul style="list-style-type: none"> • Increased knowledge of the importance of natural resource preservation* • Number of hours spent in nature/natural resource sites (i.e. state parks, et cetera)*

I Think Green	<ul style="list-style-type: none"> • Volunteers • Schools • Citizens 	<ul style="list-style-type: none"> • Increased appreciation for nature and the environment* • Increased involvement in environmental and nature activities* • Increased time outdoors* • Number of hours spent in nature/natural resource sites (i.e. state parks, et cetera)*
Invasive Plant/Native Plant Workshops, meetings, and trainings	<ul style="list-style-type: none"> • Landowners • Volunteers • Citizens • Colleges • Local & State Parks 	<ul style="list-style-type: none"> • Increased appreciation for nature and the environment* • Increased involvement in environmental and nature activities* • Increased time outdoors* • Number of hours spent in nature/natural resource sites (i.e. state parks, et cetera)*
Tree Planting/Care Workshops, meetings, and trainings	<ul style="list-style-type: none"> • Landowners • Volunteers • Citizens • Colleges • Local & State Parks 	<ul style="list-style-type: none"> • Increased appreciation for nature and the environment* • Increased involvement in environmental and nature activities* • Increased time outdoors* • Number of hours spent in nature/natural resource sites (i.e. state parks, et cetera)*

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 Focus Areas 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> <ul style="list-style-type: none"> • School and Community Garden Training • Food Donation Gardens (technical assistance, programming, consultation, on-site installations and planting and funding development) 	<p>Schools 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 • Increased amount of food supplied to low access areas (pounds of produce, meals packaged, etc.)*

<p>St. Clare GIFAA Garden Growing Illinois Food Access Allocations (GIFAA) program</p>	<ul style="list-style-type: none"> • Individuals facing food access issues • Small farmers • Gardeners • Gardening Groups • Food Pantries/Food Banks 	<ul style="list-style-type: none"> • Increase number of volunteer and advocates for food access (including donation gardens, etc.)* • Increase in amount of food supplied to low access areas (pounds of produce).* • Increase in consistent food supply for all
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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 Focus Areas 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>Southwest Illinois Tree Fruit School/ Commercial Tree Fruit Twilight Meetings</p>	<p>Landowners Commercial farmers Small scale farmers</p>	<ul style="list-style-type: none"> • Increase awareness of food production methods* • Increase knowledge or food production and growing techniques* • Increased confidence of using new technologies in farming practices* • Increase in developing strategies and plans for increasing production* • Increase number of business plans • Changes adopted in growing techniques • Increase in number of farmers diversifying production operations*
<p>Home Orchard Series</p>	<p>Homeowners, residents, gardeners</p>	<ul style="list-style-type: none"> • Increase awareness of food production methods* • Increase knowledge or food production and growing techniques* • Changes adopted in growing techniques*

Small Fruit Series	Homeowners, residents, gardeners	<ul style="list-style-type: none"> • Increase awareness of food production methods* • Increase knowledge or food production and growing techniques* • Changes adopted in growing techniques*
Home Vegetable Gardening Series	Homeowners, residents, gardeners	<ul style="list-style-type: none"> • Increase awareness of food production methods* • Increase knowledge or food production and growing techniques* • Changes adopted in growing techniques*
Pruning Apples and More	Homeowners, residents, gardeners	<ul style="list-style-type: none"> • Increase awareness of food production methods* • Increase knowledge or food production and growing techniques* • Changes adopted in growing techniques*

Table 1: Educator Information

Unit:	18
Your Program Area:	Agriculture and Natural Resources (Environmental & Energy Stewardship)
Educator Name:	Ashley Belle

**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:

ENVIRONMENT -- Enhancing and Preserving Natural Resources

Other unit staff collaborating on/contributing to planned outreach addressing this issue:

N/A

Smart Meter Education (Illinois Extension Smart Grid Outreach/Home energy efficiency)	Illinois residential electricity customers with a special focus on low-income adults, senior citizens, and rural residents	<ul style="list-style-type: none"> • Increase knowledge of Smart Meters* • Increase positive attitudes towards improving home energy efficiency* • Participants report intent to enroll in utility cost-savings programs*
Smart Grid for Schools (Illinois Extension Smart Grid Outreach)	Youth: grade school with a special focus on rural residents	<ul style="list-style-type: none"> • Increase awareness of smart grid/smart meter technology • Increase positive attitudes towards reducing energy consumption
Waste Management Education	Youth: grade school, Citizens	<ul style="list-style-type: none"> • Increase awareness/knowledge of the following: management of municipal solid waste in the US; materials that can be recycled/composted; locating recycling/composting facilities* • Participants report intent to: decrease amount of trash home generates; take steps to increase residential recycling and/or composting* <p>*Outcomes will be measured for adult participants</p>
Dudley Smith Farm Outreach (Nutrient Loss Reduction Strategy Program)	Landowners, Citizens, Farmers, Ranchers, Conservation Professionals	<ul style="list-style-type: none"> • Increase awareness/knowledge of soil health, nutrient management, and water quality* • Participants report change in farming/management practices as a result of attending DSF outreach events*
Watershed Dynamics	Youth: grade school, Citizens	<ul style="list-style-type: none"> • Increase awareness of sources and types of water pollution and best management practices for minimizing the degradation of waterbodies
Renewable Energy/Bioenergy (Anaerobic Digestion, Solar, Wind)	Landowners, Citizens, Farmers, Conservation Professionals	<ul style="list-style-type: none"> • Increase awareness of renewable forms of energy including advantages and drawbacks

Indirect intervention channel: radio interviews, podcasts, articles, community events/fairs	Citizens: including listeners/viewers of WTIM Taylorville, WJBM Jerseyville, Spotlight on Natural Resources, AgriNews	<ul style="list-style-type: none"> • Increase awareness of enhancing and preserving natural resources through a variety of selected topics, e.g. recycling, energy efficiency, water quality
Partnership Engagement: C.E.F.S. Economic Opportunity Corporation	Illinois residents (primarily low-income adults, senior citizens, and rural residents)	<ul style="list-style-type: none"> • Increase knowledge of Smart Meters* • Increase positive attitudes towards improving home energy efficiency* • Participants report intent to enroll in utility cost-savings programs*
Partnership Engagement: Citizens Utility Board; Elevate Energy	Illinois residents (residential electricity customers)	<ul style="list-style-type: none"> • Increase knowledge of Smart Meters* • Increase positive attitudes towards improving home energy efficiency* • Participants report intent to enroll in utility cost-savings programs*
Expert assistance provided through email, phone, and face to face contacts	Citizens	<ul style="list-style-type: none"> • Increased ability to make an informed decision to support enhancing and preserving natural resources



2019-2020

EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

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2019-2020 Educator Plan of Work_Lastname_Firstname
e.g., 2019-2020 Educator Plan of Work_Welbes_Beth

Illinois Extension's Grand Challenge Focus Areas and Related State Priority Issues

<p>(ECONOMY)</p> <ul style="list-style-type: none"> • Workforce Preparedness/Advancement • Financial Wellbeing • Economic Vitality and Community Resiliency 	<p>(FOOD)</p> <ul style="list-style-type: none"> • Food Access • Food Safety • Food Production
<p>(COMMUNITY)</p> <ul style="list-style-type: none"> • Community Involvement and Leadership • Community Connectedness 	<p>(HEALTH)</p> <ul style="list-style-type: none"> • Chronic Disease Prevention and Management • Social and Emotional Health • Healthy and Safe Community Environments
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This plan of work is NOT intended to outline all outreach activities that you will conduct and report during the 2019-2020 program year. This plan of work is focused on developing **one or more issue-focused impact plans** (see Table 2). 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 2019-2020 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 **Table 1: Educator Information**
- Complete **Table 2: Issue-Focused Impact Plan** For EACH state priority issue you will *direct concentrated effort* toward (or collaborate with unit teams to *direct concentrated effort* toward)

Table 1: Educator Information	
Unit:	18
Your Program Area:	4-H Youth Development
Educator Name:	Sara Marten

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 to address. Add more rows to the table if you need additional space to describe

your issue-focused impact plan. Copy the table to develop more than one 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 2019-2020 Extension year.

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- 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 Focus Areas and Related State Priority Issues](#)):
ECONOMY

Other unit staff collaborating on/contributing to planned outreach addressing this issue:
Jessica Jaffry, 4-H EPC (Jersey County)
Kate Harding, 4-H EPC (Macoupin County)
Elisha Hughes, 4-H EPC (Montgomery County)

<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>Nokomis Community High School (15 youth) Northwestern Community High School (100 youth) Jerseyville Community High School (25 youth) Litchfield Community High School (50 youth)</p>	<ul style="list-style-type: none"> • Increased awareness related to financial wellness education* • Increased knowledge about personal finance* • Increased confidence in being able to manage financial resources* • Increased skills in personal finance*
<p>DIY Code & Build</p>	<p>South Fork Elementary (20 youth) Workshops (Christian, Jersey, Macoupin, Montgomery Counties)</p>	<ul style="list-style-type: none"> • Increased knowledge of life skills, technology and career specific skills*

4-H Teen Teachers	4-H teen members in Christian, Jersey, Macoupin, Montgomery Training topics on pollinators/environement, STEM, cooking, and leader	<ul style="list-style-type: none"> • Increased knowledge of life skills, technology and career specific skills* • Increased awareness of need to prepare for the workforce through education and training* • Increase in plans set to improve employment situation* • Knowledge to increase employability*
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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 Focus Areas and Related State Priority Issues](#)):

HEALTH

Other unit staff collaborating on/contributing to planned outreach addressing this issue:

Jessica Jaffry, 4-H EPC (Jersey County)

Kate Harding, 4-H EPC (Macoupin County)

Elisha Hughes, 4-H EPC (Montgomery County)

<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>
4-H Health Jam	<p>Carlinsville Intermediate School (120 youth)</p> <p>Pana Elementary School (100 youth)</p> <p>Jerseyville East Elementary (125 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)* • Increased physical activity * • Increased knowledge and interest in health careers *

Be SAFE	Litchfield Middle School (40 youth) Litchfield High School (50 youth)	<ul style="list-style-type: none"> • Increase awareness of stress, coping and anxiety related situations* • Increase confidence discussing emotional issues* • Identify new opportunities for positive contributions that support mental health* • Increased practice change to resolve relationship challenges* <p>Increased practice of positive coping mechanisms*</p>
4-H Food Challenge	Jerseyville Community High School (25 youth)	<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>Increase in cooking*</p>



2019-2020

EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

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.

DEADLINE: COUNTY DIRECTORS WILL POST ALL EDUCATOR PLANS TO THEIR UNIT'S BOX FOLDER BY **NOVEMBER 1, 2019** (NOTE: COUNTY DIRECTORS MAY SET AN EARLIER INTERNAL DEADLINE FOR COMPLETION OF EDUCATOR PLANS OF WORK TO MEET THE UNIT PLAN OF WORK DEADLINE)

PLEASE NAME THE FILE FOR YOUR PLAN USING THE FOLLOWING FORMAT:

2019-2020 Educator Plan of Work_Lastname_Firstname
e.g., 2019-2020 Educator Plan of Work_Welbes_Beth

Illinois Extension's Grand Challenge Focus Areas and Related State Priority Issues

<p>(ECONOMY)</p> <ul style="list-style-type: none"> • Workforce Preparedness/Advancement • Financial Wellbeing • Economic Vitality and Community Resiliency 	<p>(FOOD)</p> <ul style="list-style-type: none"> • Food Access • Food Safety • Food Production
<p>(COMMUNITY)</p> <ul style="list-style-type: none"> • Community Involvement and Leadership • Community Connectedness 	<p>(HEALTH)</p> <ul style="list-style-type: none"> • Chronic Disease Prevention and Management • Social and Emotional Health • Healthy and Safe Community Environments
<p>(ENVIRONMENT)</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 2019-2020 program year. This plan of work is focused on developing **one or more issue-focused impact plans** (see Table 2). 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 2019-2020 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 **Table 1: Educator Information**
- Complete **Table 2: Issue-Focused Impact Plan** For EACH state priority issue you will *direct concentrated effort* toward (or collaborate with unit teams to *direct concentrated effort* toward)

Table 1: Educator Information	
Unit:	18
Your Program Area:	FCS (Nutrition & Wellness)
Educator Name:	Lisa Peterson

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 to address. Add more rows to the table if you need additional space to describe

your issue-focused impact plan. Copy the table to develop more than one 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 2019-2020 Extension 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 Focus Areas and Related State Priority Issues](#)):

FOOD-Food Safety

Other unit staff collaborating on/contributing to planned outreach addressing this issue: **N/A**

<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>Certified Food Protection Managers Course & Exam</p>	<p>Individuals working in the food industry located in or around Macoupin and Montgomery Counties.</p>	<p>*Number of individuals who pass the exam</p>
<p>Serve it Safely for Volunteers (Food Handlers)</p>	<p>Churches in Montgomery, Macoupin, and Christian County</p> <p>Lions Club and other Volunteer Organizations</p> <p>Schools as needed</p>	<p><i>*Increased knowledge about the prevalence of foodborne illness caused by improper food handling, proper handwashing, food storage, and risk of contamination</i></p> <p><i>*Ability to assess food temperatures in the danger zone, safely thaw food, calibrate a food thermometer, solve food safety problems when serving the public</i></p> <p><i>*Participants intent to adhere to safe handwashing practices, safely thaw, cook, and store foods.</i></p>

<p>Develop recipes using food safety verbiage, write news releases promoting food safety, use social media (Twitter, Facebook, and Instagram) to promote safe food practices</p>	<p>Citizens of Montgomery, Macoupin, Christian, and Jersey County</p>	<p>Increase safe food practices such as using a thermometer, storing food properly, reheating, and cooling food properly *Social media will be monitored with likes, retweets, and questions as they come up. Increased confidence on safely preparing and storing food</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 Focus Areas and Related State Priority Issues](#)):
HEALTH-Chronic Disease Prevention & Management

Other unit staff collaborating on/contributing to planned outreach addressing this issue:

Sara Marten, 4-H/YD Educator
Kate Harding, 4-H/YD EPC
Elisha Hughes, 4-H/YD EPC
Jessica Jaffrey, 4-H/YD EPC

<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>I on Diabetes Series (with an increased outreach using social media to promote diabetes friendly recipes and addressing questions)</p>	<p>Montgomery County Citizens Jersey County Citizens</p>	<p>*Increased knowledge about managing diabetes through the diet, understanding carbohydrate counting, different types of diabetes, the importance of portion control, and sugar substitutes</p> <p>*Increase in positive attitude towards managing diabetes through food</p>
<p>Health Jam</p>	<p>4th-5th Grade Students in Montgomery, Macoupin, Christian, and Jersey Counties</p>	<p>Increase awareness of making healthy food and beverage choices</p> <p>Increase in positive attitude toward eating fruits and vegetables</p> <p>Increase in eating at least one vegetable with every meal</p>

<p>Healthy Lifestyles as a Family series with Jersey Community Hospital Wellness Center</p>	<p>Individuals living in Jersey County, specifically children with their parents/guardians</p>	<ul style="list-style-type: none"> *Increased awareness about the benefits of fruits and vegetables *Increased knowledge on label reading in the grocery store *Participants report intent to eat as a family at least once a week *Positive attitude towards preparing a healthy meal as a family *Participants report intent to increase fruit and vegetable consumption
<p>Meals for a Healthy Heart</p>	<p>Individuals living in Jersey, Montgomery and Macoupin County</p>	<ul style="list-style-type: none"> *Increased knowledge about cholesterol, blood pressure, and management through the diet *Increased knowledge of label reading, portion sizing, and making heart healthy choices *Positive attitude toward preparing foods with less sodium *Intent to increase fiber, decrease sodium, reduction of foods high in saturated and trans fat