

2020-2021

EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below

Unit:	24
Your Program Area:	4-H Youth Development
Educator Name:	Melissa Wilson

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 – Workforce Preparedness/Advancement

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

Nancy Lambert, Paula Hatfield, Amy McCarty, Kathryn Scates, and Kendra Vaughn

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)
Tackling the Tough Skills	9 th Grade Students <ul style="list-style-type: none"> • Gallatin County High School 	<ul style="list-style-type: none"> • Increased knowledge of life skills, technology and career specific skills* • Increase in skills necessary for successful employment* • Increase in confidence to apply skills in workplace settings*
Skills to Pay the Bills	12 th Grade Students <ul style="list-style-type: none"> • Gallatin County High School • Harrisburg High School • Eldorado High School 	<ul style="list-style-type: none"> • Increased knowledge of life skills, technology and career specific skills*

Be an Entrepreneur with 3D Printing	4 th Grade Students <ul style="list-style-type: none"> • Pope County Elementary • Grayville Elementary • Hardin County Elementary • East Side Elementary - McLeansboro 	<ul style="list-style-type: none"> • Increased knowledge of life skills, technology and career specific skills* • Increase in knowledge of 3D Technologies*
Real Colors	9-12 Grade Students <ul style="list-style-type: none"> • Carrier Mills High School • Gallatin County High School • Eldorado High School 	<ul style="list-style-type: none"> • Increased knowledge of life skills, technology and career specific skills* • Increase in skills necessary for successful employment* Increase in knowledge working with others*

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:

Bronwyn Aly, Jennifer Warren, Julie Zakes, Nancy Lambert, Paula Hatfield, Amy McCarty, Kendra Vaughn, and Kathryn Scates

<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><i>Please put the exact location and number of youth/adults to reach.</i></p> <p><i>Example:</i> <i>Highland High School, 50 youth</i></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>Feeding and Growing Our Communities</p>	<p>GIFT Gardens</p> <ul style="list-style-type: none"> • Hamilton County • White County • Dixon Springs Agriculture Center High Tunnel 	<ul style="list-style-type: none"> • Increased awareness of hunger and food access issue * • Increased knowledge of strategies to address food access* • Increased strategies and plans to address food access issues in communities* • Increased number of volunteers and advocates for food access* • Increase in plans developed for community service projects addressing food access* • Increase in amount of food supplies to low access areas *

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Community – Thriving Youth

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

Nancy Lambert, Paula Hatfield, Amy McCarty, Kendra Vaughn, and Kathryn Scates

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 <i>Please put the exact location and number of youth/adults to reach.</i> <i>Example:</i> <i>Highland High School, 50 youth</i>	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)
4-H Community Clubs	4-H Members <ul style="list-style-type: none"> • Youth ages 5-18 	<ul style="list-style-type: none"> • Increase awareness of community needs • Increase positive attitudes towards project virtual engagement • Participants report that they have a relationship with a caring adult * • Increase youth participation *
Valued Volunteer Series	4-H Screened Volunteers <ul style="list-style-type: none"> • Volunteers ages 19 and up that have been screened and certified through the background check and application process. 	<ul style="list-style-type: none"> • Increase knowledge of youth development best practices • Increase positive attitudes towards adoption of Unit goals • Participants report intent to foster strong youth and adult partnerships • Increase the number of 4-H volunteers *