



2020-2021

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*
- *INCLUSION PLANS FOR REACHING UNDERREPRESENTED AUDIENCES FOR PROGRAMMING AND COMMITTEE/COUNCIL RECRUITMENT AND RETENTION*

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

Illinois Extension's Grand Challenge Goals and State Priority Issues

(ECONOMY) Grow a Prosperous Economy <ul style="list-style-type: none"> • Workforce Preparedness/Advancement • Financial Wellbeing • Economic Vitality 	(FOOD) Maintain a Safe & Accessible Food Supply <ul style="list-style-type: none"> • Food Access • Food Safety • Food Production
(COMMUNITY) Support Strong and Resilient Youth, Families, and Communities <ul style="list-style-type: none"> • Involvement and Leadership • Connectedness and Inclusion • Thriving Youth 	(HEALTH) Maximize Physical and Emotional Health for All <ul style="list-style-type: none"> • Chronic Disease Prevention and Management • Social and Emotional Health • Healthy and Safe Community Environments
(ENVIRONMENT) Sustain Natural Resources in Home & Public Spaces <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 NEW Thriving Youth State Priority Issue 2020-2021** (4-H Club Goals)

Table 3: **Supplemental Issue-Focused Impact Plan**

ONLY IF staff in your unit will be devoting *concentrated effort* toward a state priority issue THAT IS NOT INCLUDED in an educator's issue-focused impact plan (e.g. due to a staffing vacancy or other unique circumstances)

Table 4: **Unit Councils/Committees Your Unit Plans to Target for Improved REG Representation**

Table 5: **Programming Audience(s) Your Unit Plans to Target for Improved REG Representation**

Table 6: **Progress Toward 2019-2020 Inclusion Goals (including successful actions)**

UNIT OVERVIEW

Complete Table 1 below to provide an overview your unit's overall state priority issue-focused impact plans. Be sure to include all state priority issues targeted in educator plans of work, SNAP-Ed strategic plan for your unit, Thriving Youth (detailed in Table 2 below), and any state priority issues targeted in your supplemental impact plan (detailed in Table 3 below if applicable). Add more rows you need additional space to list the state priority issues targeted by staff within your unit.

Table 1: Overview of State Priority Issues Targeted Across Unit	
Unit:	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 – Enhancing and Preserving National Resources	Dr. Ashley Belle, Extension Educator, ANR (Environmental and Energy Stewardship) Andrew Holsinger, Extension Educator, ANR (Horticulture)
ENVIRONMENT – Engagement with Home and Community Landscapes and Environment	Dr. Ashley Belle, Extension Educator, ANR (Environmental and Energy Stewardship) 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)
ECONOMY – Workforce Preparedness/Advancement	Sara Marten, Extension Educator, 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, CED
HEALTH – Social and Emotional Health	Sara Marten, Extension Educator, 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
COMMUNITY – Connectedness and Inclusion	Sara Marten, Extension Educator, 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, CED

Table 1: Overview of State Priority Issues Targeted Across Unit	
Unit:	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.
FOOD – Food Safety	Lisa Peterson, Extension Educator, FCS (Nutrition and Wellness)
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

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

***Each unit 4-H Team is expected to plan for at least 1 Club Member Retention Goal and at least 1 Improved Diversity/Equity/Inclusion goal for 2020-2021. Add more rows to outline additional goals if needed.**

****Please note that Expansion and Review Committees are designed to help inform your goals related to growth and engagement with underserved audiences. Action plans outlined in this Plan of Work should enhance your current county expansion and review plans and outline intentional actions that will be taken this year. (refer to pages 5-11 in the 2020-21 4-H Policy Handbook).**

Examples of potential actions to improve Diversity/Equity/Inclusion:

- Recruit a volunteer who is experienced in serving minority youth to lead an in-person and/or virtual club this year in a community or geography of your unit historically underserved by Illinois 4-H.
- Request equity dialogue training through the Youth Leadership Team and recruit youth/volunteers to participate in your unit.
- Facilitate equity dialogues with all club officers and/or volunteers and host local conversation about how to improve experience of inclusion and belonging for youth who are new to 4-H.
- Establish a new relationship with a funder or donor who has equity as an explicit goal in their work – to work together toward equity goals for youth in your community.
- Recruit youth for participation in a C.A.R.E.S SPIN Club in the winter/spring (could be staff and/or volunteer-facilitated).
- Identify youth/volunteers/club in your unit with interest in advancing DEI goals and design a local response (consider applying for DEI funds through State 4-H Office to support this new effort)

*What is your intended goal?	What actions will you take to meet the goal?	Intended outcomes or indicators of success (be specific as to how you will track or measure)	What unit staff will be working toward this goal or actions?
Club Member Retention Goal: <i>Retain and engage current 4-H members and families with programming that can be done at home or virtually</i>	<ul style="list-style-type: none"> • Unit-Wide Officer Training <ul style="list-style-type: none"> ○ Adapt officer training to a virtual format ○ Provide knowledge and skills to current members for successful 4-H involvement • 4-H At-Home Activities <ul style="list-style-type: none"> ○ Provide opportunities to engage current members with activities in the following 4-H project categories: healthy living, creative arts, STEM, college & career readiness, environmental science, and animal science 	<p>Increase in necessary skills and knowledge for 4-H club meeting and management (self-report)</p> <p>Steady or increased retention rates for current 4-H members and volunteers (at least 85% of current participants return for continued engagement)</p>	<p>Sara Marten, 4-H Youth Development Educator</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 NEW Thriving Youth State Priority Issue 2020-2021 (4-H Club Goals)

***Each unit 4-H Team is expected to plan for at least 1 Club Member Retention Goal and at least 1 Improved Diversity/Equity/Inclusion goal for 2020-2021. Add more rows to outline additional goals if needed.**

****Please note that Expansion and Review Committees are designed to help inform your goals related to growth and engagement with underserved audiences. Action plans outlined in this Plan of Work should enhance your current county expansion and review plans and outline intentional actions that will be taken this year. (refer to pages 5-11 in the 2020-21 4-H Policy Handbook).**

Examples of potential actions to improve Diversity/Equity/Inclusion:

- Recruit a volunteer who is experienced in serving minority youth to lead an in-person and/or virtual club this year in a community or geography of your unit historically underserved by Illinois 4-H.
- Request equity dialogue training through the Youth Leadership Team and recruit youth/volunteers to participate in your unit.
- Facilitate equity dialogues with all club officers and/or volunteers and host local conversation about how to improve experience of inclusion and belonging for youth who are new to 4-H.
- Establish a new relationship with a funder or donor who has equity as an explicit goal in their work – to work together toward equity goals for youth in your community.
- Recruit youth for participation in a C.A.R.E.S SPIN Club in the winter/spring (could be staff and/or volunteer-facilitated).
- Identify youth/volunteers/club in your unit with interest in advancing DEI goals and design a local response (consider applying for DEI funds through State 4-H Office to support this new effort)

*What is your intended goal?	What actions will you take to meet the goal?	Intended outcomes or indicators of success (be specific as to how you will track or measure)	What unit staff will be working toward this goal or actions?
	<ul style="list-style-type: none"> ○ Provide hands-on activities that can be done at home using current or self-created 4-H curriculums • Targeting/finding new leadership opportunities for current teen members (YLT, federation, etc.) 		
**Improved Diversity/Equity/Inclusion Goal:	<ul style="list-style-type: none"> • Recruit youth to participate in the C.A.R.E.S. SPIN Club (statewide) • Minority Business Owners Project (Montgomery County) • Locally waiving \$20 program fee 		<p>Sara Marten, 4-H Youth Development Educator</p> <p>Jessica Jaffry, 4-H Program Coordinator, Jersey County</p>

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

***Each unit 4-H Team is expected to plan for at least 1 Club Member Retention Goal and at least 1 Improved Diversity/Equity/Inclusion goal for 2020-2021. Add more rows to outline additional goals if needed.**

****Please note that Expansion and Review Committees are designed to help inform your goals related to growth and engagement with underserved audiences. Action plans outlined in this Plan of Work should enhance your current county expansion and review plans and outline intentional actions that will be taken this year. (refer to pages 5-11 in the 2020-21 4-H Policy Handbook).**

Examples of potential actions to improve Diversity/Equity/Inclusion:

- Recruit a volunteer who is experienced in serving minority youth to lead an in-person and/or virtual club this year in a community or geography of your unit historically underserved by Illinois 4-H.
- Request equity dialogue training through the Youth Leadership Team and recruit youth/volunteers to participate in your unit.
- Facilitate equity dialogues with all club officers and/or volunteers and host local conversation about how to improve experience of inclusion and belonging for youth who are new to 4-H.
- Establish a new relationship with a funder or donor who has equity as an explicit goal in their work – to work together toward equity goals for youth in your community.
- Recruit youth for participation in a C.A.R.E.S SPIN Club in the winter/spring (could be staff and/or volunteer-facilitated).
- Identify youth/volunteers/club in your unit with interest in advancing DEI goals and design a local response (consider applying for DEI funds through State 4-H Office to support this new effort)

*What is your intended goal?	What actions will you take to meet the goal?	Intended outcomes or indicators of success (be specific as to how you will track or measure)	What unit staff will be working toward this goal or actions?
			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 2: 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 2020-2021 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)			
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	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 2020-2021, that shows REG of membership.
2. 4-H/Livestock Committee -- Montgomery County	Add one new member to the 4-H/Livestock Committee – Montgomery County, 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.

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)			
Describe each audience targeted for improved REG representation in your unit programming.	What is your intended goal for improved REG representation?	What actions will you take to improve REG representation?	How will you document these actions?
1. Two Expansion and Reviews Meetings for Unit 18. – Sara Marten	These meetings are vital in helping to identify keys underserved audiences.	Identify potential members that represent minority groups.	1. Agendas and minutes. 2. Minutes from the minutes will be sent to the Regional 2 Office. 3. Documentation on membership invitations.
2. Try to offer one nutrition program in the Royal Lakes community during 2020-2021. – Lisa Peterson	This community has a large minority population and no local grocery store in the Royal Lakes village.	A special marketing plan for the event to target community members will be developed and deployed.	1. Documentation of marketing used for the event. 2. Collection of REG data from attendees/sign-in sheet.

		Partner or collaborate with the Macoupin County Health Department to reach the intended audience.	3. After the event, news release with pictures.
3. Try to offer program on Asian Vegetables during 2020-2021, that reaches targeted minority population. – Andrew Holsinger	Teach minority population to grow Asian vegetables.	A special marketing plan for the event to target community members will be developed and deployed.	1. Documentation of marketing used for the event. 2. Collection of REG data from attendees/sign-in sheet. 3. After the event, news release with pictures.

Table 6: Please review your 2019-2020 intended goal(s) to improve REG representation and share your progress (including successful actions).			
Representation improvement goal from your 2019-2020 Unit Inclusion Plan	Was this a programming goal or council/committee representation improvement goal?	What progress were you able to make (if at all)?	What strategies/actions were most effective in making progress toward the goal(s)?
Unit 18 Extension Council	Council/Committee Representation Improvement Goal	A new member was recruited and has joined extension council that represents a minority group within the Unit.	Working with staff to identify a list of potential members within the communities served their represented minority groups. Then contact was made, and one agreed to serve on extension council.
4-H/Livestock Committee -- Montgomery County	Council/Committee Representation Improvement Goal	Due to COVID-19, goal has been forwarded to 2020-2021 year.	
One Expansion and Review meeting during the spring in each of the four counties, and one Expansion and Review meeting during the fall/winter in each of the four counties. – Sara Marten	Programming Goal	All four fall meetings occurred. Due to COVID-19, the spring meetings didn't occur.	

Try to offer one nutrition program in the Royal Lakes community during 2019-2020. – Lisa Peterson	Programming Goal	Due to COVID-19, goal has been forwarded to 2020-2021 year.	
Try to offer program on Asian Vegetables during 2019-2020, that reaches targeted minority population. – Andrew Holsinger	Programming Goal	Due to COVID-19, goal has been forwarded to 2020-2021 year.	

Table 1:

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, infographics	Citizens: including listeners/viewers of WTIM Taylorville, WJBM Jerseyville, Spotlight on Natural Resources, AgriNews, Energy Education Council website	<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*
Partnership Engagement: Energy Education Council	USA residents (residential electricity customers)	<ul style="list-style-type: none"> • Increase positive attitudes towards improving home energy efficiency
Applied Research & Direct Education: DAWN project	Landowners, Citizens, Farmers, Ranchers, Conservation Professionals in the Corn Belt region	<ul style="list-style-type: none"> • Increase knowledge of agricultural water usage and nutrient management • Increase adoption of stakeholders utilizing decision support tool
Applied Research & Partnership Engagement: Center for Urban Resilience and Sustainability	Small Urban and Rural Communities in Illinois	<ul style="list-style-type: none"> • Increase knowledge of water, energy, and climate change issues in rural communities
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

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 – Engagement with Home and Community Landscapes and Environment

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

Applied Research, Direct Education, & Partnership Engagement: Applied Research Institute- Indoor Climate Research and Training	Illinois residents	<ul style="list-style-type: none"> • Increased knowledge about radon gas in the home* • Increased knowledge about radon testing* • Increased adoption of long term radon testing* • Increased adoption of radon mitigation*
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2020-2021

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

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

DEADLINE: COUNTY DIRECTORS WILL POST ALL EDUCATOR PLANS TO THEIR UNIT'S BOX FOLDER BY **NOVEMBER 2, 2020**

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 Goal Statements and Related State Priority Issues 2020-2021

(ECONOMY) Grow a Prosperous Economy <ul style="list-style-type: none"> • Workforce Preparedness/Advancement • Financial Wellbeing • Economic Vitality 	(FOOD) Maintain a Safe & Accessible Food Supply <ul style="list-style-type: none"> • Food Access • Food Safety • Food Production
(COMMUNITY) Support Strong and Resilient Youth, Families, and Communities <ul style="list-style-type: none"> • Involvement and Leadership • Connectedness and Inclusion • Thriving Youth (<i>plans for this new priority will be addressed in the 2020-2021 Unit Plan of Work</i>) 	(HEALTH) Maximize Physical and Emotional Health for All <ul style="list-style-type: none"> • Chronic Disease Prevention and Management • Social and Emotional Health • Healthy and Safe Community Environments
(ENVIRONMENT) Sustain Natural Resources in Home & Public Spaces <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 2020-2021 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 2020-2021 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 1: 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 2020-2021 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

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 this 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)
Master Gardener Blended Training Curriculum development Blended classroom modules – 2 Small Fruit / Tree Fruit Revised PowerPoints Add pertinent video clips	Adults over the age of 18 in Unit 18 who are interested in completing training and community service requirements to become a Master Gardener.	<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*
Junior Master Gardener Training – Virtual activities Carnivorous Plants	Schools	<ul style="list-style-type: none"> • Increase in number of new Junior Master Gardeners* • Increased appreciation for nature and the environment
Four Seasons Webinar Series	<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*

Rainscaping (Purdue Curriculum)	<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 or Virtual Equivalent	<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) Info sheet - 1	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.
Virtual Master Gardener Helpdesk	Illinois resident	<ul style="list-style-type: none"> • Increased knowledge of plant health and management, e.g. turf, plants, trees*
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>
Tree Identification Series	<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)*
Pollinator programs	<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> <p>Videos produced</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)*

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 GFAA Garden Growing Illinois Food Access Allocations (GFAA) 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:

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 this 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)
2021 Southern Illinois Fruit and Vegetable School	Landowners Commercial farmers Small scale farmers	<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*
Home Orchard 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*

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

2020-2021

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

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

DEADLINE: COUNTY DIRECTORS WILL POST ALL EDUCATOR PLANS TO THEIR UNIT'S BOX FOLDER BY **NOVEMBER 2, 2020**

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 Goal Statements and Related State Priority Issues 2020-2021

(ECONOMY) Grow a Prosperous Economy <ul style="list-style-type: none"> • Workforce Preparedness/Advancement • Financial Wellbeing • Economic Vitality 	(FOOD) Maintain a Safe & Accessible Food Supply <ul style="list-style-type: none"> • Food Access • Food Safety • Food Production
(COMMUNITY) Support Strong and Resilient Youth, Families, and Communities <ul style="list-style-type: none"> • Involvement and Leadership • Connectedness and Inclusion • Thriving Youth (<i>plans for this new priority will be addressed in the 2020-2021 Unit Plan of Work</i>) 	(HEALTH) Maximize Physical and Emotional Health for All <ul style="list-style-type: none"> • Chronic Disease Prevention and Management • Social and Emotional Health • Healthy and Safe Community Environments
(ENVIRONMENT) Sustain Natural Resources in Home & Public Spaces <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 2020-2021 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 2020-2021 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 1: 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 2020-2021 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 Goal Statements 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)

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 this 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)
College 101 Series ONLINE	High School Youth in Christian, Jersey, Macoupin, and Montgomery County (ages 14-18)	<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
4-H Teen Teachers	4-H teen members in Christian, Jersey, Macoupin, and Montgomery Counties	<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*

Welcome to the Real World	High school/teenage students in Christian, Jersey, Macoupin and Montgomery Counties	<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*
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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](#)):
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)

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 this 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)
Your Thoughts Matter	Teens in Christian, Jersey, Macoupin, and Montgomery Counties (age 13-18)	<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* Increased practice of positive coping mechanisms*
Be SAFE	Youth (ages 10-14) in Christian, Jersey, Macoupin and Montgomery Counties	<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* Increased practice of positive coping mechanisms*

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](#)):
COMMUNITY

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>Culture, Cuisine, and Conversations ONLINE</p>	<p>Teens in Christian, Jersey, Macoupin & Montgomery Counties</p>	<ul style="list-style-type: none"> • Increase feeling of connection/belonging within community* • Increased awareness of commonalities/differences of people* • Increased self-awareness*

2020-2021

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 Science-Nutrition & Wellness
Educator Name:	Lisa Peterson

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

Illinois Extension's Grand Challenge Goal Statements and Related State Priority Issues 2020-2021

(ECONOMY) Grow a Prosperous Economy <ul style="list-style-type: none"> • Workforce Preparedness/Advancement • Financial Wellbeing • Economic Vitality 	(FOOD) Maintain a Safe & Accessible Food Supply <ul style="list-style-type: none"> • Food Access • Food Safety • Food Production
(COMMUNITY) Support Strong and Resilient Youth, Families, and Communities <ul style="list-style-type: none"> • Involvement and Leadership • Connectedness and Inclusion • Thriving Youth (<i>plans for this new priority will be addressed in the 2020-2021 Unit Plan of Work</i>) 	(HEALTH) Maximize Physical and Emotional Health for All <ul style="list-style-type: none"> • Chronic Disease Prevention and Management • Social and Emotional Health • Healthy and Safe Community Environments
(ENVIRONMENT) Sustain Natural Resources in Home & Public Spaces <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 2020-2021 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 2020-2021 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 1: 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 2020-2021 Extension year.

Examples of types of programs/outreach activities you might include.

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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**
(Maintain a Safe & Accessible Food Supply-Food Safety)

Other 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 this 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)
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 one class in Christian County on a Saturday & Sunday to reach those who work during the week days.	Those wishing to sell at the Farmers Market, food service employees and managers, daycare providers who serve food.	<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*
Indirect: Highlight food safety facts and resources in the monthly Unit 18 family and Consumer Science newsletter and grow newsletter audience	Local agencies, partners, stakeholders, and the general public	<ul style="list-style-type: none"> • Increased knowledge in food safety* • Increased knowledge on science-based food safety resources* • Increase newsletter outreach numbers by 10% by the end of 2021*

Direct Education: Healthy meal preparation classes with food safety as a focus	Families in Montgomery, Macoupin, Christian, and Jersey Counties	<ul style="list-style-type: none"> • Increased knowledge of food safety • Intent to use a food thermometer regularly • Increased awareness of handwashing in food preparation • Increased awareness in preventing cross contamination

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**
(Maximize Physical and Emotional Health for All)

Other unit staff collaborating on/contributing to planned outreach addressing this issue: 4-H Youth Development

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 this 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)
Indirect: Highlight diabetes, heart disease, and celiac disease prevention and management in the monthly Unit 18 family and Consumer Science newsletter and grow newsletter audience	Local agencies, partners, stakeholders, and the general public	<ul style="list-style-type: none"> • Increased knowledge in preventing chronic disease • Increased knowledge on science-based nutrition resources • Increase number of class and webinar participants from marketing in newsletter • Increase newsletter outreach numbers by 10% by the end of 2021*
Indirect: Continue to develop and promote Dash of Wellness Instagram account. Highlighting cooking for chronic disease and food safety	Adults between 18-40 years old	<ul style="list-style-type: none"> • Increase in behavior change toward food safety practices implemented in recipes such as handwashing, and checking temperatures* • Increase knowledge in preparing meals specific to diabetes, heart disease, and celiac disease

Direct Education: Heart Healthy webinars or in-person classes	Individuals who suffer from or live with someone who has hypertension, heart disease, or high cholesterol in Christian, Macoupin, and Montgomery Counties Youth between 8-18 years old	<ul style="list-style-type: none"> • Increase knowledge about sodium and saturated fat * • Improved confidence in preparing a meal with less sodium and altering recipes* • Increased knowledge on portion sizes* • Participants report intent to read nutrition facts labels* • Participants report intent to add a fruit or vegetable to meals at least once a day *