

UNIT PLAN OF WORK (3 YEAR)

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

Table 1: Complete the information below

Unit:	18
Program Year	Oct 1, 2022 –Sept 30, 2025

PURPOSE: *TO PROVIDE AN OVERVIEW OF*

- *STATE PRIORITY ISSUES THAT WERE IDENTIFIED AS A RESULT OF THE UNIT IMPACT FOCUSED NEEDS ASSESSMENT*
- *INCLUSION PLANS FOR REACHING UNDERREPRESENTED AUDIENCES FOR PROGRAMMING AND COMMITTEE/COUNCIL RECRUITMENT AND RETENTION*

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

2022-2025 Unit Plan of Work_Unit#

e.g., 2022-2025 Unit Plan of Work_Unit03

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 Thriving Youth State Priority Issue 2022-2025 (4-H Statewide Goals)**

Table 3: **Unit Councils/Committees Your Unit Plans to Target for Improved REG Representation**

Table 4: **Programming Audience(s) Your Unit Plans to Target for Improved REG Representation**

UNIT OVERVIEW

Complete Table 1 to summarize the rationale for the priority issue(s) your unit will address as a result of completing the Unit Impact Focused Needs Assessment process.

Table 1: Overview of State Priority Issues to Target 2022-2025		
State priority issue targeted	Rationale for selection (copy and paste from Table 5 in the <i>FINAL_Step Selecting Unit Priorities to Impact.docx</i> worksheet)	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.
Thriving Youth	<p>With a total possible score of 64, Thriving Youth received 63 points. This accounts for receiving all possible points in internal capacity, gaps in existing local resources, and opportunities for internal and external collaborators. In the category of evidence of needs/opportunities it received all but one potential point.</p> <p>Desired outcomes:</p> <ol style="list-style-type: none"> 1. A place for youth to explore and practice their spark 2. A place to youth to feel safe 3. A young adult and above who is supportive 4. Positive mental and physical health of youth 	4H/YD Educator, Nutrition and Wellness Educator, Horticulture Educator, 4-H EPC, Ag. Lit EPC, Community and Economic Development Educator
Workforce Preparedness/Advancement	<p>With a total possible score of 64, Workforce Prep and Advancement received 60 points. This accounts for receiving all possible points in evidence of needs/opportunities and gaps in existing local resources. In the category of opportunities for internal and external collaborators it received all but one potential point, and in the category of possible internal capacity it received all but three potential points.</p> <p>Desired outcomes:</p> <ol style="list-style-type: none"> 1. Individuals have basic workforce skills: communication, time management, and problem-solving skills. 	4H/YD Educator, Nutrition and Wellness Educator, Horticulture Educator, 4-H EPC, Ag. Lit EPC, Community and Economic Development Educator
Chronic Disease Prevention and Management	<p>With a total possible score of 64, Chronic Disease Prevention and Management received 51 points. This accounts for receiving all but one possible point in evidence of needs/opportunities.</p>	4H/YD Educator, Nutrition and Wellness Educator, Horticulture Educator, 4-H EPC

Table 1: Overview of State Priority Issues to Target 2022-2025

State priority issue targeted	Rationale for selection (copy and paste from Table 5 in the <i>FINAL_Step Selecting Unit Priorities to Impact.docx</i> worksheet)	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.
	<p>Receiving all but two possible points in the categories of internal capacity and opportunities for internal and external collaborators. In the category of gaps of existing local resources, this only scored eight of the potential 16 points.</p> <p>Desired outcomes:</p> <ol style="list-style-type: none"> 1. Individuals being physically healthier 2. Individuals increase activity 3. Individuals consuming more fruits and vegetables 4. Increase in access to medical facilities 	
Social and Emotional Health	<p>With a total possible score of 64, Social and Emotional Health received 43 points. This accounts for receiving all possible points within the category of opportunities for internal and external collaborators. This category received all but two points in the category of gaps of existing local resources, and all but four potential points in evidence of needs/opportunities. It received the lowest score in internal capacity by only receiving one of the 16 potential points available.</p> <p>Desired outcomes:</p> <ol style="list-style-type: none"> 1. Public is aware of where to go for mental and emotional help 2. People are comfortable talking about their mental health 3. The skill set to teach social and emotional health and trauma informed care 	4H/YD Educator, Nutrition and Wellness Educator, Horticulture Educator, 4-H EPC

Table 2: Goals to Address the Thriving Youth State Priority Issue 2022-2025 (4-H Statewide Goals)

The Statewide Illinois 4-H Priorities for 2022-25 include:

- **(EPC Focus) To increase the # of youth who are deepening/extending their 4-H pathway experience. Each unit is asked to identify one of the following as a focus area for 2022-23, with the intention to advance both over the next three years:**
 - Beyond Unit Experiences: Expanding the pathway of youth already in a 4-H experience
 - Example 1: Preparing county youth to participate in the state awards program with workshops to support youth in working on their applications
 - Example 2: Recruiting a county/unit delegation to attend JLC, accompanied by local staff as the chaperone
 - Beyond Group Enrollment: Increasing # of youth participating in school-based or other group enrollment program (such as embryology, Health Jam) who individually enroll/register for a follow-up 4-H experience (i.e. club, workshop, event)
- **(Educator Focus) To implement a 4-H signature program in every county and metro area. Assumes full implementation of program and use of the provided evaluation form to collect participant data.**
- **(EPC and/or Educator Focus) To identify an Expansion & Review goal to reach a specific, targeted underserved audience in each county and metro area to reach with a positive youth development experience this year. Underserved audiences can be identified by review of the county's parity report. For counties already reaching parity, the goal is to reach a new audience not previously served.**

Statewide Illinois Priority	Unit Focus	What actions will you take to meet the goal?	What unit staff will be working toward this goal or actions?
<i>Goal 1 (EPC Focus) To increase the # of youth who are deepening/extending their 4-H pathway experience</i>	Select 1 for 2022-2023: <input type="checkbox"/> Beyond Unit Experience <input checked="" type="checkbox"/> Beyond Group Enrollment	Camp Panther – Increase the number of youth participating in Camp Panther that then go in to enroll in a permanent 4-H club in their area.	Sara Marten, Alexis McDowell, Rebecca Livingston
Goal 2: (Educator Focus) Implement a 4-H Signature Program in Every County and Metro Area	List the targeted signature programs: Christian County – Ready4Work or Winning in Life at Kemmerer Village	4-H Educator works on building partnerships or scheduling programs in identified areas.	Sara Marten

	Jersey – Welcome to the Real World or 4-H Food Challenge at Jerseyville High School Macoupin – Health Jam at Carlinville Middle School Montgomery – Welcome to the Real World at Nokomis or Litchfield High School		
Goal 3: Expansion & Review Target Audience (Each county and metro area should identify a specific school, partner organization or neighborhood of focus)	List each county and (if applicable) targeted metro area in your unit with the target audience: Christian – Kemmerer Village and/or Pana Jersey – Restore Network Macoupin – Bunker Hill or Northwestern Montgomery – Cornerstone Academy	In each targeted area, 4-H staff will reach out to build partnerships or schedule programming to build a 4-H presence in those areas.	Sara Marten, Jessica Jaffry, Kate Harding, Alexis McDowell

Table 3: Unit Councils/Committees Your Unit Plans to Target for Improved REG Representation (add more rows if you plan to target more than two Councils/Committees) for 2022-2025			
Using the demographic data reported in your most recent Unit Civil Rights Annual Report, identify one or more relevant goals to increase REG representation among your unit councils or committees.			
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 (Amanda Cole)	Increase diversity in membership.	Work to recruit a new council member that represents a minority group.	Provide documentation of recruitment efforts.
2. Unit 18 Family and Consumer Sciences Advisory Committee (Lisa Peterson)	Increase diversity in membership.	Work to recruit a new advisory committee member that represents a minority group.	Provide documentation of recruitment efforts.

3. Macoupin County 4-H Committee (Kate Harding)	Increase diversity in membership.	Work to recruit a new committee member that represents a minority group.	Provide documentation of recruitment efforts.
4. Montgomery County 4-H Livestock Committee (Alexis McDowell)	Increase diversity in membership.	Work to recruit a new committee member that represents a minority group.	Provide documentation of recruitment efforts.

Table 4: Programming Audience(s) Your Unit Plans to Target for Improved REG Representation (add more rows if you plan to target more than two audiences) for 2022-2025			
Using the County_CR_Parity_Analysis_19_20_21 reports for your unit, identify one or more relevant goals to increase REG representation among your program 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. Creating Ag. Literacy Take Home Educational kits to be distributed at Royal Lakes and Kemmerer Village, intended audience youth. Target race group is individuals that identify as black or two more races. (Rebecca Livingston and Connie Niemann)	Increase diversity in program participants, with desired outcome of reaching parity within youth served for both Macoupin and Montgomery Counties.	Establish relationship with school personnel at Kemmerer Village and with community leaders in Royal Lakes.	Participant REG information will be collected from participants who receive the kits and entered into PEARS.
2. Litchfield School District. Target race group is individuals that identify as black or two more races. (Valerie Belusko)	Increase diversity in program participants, with desired outcome of reaching parity within CED program area for Montgomery County.	Provide iDREAMS and iCREATE at all grade levels within the Litchfield School District.	Participant REG information will be collected from participants entered into PEARS.
3. Hillsboro School District and Litchfield School District. Target race group is individuals that identify as black. (Andrew Holsinger)	Increase diversity in program participants, with desired outcome of reaching parity within ANR program area for Montgomery County.	Provide horticulture programming through Hillsboro School District and Litchfield School District.	Participant REG information will be collected from participants entered into PEARS.
4. Cornerstone Academy in Nokomis. Target race group is individuals that	Increase diversity in program participants, with desired outcome of reaching parity within	Provide youth programming at Cornerstone Academy in Nokomis.	Participant REG information will be collected from participants entered into PEARS.

identify as black or two more races. (Sara Marten)	youth served for Montgomery County.		
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EDUCATOR PLAN OF WORK (3 YEAR)

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	18
Your Program Area:	Horticulture
Educator Name:	Andrew Holsinger
Program Year	Oct 1, 2022 –Sept 30, 2025

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

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

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

{Year} Educator Plan of Work_Lastname_Firstname
e.g., 2022-2025 Educator Plan of Work_Welbes_Beth

Illinois Extension's Grand Challenge Goal Statements and Related 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 (<i>plans for this priority will be addressed in the 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 2023-2025 program years. 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 each program year, you will be expected to contribute to one brief IMPACT Success Story in PEARS that describes a summary of the activities and outcome evaluation results associated with addressing a state priority issue.

Instructions:

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

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

- Educational outreach onsite and online (direct education)
- Digitally and/or print-released information (indirect activities)
- Consultation and expert assistance for decision support
- Applied research
- Engaging in partnerships and coalitions to reach a common goal

Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)
COMPLETE ONE TABLE PER STATE PRIORITY ISSUE YOU PLAN TO ADDRESS

Identify the state priority issue to be targeted (see [Illinois Extension's Grand Challenge Goal Statements and Related State Priority Issues](#)):

Workforce Preparedness/Advancement

Other unit or program team 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)
Eat Local Resource Development <i>Consultation and expert assistance for decision support</i>	Year 1: Christian County Year 2: Macoupin County Year 3: Montgomery County	Number of people who used Extension information to make decisions on site selection, varieties, and /or maintenance. Number of people who developed employment skills from participating in gardening.
Farmer's Market Resource Development <i>Consultation and expert assistance for decision support</i>	Year 1: Christian County Year 2: Macoupin County Year 3: Montgomery County	Number of farmers and farmer market vendors who gained knowledge on crop diversification to improve marketing of products.
Value Added Agriculture Programming <i>Educational outreach onsite and online (direct education)</i>	Small Scale Farmers Commercial Farmers Landowners	Increase in knowledge and/or skills to provide the opportunity for healthy, sustainable food, and act as a catalyst for community engagement and developing partnerships.

Illinois Master Gardener Program <i>Educational outreach onsite and online (direct education)</i>	Adults over the age of 18 in Christian, Jersey, Macoupin and Montgomery Counties who are interested in becoming Extension volunteers	Number of master gardener volunteers who believe they developed skills they can use in other areas of their lives
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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](#)):
Thriving Youth

Other unit or program team 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)
Junior Master Gardener (JMG) <i>Educational outreach onsite and online (direct education)</i>	Macoupin County (Intermediate School). Year 1. Expand to additional sites in Years 2 and 3.	Number of people who gained knowledge in consumer and home horticulture including: native plants, disease and pests, composting, site analysis, and proper maintenance
School Garden Programs <ul style="list-style-type: none"> • School Garden Resource Material • School Garden assistance (technical assistance, programming, consultation) 	Teachers, parents, school garden volunteers, school administration, Montgomery County Cornerstone Academy, Nokomis. Year 1 Additional schools Years 2 and 3.	Increase knowledge in gardening practices* Increased positive attitudes towards 4-H project area of horticulture* <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.)
Youth Horticulture Education <ul style="list-style-type: none"> • 4-H workshops • Afterschool programs 	Youth (5-18) that reside in Christian, Jersey, Macoupin and Montgomery Counties.	Increase knowledge in gardening practices* Increased positive attitudes towards 4-H project area of horticulture

4-H Horticulture Project Readiness <i>Educational outreach onsite and online (direct education)</i>	Youth (5-18) that reside in Christian, County in Year 3.	Increase knowledge in gardening practices* Increased positive attitudes towards 4-H project area of horticulture*
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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](#)):

Social and Emotional Health

Other unit or program team 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)
Horticulture programs at senior centers, residential centers, or rehabilitation centers. <i>Educational outreach onsite and online (direct education)</i>	Year 1: Christian County Year 2: Montgomery County Year 3: Macoupin County	Number of people who improved or maintained physical, emotional, or mental health from participating in gardening. Increased time outdoors
Sensory Garden Project	Year 1: Pana, IL	Number of participants in Extension horticulture programs at senior centers, residential centers, or rehabilitation centers.
Identify opportunities with local residential sites within the unit that would like to build gardens for residents that support social and emotional wellbeing.	Unit wide	Provide the tools and resources to help participants, who may have chronic disease to engage in horticulture programming.

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](#)):

Chronic Disease Prevention and Management

Other unit or program team 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)
General Gardening – Vegetable Gardening Classes	Local Adult Community Members	Number of participants in Extension horticulture programs at senior centers, residential centers, or rehabilitation centers. <ul style="list-style-type: none"> • Increased knowledge of plant health and management • Increased knowledge of home environmental stewardship • Increase awareness of food production methods • Increase knowledge of food production and growing techniques • Changes adopted in growing techniques
Community Food Growing – Container Gardening – Raised Bed Gardening	Local Adult Community Members	Provide the tools and resources to help participants, who may have chronic disease to engage in horticulture programming.

<p>Choosing Low Maintenance Plants and Adaptive Gardening Techniques (Body Smart Gardening)</p>	<p>Master Gardener, Gardeners, Small Farm Producers</p> <p>Local Adult Community Members</p>	<ul style="list-style-type: none"> • Increased knowledge of plant health and management • Increased knowledge of home environmental stewardship • Increase awareness of food production methods • Increase knowledge of food production and growing techniques • Changes adopted in growing techniques
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EDUCATOR PLAN OF WORK (3 YEAR)

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	18
Your Program Area:	4-H Youth Development
Educator Name:	Sara Marten
Program Year	Oct 1, 2022 –Sept 30, 2025

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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(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 priority will be addressed in the 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 	

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- 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](#)):
COMMUNITY – Thriving Youth

Other unit or program team 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>COMMUNITY – Thriving Youth Improving 4-H Project Experiences (Increased Workshops, Focused SPIN Clubs and Expanded Opportunities)</p>	<p>Unit 18 4-H Members – Christian, Jersey, Macoupin and Montgomery Counties</p>	<p>Increase knowledge and/or skills in specific project areas (for future career or hobby) Increase life skill development, including teamwork, time management, resiliency, and communication skills Increase openness to challenge and discovery Increase growth mindset Increase academic achievement and motivation Increase personal responsibility Increase personal standards and accountability</p>

COMMUNITY – Thriving Youth Improving 4-H Culminating Event Opportunities (multiple opportunities throughout the year)	Unit 18 4-H Members – Christian, Jersey, Macoupin and Montgomery Counties	Increase knowledge and/or skills in specific project areas (for future career or hobby) Increase life skill development, including teamwork, time management, resiliency, and communication skills Increase openness to challenge and discovery Increase growth mindset Increase academic achievement and motivation Increase personal responsibility Increase personal standards and accountability
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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](#)):
ECONOMY – Workforce Prep

Other unit or program team 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)
ECONOMY – Workforce Prep Welcome to the Real World	Christian County (Taylorville HS) Jersey County (Jersey County HS) Macoupin County (Mt. Olive HS, Northwestern JH/HS) Montgomery County (Nokomis HS, Cornerstone Academy)	Increase knowledge of life skills, technology, and career specific skills Increase exposure to possible future careers Increase skills in personal finance management and stability
ECONOMY – Workforce Prep 4-H Career Trips	Christian, Jersey, Macoupin and Montgomery teens (13-18)	Increase knowledge of life skills, technology, and career specific skills Increase exposure to possible future careers
ECONOMY – Workforce Prep Ready 4 Work	Jersey County (Jersey County HS) Montgomery County (Cornerstone Academy)	Increase knowledge of life skills, technology, and career specific skills Increase interviewing and career recruitment skills

ECONOMY – Workforce Prep 4-H STEM Programming	Christian County (Faith Bible Christian Academy) Jersey County Afterschool (Panther Kidz Club)	Increase knowledge of life skills, technology and career specific skills
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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 – Social & Emotional Health

Other unit or program team 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)
HEALTH – Social & Emotional Learning Your Thoughts Matter	Macoupin County (Carlinville Middle)	Increase awareness of stress, coping strategies and anxiety related situations Increase knowledge of careers in mental health Increase knowledge of resources related to mental health Increase confidence discussing mental health issues Identify new opportunities for positive contributions that support mental health Increase social support
HEALTH - Social & Emotional Learning Be SAFE	Christian County (Edinburg or Morrisonville MS) Jersey County	Increase awareness of stress, coping strategies and anxiety related situations Increase confidence discussing emotional issues Identify new opportunities for positive contributions that support mental health Increase practice change to resolve relationship challenges Increase practice of positive coping mechanisms

HEALTH – Social & Emotional Learning Your Thoughts Matter	Macoupin County (Carlinville Middle) Montgomery County	Increase awareness of stress, coping strategies and anxiety related situations Increase knowledge of careers in mental health Increase knowledge of resources related to mental health Increase confidence discussing mental health issues Identify new opportunities for positive contributions that support mental health Increase social support
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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 – Chronic Disease Prevention & Management

Other unit or program team 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)
HEALTH – Chronic Disease Prevention & Management 4-H Food Challenge	Jersey County (Jerseyville HS) Macoupin County (Carlinville HS) Montgomery County (Nokomis HS)	Increase knowledge of how to prevent chronic conditions Increase belief that youth can have a vital role in managing their own health Increase skill in preparing healthful foods
HEALTH – Chronic Disease Prevention & Management 4-H Health Jam	Jersey County (Jerseyville East Elementary) Macoupin County (Carlinville Middle School)	Increase knowledge of how to prevent chronic conditions Increase belief that youth can have a vital role in managing their own health Increase physical activity in youth through walking challenges and group exercise Increase knowledge in and exposure to health-related careers

Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)
COMPLETE ONE TABLE PER STATE PRIORITY ISSUE YOU PLAN TO ADDRESS

Identify the state priority issue to be targeted (see [Illinois Extension's Grand Challenge Goal Statements and Related State Priority Issues](#)):
COMMUNITY – Involvement & Leadership

Other unit or program team 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>COMMUNITY – Involvement & Leadership Real Colors</p>	<p>Unit 18 4-H (Youth Leadership Teams) Christian County (Taylorville HS) Macoupin County (Mt. Olive HS & Gillespie HS) Montgomery County (Litchfield, Hillsboro, and Nokomis HS)</p>	<p>Increase self-awareness Increase awareness of commonalities and differences in people Increase ability to work with different personalities or cultures</p>

Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)
COMPLETE ONE TABLE PER STATE PRIORITY ISSUE YOU PLAN TO ADDRESS

Identify the state priority issue to be targeted (see [Illinois Extension's Grand Challenge Goal Statements and Related State Priority Issues](#)):
FOOD – Food Access

Other unit or program team 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>FOOD – Food Access 4-H Hunger Ambassadors/Feeding & Growing Our Communities</p>	<p>Macoupin County 4-H (Hunger Ambassador Club) Montgomery County 4-H (Youth Leadership Team) Montgomery County (Cornerstone Academy)</p>	<p>Increase awareness of hunger and food access issue Increase knowledge of strategies to address food access Increase strategies and plans to address food access issues in communities Increase number of volunteers and advocates for food access Increase in developed plans for community service projects addressing food access Increase in amount of food supplies to low access areas</p>

EDUCATOR PLAN OF WORK (3 YEAR)

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	18
Your Program Area:	Nutrition and Wellness
Educator Name:	Lisa Peterson
Program Year	Oct 1, 2022 –Sept 30, 2025

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

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

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

{Year} Educator Plan of Work_Lastname_Firstname
e.g., 2022-2025 Educator Plan of Work_Welbes_Beth

Illinois Extension's Grand Challenge Goal Statements and Related 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 (<i>plans for this priority will be addressed in the 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 2023-2025 program years. 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 each program year, you will be expected to contribute to one brief IMPACT Success Story in PEARS that describes a summary of the activities and outcome evaluation results associated with addressing a state priority issue.

Instructions:

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

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

- Educational outreach onsite and online (direct education)
- Digitally and/or print-released information (indirect activities)
- Consultation and expert assistance for decision support

- Applied research
- Engaging in partnerships and coalitions to reach a common goal

Table 2: Issue-Focused Impact Plan (To Be Conducted and/or Led By Educator)
COMPLETE ONE TABLE PER STATE PRIORITY ISSUE YOU PLAN TO ADDRESS

Identify the state priority issue to be targeted (see [Illinois Extension's Grand Challenge Goal Statements and Related State Priority Issues](#)):

HEALTH: Chronic Disease Prevention and Management

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

4-H Youth Development

<p>What planned outreach will you conduct to intentionally address this priority issue? Specify the details e.g. name of programs, indirect intervention channel, focus of applied research, specific partnerships and/or coalitions you will engage with, etc.</p> <p>List each program or group of activities that are intended to target the same audience(s) and outcome(s) in a separate row.</p>	<p>Describe the audience(s) you will target with this planned outreach program or group of activities</p>	<p>What are the specific intended outcomes that will result from this planned outreach? Consider the following types of outcomes when listing the intended, specific outcomes of your planned outreach program or group of activities:</p> <ul style="list-style-type: none"> • Increase awareness/knowledge in... • Increase positive attitudes towards... • Participants report intent to change/adopt... • Increase/decrease in behaviors/practices such as.... • Changes in policies/environment such as.... <p>(also indicate with an asterisk * any outcomes you plan to measure)</p>
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<p><u>Diabetes:</u> “I on Diabetes” Curriculum</p> <p>Diabetes Focused Walking Club (Adults and Youth)</p> <p>Developing a youth-focused diabetes curriculum</p> <p>Develop diabetes videos (social media & part of in-person classes)</p> <p>Diabetes webinar series</p>	<p><u>CHRISTIAN</u> Partner with Taylorville Memorial Hospital to provide I on Diabetes curriculum in 2023 targeting adults who have diabetes and caregivers ages 18-65 who live in and around Taylorville</p> <p>Partner with Pana Wellness Center to offer diabetes cooking programming to adults 18-65 who live in Pana</p> <p><u>JERSEY</u> Partner with JCH Wellness Center, Hospital, and Health Department to provide I on Diabetes. Work with partners to create a social media campaign around diabetes awareness (focus: 18-29 years old); a walking club focused on diabetes prevention and management at Wock Lake (focus: 30-65-year-olds with pre-diabetes/diabetes and their caregivers).</p> <p>Focus on youth with pre-diabetes/diabetes who live in and around Jerseyville</p>	<ul style="list-style-type: none"> • Increased awareness of risk factors for diabetes • Increased knowledge of what diabetes is and the different types • Increased knowledge of blood glucose control • Increased knowledge of Extension diabetes resources • Increased confidence in speaking to healthcare professionals regarding health concerns • Increased confidence in reading nutrition facts labels • Increased confidence in preparing diabetes-friendly meals • Increased knowledge of the importance of physical activity and it’s effects on diabetes
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<p><u>Heart Health:</u> Meals for a Healthy Heart</p> <p>Cooking classes focused on low-sodium and heart-healthy fats.</p> <p>Walking club with a focus on heart health</p>	<p><u>MACOUPIN</u> Heart Healthy Classes in the underserved community of Staunton. Potentially partnering with Community Hospital of Staunton or the Macoupin County Health Department. <u>Target Audience:</u> Adults 18-65 living in Staunton who have or caring for someone with heart disease.</p> <p>A walking club focusing on physical activity and heart health with Carlinville Area Hospital. <u>Target Audience:</u> Adults 65+ living with or caring for someone with cardiovascular disease.</p> <p><u>JERSEY</u> Offer cooking classes with the Jerseyville Library focused on intergenerational meal preparation and low sodium options. Target Audience: Adults 18-65+ living or caring for someone with hypertension in the Jerseyville area.</p>	<ul style="list-style-type: none"> • Increased confidence in lowering blood pressure through lifestyle changes • Increased confidence in lowering cholesterol through lifestyle changes • Increased confidence in reading nutrition facts labels and recognizing heart-healthy options in the grocery stores • Increased confidence in preparing heart-healthy meals • Increased knowledge of cardiovascular disease risk factors • Increased knowledge of high blood pressure • Increased knowledge of the importance of physical activity and cardiovascular health

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: Social and Emotional Health

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

4-H Youth Development

<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>Developing an Intuitive Eating Class and Health at Every Size Curriculum</p>	<p><u>Montgomery & Macoupin County</u> Middle School/High School Young Adults (18–23 year olds) <u>Target Locations</u> Lincoln Land Community College Blackburn Community College Lewis and Clark Community College</p>	<p>Increased awareness about nutrition Increased knowledge about the benefits of physical activity An increased positive attitude about body image Increased self-confidence Participants report intent to adopt healthy behaviors, specifically around eating, physical activity, and self-talk. Increased knowledge about intuitive eating</p>

EDUCATOR PLAN OF WORK (2-YEAR)

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	Unit 18
Your Program Area:	Community & Economic Development
Educator Name:	Valerie Belusko
Program Year	Oct 1, 2023 –Sept 30, 2025

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

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

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

Illinois Extension's Grand Challenge Goal Statements and Related 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 (<i>plans for this priority will be addressed in the 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 2022-2023 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 each program year, you will be expected to contribute to one brief IMPACT Success Story in PEARS that describes a summary of the activities and outcome evaluation results associated with addressing a state priority issue.

Instructions:

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

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

- Educational outreach onsite and online (direct education)
- Digitally and/or print-released information (indirect activities)
- Consultation and expert assistance for decision support
- Applied research

<p align="center">•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</p>		
<p>Identify the state priority issue to be targeted (see Illinois Extension's Grand Challenge Goal Statements and Related State Priority Issues):</p> <p align="right">Workforce Preparedness/Advancement</p>		
<p>Other unit or program team staff collaborating on/contributing to planned outreach addressing this issue:</p>		
<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>Expand community partnerships in Christian, Macoupin, and Jersey Counties</p>	<p>Year 1 (2023-2024): Macoupin Year 2 (2024-2025): Jersey</p>	<ul style="list-style-type: none"> • Work to build relationships with these audiences to expand CED programing opportunities, look for regional efforts which can be developed, and build leadership capacity.

<p>Build workforce preparation through soft skill development:</p> <ul style="list-style-type: none"> • Real Colors • Generations Training • Customer Service Training • Team Building and Leadership 	<p>2023-2024 Macoupin County:</p> <ul style="list-style-type: none"> • Gillespie School District • Litchfield School District • Area non-profits <p>2024-2025 Jersey County</p> <ul style="list-style-type: none"> • Jerseyville School District • Jerseyville Wellness Center <p>Christian County</p> <ul style="list-style-type: none"> • Christian County Economic Development Corporation • Pana School District • Taylorville School District • Area non-profitis 	<ul style="list-style-type: none"> • Through pre and post tests I hope to show increased subject matter knowledge and skill development.
<p>Workforce preparation</p> <ul style="list-style-type: none"> • iCREATE/ K-12 Program 	<p>2023-2024</p> <ul style="list-style-type: none"> • Litchfield School District <p>2024-2025</p> <ul style="list-style-type: none"> • Expand to a second location outside of Montgomery County 	<ul style="list-style-type: none"> • Create pre and posts assessments that are online and can be shared via a link for middle 6th through 12th grade students* • Create an assessment for the classroom teacher (part of the assessment would as how this teacher/grade level may be teaching on the same information to make sure the program is fresh and meaningful to the teachers)* • Create an assessment for the community leader facilitating the lessons* • Dollar value of volunteer hours (NCRCRD Indicator)* • Number of teacher/administrator contacts (NCRCRD Indicator)* • Number of volunteer hours (NCRCRD Indicator)* • Number of new schools implementing the program*

<p>Community development iDREAM K-12 Program</p>	<p>2023-2024</p> <ul style="list-style-type: none"> Litchfield School District <p>2024-2025</p> <ul style="list-style-type: none"> Expand to a second location outside of Montgomery County 	<ul style="list-style-type: none"> Create pre and posts assessments that are online and can be shared via a link for middle 6th through 12th grade students* Create an assessment for the classroom teacher (part of the assessment would as how this teacher/grade level may be teaching on the same information to make sure the program is fresh and meaningful to the teachers)* Create an assessment for the community leader facilitating the lessons* Dollar value of volunteer hours (NCRCRD Indicator)* Number of teacher/administrator contacts (NCRCRD Indicator)* Number of volunteer hours (NCRCRD Indicator)* Number of new schools implementing the program*
<p>Community development/Social and emotional health</p>	<p>2024-2025 Unit Wide to community leaders, teachers, business owners</p> <ul style="list-style-type: none"> Poverty Simulation 	<ul style="list-style-type: none"> Pre and Post evaluations to measure the understanding of what it is like to live in poverty and the challenges those in poverty endure. * Conduct follow-up interviews with participants to track and changes which they may have made in their on professional or leadership role to create equity.