

2021 – 2022

# UNIT 11

FMPT PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

**Table 1: Complete the information below**

Unit:	11
Program Year	Oct 1, 2021 –Sept 30, 2022

**PURPOSE:** *TO PROVIDE AN OVERVIEW OF*

- *STATE PRIORITY ISSUES THAT STAFF WITHIN THE UNIT PLAN TO IMPACT IN LOCALLY RELEVANT WAYS*
- *INCLUSION PLANS FOR REACHING UNDERREPRESENTED AUDIENCES FOR PROGRAMMING AND COMMITTEE/COUNCIL RECRUITMENT AND RETENTION*

## Illinois Extension's Grand Challenge Goals and State Priority Issues

<p><b>(ECONOMY)</b>  <b>Grow a Prosperous Economy</b></p> <ul style="list-style-type: none"> <li>• Workforce Preparedness/Advancement</li> <li>• Financial Wellbeing</li> <li>• Economic Vitality (including the non-food ag sector)</li> </ul>	<p><b>(FOOD)</b>  <b>Maintain a Safe &amp; Accessible Food Supply</b></p> <ul style="list-style-type: none"> <li>• Food Access</li> <li>• Food Safety</li> <li>• Food Production</li> </ul>
<p><b>(COMMUNITY)</b>  <b>Support Strong and Resilient Youth, Families, and Communities</b></p> <ul style="list-style-type: none"> <li>• Involvement and Leadership</li> <li>• Connectedness and Inclusion</li> <li>• Thriving Youth (addressed only in Table 2 below)</li> </ul>	<p><b>(HEALTH)</b>  <b>Maximize Physical and Emotional Health for All</b></p> <ul style="list-style-type: none"> <li>• Chronic Disease Prevention and Management</li> <li>• Social and Emotional Health</li> <li>• Healthy and Safe Community Environments</li> </ul>
<p><b>(ENVIRONMENT)</b>  <b>Sustain Natural Resources in Home &amp; Public Spaces</b></p> <ul style="list-style-type: none"> <li>• Enhancing and Preserving Natural Resources</li> <li>• Engagement with Home and Community Landscapes and Environment</li> </ul>	

Instructions: Complete each of the following tables.

Table 1: **Overview of State Priority Issues Targeted Across Unit**

Table 2: **Goals to Address the Thriving Youth State Priority Issue 2021-2022** (4-H Club Goals)

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

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

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

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

Table 6: **Progress Toward 2020-2021 Inclusion Goals (including successful actions)**

## UNIT OVERVIEW

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

<b>Table 1: Overview of State Priority Issues Targeted Across Unit</b>	
<b>Unit: 11</b>	<b>County Director: Earl Allen</b>
<b>State priority issue targeted</b>	<b>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.</b>
<b>Food: Food Production</b>	Nicole Flowers-Kimmerle – ANR Horticulture Educator, Tara Heath – ANR EPC, Christine Belless – ANR EPC, Unit 11 also has plans to hire a Commercial Ag/Ag Business and Farm Management Educator during 2022, Earl Allen – County Director
<b>Economy: Financial Wellbeing</b>	To be hired in 2022 – CED Educator, To be hired in 2022 – ANR Ag Business and Farm Management Educator, Christine Belless – ANR EPC
<b>Health: Social and Emotional Health</b>	Emily Schoenfelder – Educator 4-H YD Metro/YD; Judy Schmidt – Educator 4-H YD Metro/Unit
<b>Economy: Economic Vitality</b>	To be hired in 2022 – CED Educator, Earl Allen – County Director
<b>Enhancing and Preserving Natural Resources</b>	Nicole Flowers-Kimmerle – ANR Horticulture Educator, Tara Heath – ANR EPC, Christine Belless – ANR EPC, Earl Allen – County Director
<b>Environment – Engaging with Home and Community Landscapes and Environment</b>	Nicole Flowers-Kimmerle – ANR Horticulture Educator, Tara Heath – ANR EPC, Christine Belless – ANR EPC
<b>Health: Chronic Disease Prevention and Management</b>	Kaitlyn Streitmatter – SNAP-Ed EPC; Rebecca Crumrine – SNAP-Ed EPC; 10 SNAP-Ed CW's; Earl Allen – County Director
<b>Economy: Workforce Preparedness/Advancement</b>	To be hired in 2022 – CED Educator; Earl Allen – County Director
<b>Food: Food Access</b>	Kaitlyn Streitmatter – SNAP-Ed EPC; Rebecca Crumrine – SNAP-Ed EPC; 10 SNAP-Ed CW's; Earl Allen – County Director

**Table 2: Goals to Address the Thriving Youth State Priority Issue 2021-2022 (4-H Club Goals)**

**\*Each unit 4-H Team is expected to plan for at least 1 Club Member Retention Goal and at least 1 Improved Diversity/Equity/Inclusion goal for 2021-2022. Add more rows to outline additional goals if needed.**

**\*\*Please note that Expansion and Review Committees and efforts are designed to help inform your goals related to growth and engagement with underserved audiences. Action plans outlined in this Plan of Work should enhance your current county expansion and review plans and outline intentional actions that will be taken this year.**

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

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

*What is your intended goal?	What actions will you take to meet the goal?	Intended outcomes or indicators of success (be specific as to how you will track or measure)	What unit staff will be working toward this goal or actions?
<p><i>Club Member Retention Goal:</i></p> <p>The YDE and CD will support and/or engage 4-H club leaders, members, and families rebuild participation and activity of clubs as we come out of the struggles of the pandemic.</p>	<ul style="list-style-type: none"> <li>• Leader Meetings</li> <li>• Attend Club meetings</li> <li>• Create/provide opportunities for recognition</li> <li>• Work with ER committee as well as foundations to assist clubs and families</li> </ul>	<ul style="list-style-type: none"> <li>• Club enrollments</li> <li>• Meeting attendance</li> <li>• Recognition events</li> <li>• Ideas/suggestions for sustainability generated from ER and foundation meetings</li> </ul>	<p>Judy Schmidt, Emily Schoenfelder, and Earl Allen</p>

**Table 2: Goals to Address the Thriving Youth State Priority Issue 2021-2022 (4-H Club Goals)**

**\*Each unit 4-H Team is expected to plan for at least 1 Club Member Retention Goal and at least 1 Improved Diversity/Equity/Inclusion goal for 2021-2022. Add more rows to outline additional goals if needed.**

**\*\*Please note that Expansion and Review Committees and efforts are designed to help inform your goals related to growth and engagement with underserved audiences. Action plans outlined in this Plan of Work should enhance your current county expansion and review plans and outline intentional actions that will be taken this year.**

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

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

*What is your intended goal?	What actions will you take to meet the goal?	Intended outcomes or indicators of success (be specific as to how you will track or measure)	What unit staff will be working toward this goal or actions?
<p><b>**Improved Diversity/Equity/Inclusion Goal: Increase marketing and dialogue with our Black and Hispanic communities to increase awareness of the 4-H program.</b></p>	<ul style="list-style-type: none"> <li>● Shift Peoria 4-H EPC responsibilities to include a time allocation to support 4-H metro educator in bringing awareness to Hispanic and Black audiences in our grass roots database.</li> </ul>	<ul style="list-style-type: none"> <li>● Report numbers of groups in 4-H online</li> <li>● Increased awareness in the deaf, Black and/or Hispanic communities on what the 4-H program has to offer</li> </ul>	<p>Judy Schmidt, Emily Schoenfelder, new Peoria 4-H EPC, Earl Allen</p>

**SUPPLEMENTAL ISSUE-FOCUSED IMPACT PLAN (IF APPROPRIATE TO YOUR UNIT)**

There are times when unit staff will target an issue with outreach that is not aligned with an educator’s plan (often due to vacancies in staffing). If there are *concentrated efforts* that are NOT covered in one of your unit’s educator plans but your unit staff will devote to address a state priority issue, complete **Table 3: Supplemental Issue-Focused Impact Plan**. Add more rows to Table 3 if you need additional space to outline the plan. Copy the table FOR EACH PRIORITY ISSUE if you expect to have *concentrated effort* devoted to more than one issue during the 2021-2022 Extension year. In Table 2, do not include issue-focused impact plans already outlined in an educator’s plan of work submitted within your unit.

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

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

<b>Table 3: Supplemental Issue-Focused Impact Plan (if appropriate for your unit)</b> <b>COMPLETE ONE TABLE PER STATE PRIORITY ISSUE YOU PLAN TO ADDRESS</b>		
<b>Identify the state priority issue to be targeted (see <a href="#">Illinois Extension’s Grand Challenge Focus Areas and Related State Priority Issues</a>):</b>		
<b>Unit staff collaborating on/contributing to planned outreach addressing this issue:</b>		
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 <b>same audience(s) and outcome(s)</b> 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"> <li>• Increase awareness/knowledge in...</li> <li>• Increase positive attitudes towards...</li> <li>• Participants report intent to change/adopt...</li> <li>• Increase/decrease in behaviors/practices such as....</li> <li>• Changes in policies/environment such as....</li> </ul> (also indicate with an asterisk * any outcomes <b>you plan to measure</b> )



<b>Table 4: Unit Councils/Committees Your Unit Plans to Target for Improved REG Representation (add more rows if you plan to target more than two Councils/Committees) for 2021-2022</b>			
<b>Unit:</b>		<b>County Director</b>	
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. 4-H Expansion and Review Committee	Recruit diverse representation of members to reflect our unit demographics	Identify and target specific members representative of our communities population	Maintain accurate records of targeted recruits and membership records
2. Extension Council	Recruit one to two Hispanic members to better reflect our unit demographics	Identify and target specific potential members from the Hispanic population within our unit. Engage in dialogue to seek their participation.	Document recruits, document the ask, document the Yes or No, and utilize the Extension Council Grid to depict the outcome or recruitment

<b>Table 5: Programming Audience(s) Your Unit Plans to Target for Improved REG Representation (add more rows if you plan to target more than two audiences) for 2021-2022</b>			
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. Black and Hispanic participation in our Master Volunteer program.	Our goal is to recruit and enroll more Black and Hispanic participants in our Master Gardener and Master Naturalist programs.	Indirect and direct outreach to grassroots organizations to market and improve awareness of the MV program to these groups.	Document efforts and analyze participation data after program offerings.
2. Low Income – Snap eligible	Our goal is to increase our ability to reach all low income audiences that include a significant number of Hispanic and Black families.	Increase school programming/direct education, enhance our partnerships and outreach with the health departments	PEARS Reporting



# EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	11
Your Program Area:	4-H Youth Development
Educator Name:	Emily Schoenfelder
Program Year	Oct 1, 2021 –Sept 30, 2022

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

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

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

{Year} Educator Plan of Work\_Lastname\_Firstname  
e.g., 2021-2022 Educator Plan of Work\_Welbes\_Beth

## Illinois Extension's Grand Challenge Goal Statements and Related State Priority Issues

<p><b>(ECONOMY)</b>  <b>Grow a Prosperous Economy</b></p> <ul style="list-style-type: none"> <li>• Workforce Preparedness/Advancement</li> <li>• Financial Wellbeing</li> <li>• Economic Vitality (including the non-food ag sector)</li> </ul>	<p><b>(FOOD)</b>  <b>Maintain a Safe &amp; Accessible Food Supply</b></p> <ul style="list-style-type: none"> <li>• Food Access</li> <li>• Food Safety</li> <li>• Food Production</li> </ul>
<p><b>(COMMUNITY)</b>  <b>Support Strong and Resilient Youth, Families, and Communities</b></p> <ul style="list-style-type: none"> <li>• Involvement and Leadership</li> <li>• Connectedness and Inclusion</li> <li>• Thriving Youth (plans for this priority will be addressed in the 2021-2022 Unit Plan of Work)</li> </ul>	<p><b>(HEALTH)</b>  <b>Maximize Physical and Emotional Health for All</b></p> <ul style="list-style-type: none"> <li>• Chronic Disease Prevention and Management</li> <li>• Social and Emotional Health</li> <li>• Healthy and Safe Community Environments</li> </ul>
<p><b>(ENVIRONMENT)</b>  <b>Sustain Natural Resources in Home &amp; Public Spaces</b></p> <ul style="list-style-type: none"> <li>• Enhancing and Preserving Natural Resources</li> <li>• Engagement with Home and Community Landscapes and Environment</li> </ul>	

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

### Instructions:

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

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

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

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

**Identify the state priority issue to be targeted** (see [Illinois Extension’s Grand Challenge Goal Statements and Related State Priority Issues](#)):  
 Economy – Workforce Preparedness/Advancement

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

Judy Schmidt, 4-H Metro Educator  
 Janis Blout, 4-H EPC  
 Katharine Girone, 4-H EPC  
 Joli Pierson, 4-H EPC  
 Peoria County 4-H EPC (Currently Vacant)

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 <b>same audience(s) and outcome(s)</b> 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"> <li>• Increase awareness/knowledge in...</li> <li>• Increase positive attitudes towards...</li> <li>• Participants report intent to change/adopt...</li> <li>• Increase/decrease in behaviors/practices such as....</li> <li>• Changes in policies/environment such as....</li> </ul> (also indicate with an asterisk * any outcomes <b>you plan to measure</b> )
Embryology & Incubation	Select Peoria & Tazewell schools; approximately 1000 youth	<ul style="list-style-type: none"> <li>• Increased knowledge of life skills, technology, and career specific skills*</li> </ul>
Educator Professional Development	Classroom educators and youth-serving professionals through Fulton, Mason, Peoria & Tazewell Counties; Approximately 50 adults	<ul style="list-style-type: none"> <li>• Increased knowledge of resources and career specific skills*</li> <li>• Increased confidence to apply skills in workplace settings*</li> </ul>
Teen Teachers – STEM Programming	Teens interested in community service and/or educating younger youth	<ul style="list-style-type: none"> <li>• Increase knowledge of life skills, technology, and career specific skills</li> <li>• Increase in skills necessary for successful employment.</li> <li>• Increase adoption and use of skills needed for employment</li> </ul>

**Table 3: 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 staff collaborating on/contributing to planned outreach addressing this issue:**

Judy Schmidt, 4-H Metro Educator  
 Janis Blout, 4-H EPC  
 Katharine Girone, 4-H EPC  
 Joli Pierson, 4-H EPC  
 Peoria County 4-H EPC (Currently Vacant)

<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 <b>same audience(s) and outcome(s)</b> 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"> <li>• Increase awareness/knowledge in...</li> <li>• Increase positive attitudes towards...</li> <li>• Participants report intent to change/adopt...</li> <li>• Increase/decrease in behaviors/practices such as....</li> <li>• Changes in policies/environment such as....</li> </ul> <p>(also indicate with an asterisk * any outcomes <b>you plan to measure</b>)</p>
<p>Connection Corner (Family Activities &amp; Blog)</p>	<p>Parents, Teachers, Caregivers, Youth</p>	<ul style="list-style-type: none"> <li>• Increased practice of positive coping mechanisms*</li> <li>• Increased implementation of stress-reducing behaviors*</li> <li>• Increased social support</li> </ul>

# EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGES/STATE PRIORITY ISSUES)

<b>Table 1: Complete the information below</b>	
Unit:	11 Fulton, Mason, Peoria, Tazewell
Your Program Area:	ANR
Educator Name:	Nicole Flowers-Kimmerle
Program Year	Oct 1, 2021 –Sept 30, 2022

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

**DEADLINE:** COUNTY DIRECTORS WILL POST ALL EDUCATOR PLANS TO THEIR UNIT’S BOX FOLDER BY **NOVEMBER 1, 2021** (NOTE: COUNTY DIRECTORS MAY SET AN EARLIER INTERNAL DEADLINE FOR COMPLETION OF EDUCATOR PLANS OF WORK TO MEET THE UNIT PLAN OF WORK DEADLINE)

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

2021-2022 Educator Plan of Work: \_Flowers-Kimmerle, Nicole

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

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

**This plan of work is NOT intended to outline all outreach activities that you will conduct and report during the 2019-2020 program year.** This plan of work is focused on developing **one or more issue-focused impact plans** (see Table 2). Each issue-focused impact plan will include outreach activities that *directly align a state priority issue* and will represent a *concentrated focus* of your work. At the conclusion of the 2019-2020 program year, you will be expected to submit one brief IMPACT Success Story in PEARS that describes a summary of the activities and outcome evaluation results associated with addressing a state priority issue.

Instructions:

- Complete **Table 1: Educator Information**
- Complete **Table 2: Issue-Focused Impact Plan** For EACH state priority issue you will *direct concentrated effort* toward (or collaborate with unit teams to *direct concentrated effort* toward)

<b>Table 1: Educator Information</b>	
Unit:	11
Your Program Area:	ANR (Horticulture)
Educator Name:	Nicole Flowers-Kimmerle

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

your issue-focused impact plan. Copy the table to develop more than one issue-focused impact plan if you will (or will lead a unit team to) direct *concentrated effort* to more than one state priority issue during the 2019-2020 Extension year.

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

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

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

**COMPLETE ONE TABLE PER STATE PRIORITY ISSUE YOU PLAN TO ADDRESS**

**Identify the state priority issue to be targeted** (see [Illinois Extension’s Grand Challenge Focus Areas and Related State Priority Issues](#)):

ENVIRONMENT– Engaging with Home and Community Landscapes and Environment

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

**Tara Heath, ANR EPC**

<p>What planned outreach will you conduct to intentionally address this priority issue? Specify the details e.g. name of programs, indirect intervention channel, focus of applied research, specific partnerships and/or coalitions you will engage with, etc.</p> <p>List each program or group of activities that are intended to target the <b>same audience(s) and outcome(s)</b> 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"> <li>• Increase awareness/knowledge in...</li> <li>• Increase positive attitudes towards...</li> <li>• Participants report intent to change/adopt...</li> <li>• Increase/decrease in behaviors/practices such as....</li> <li>• Changes in policies/environment such as....</li> </ul> <p>(also indicate with an asterisk * any outcomes <b>you plan to measure</b>)</p>
<p>Horticulture Core Education Series (7 face to face classes) hybrid online/in-person training classes</p>	<p>Adults over the age of 18 in Fulton, Mason, Peoria, Tazewell Counties who are interested in completing training on Core Horticulture topics</p>	<ul style="list-style-type: none"> <li>• Increased ability to identify and use accurate, research-based sources for garden and landscape information *</li> <li>• Increased knowledge of sustainable garden practices such as composting and water conservation, *</li> <li>• Increased knowledge about how to protect natural resources such as soil and water in gardens and landscapes*</li> </ul>
<p>Master Gardener Volunteer Training</p>	<p>Adults over the age of 18 in Fulton, Mason, Peoria, Tazewell Counties who have completed the training on Core Horticulture topics</p>	<ul style="list-style-type: none"> <li>• Increased number of trained Master Gardener volunteers*</li> <li>• Increased participation of Master Gardeners*</li> </ul>



Master Gardener Speaker's Bureau Training	Trained Master Gardeners interested in delivering Speaker's Bureau presentations to the public	<ul style="list-style-type: none"> <li>• Increased knowledge in topic specific content they intend to deliver*</li> <li>• Increased confidence in ability to deliver Speaker's Bureau community presentations*</li> </ul>
Gardener's Big Day	Fulton, Mason, Peoria, and Tazewell County Master Gardeners and Interns	<ul style="list-style-type: none"> <li>• Increased knowledge of plant health and management, e.g. turf, plants, trees</li> </ul>
Support Master Gardener projects	Fulton, Mason, Peoria, and Tazewell County Master Gardeners and Interns and Illinois residents impacted by projects	<ul style="list-style-type: none"> <li>• Increased changes to improve plant health and management(e.g. soil test,appropriate variety selection, adopt IPM practice)</li> </ul>
Gardeners Corner and Garden Packet publications (Indirect activities, articles and press releases)	State of Illinois residents	<ul style="list-style-type: none"> <li>• Increased knowledge of plant health and management, e.g. turf, flowers, trees</li> <li>• Increased knowledge of environmentally beneficial home and community landscape design, e.g. rain barrels, rain gardens</li> <li>• Increased knowledge of home environmental stewardship, e.g. composting, recycling, energy efficiency</li> </ul>
Expert assistance on plant health, garden development or maintenance, or sustainable landscapes	Illinois residents	<ul style="list-style-type: none"> <li>• Increased ability to make an informed decision to support plant health, garden development or maintenance, or sustainable landscapes.</li> </ul>

**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:**  
**Ian Goslin, ANR EPC**

<p>What planned outreach will you conduct to intentionally address this priority issue? Specify the details e.g. name of programs, indirect intervention channel, focus of applied research, specific partnerships and/or coalitions you will engage with, etc.</p> <p>List each program or group of activities that are intended to target the <b>same audience(s) and outcome(s)</b> 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"> <li>• Increase awareness/knowledge in...</li> <li>• Increase positive attitudes towards...</li> <li>• Participants report intent to change/adopt...</li> <li>• Increase/decrease in behaviors/practices such as....</li> <li>• Changes in policies/environment such as....</li> </ul> <p>(also indicate with an asterisk * any outcomes <b>you plan to measure</b>)</p>
<p>School and Community Gardens</p> <ul style="list-style-type: none"> <li>• School and Community Garden Training</li> <li>• Food Donation Gardens (technical assistance, programming, consultation, on-site installations and planting and funding development)</li> </ul>	<p>Schools and community partners in Fulton, Mason, Peoria and Tazewell Counties</p>	<ul style="list-style-type: none"> <li>• Increased number of school and community gardens*</li> <li>• Increased strategies and plans to grow food locally</li> <li>• Increased amount of food supplied to low access areas (pounds of produce, meals packaged, etc.)*</li> </ul>



**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:**  
**Christine Belless, EPC**

<p>What planned outreach will you conduct to intentionally address this priority issue? Specify the details e.g. name of programs, indirect intervention channel, focus of applied research, specific partnerships and/or coalitions you will engage with, etc.</p> <p>List each program or group of activities that are intended to target the <b>same audience(s) and outcome(s)</b> 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"> <li>• Increase awareness/knowledge in...</li> <li>• Increase positive attitudes towards...</li> <li>• Participants report intent to change/adopt...</li> <li>• Increase/decrease in behaviors/practices such as...</li> <li>• Changes in policies/environment such as...</li> </ul> <p>(also indicate with an asterisk * any outcomes <b>you plan to measure</b>)</p>
<p>Naturalist Core Education Series (10 face to face classes) hybrid onlin/in-person training classes</p>	<p>Adults over the age of 18 in Fulton, Mason, Peoria, Tazewell Counties who are interested in completing training on Core Naturalist topics</p>	<ul style="list-style-type: none"> <li>• Increased knowledge of the importance of natural resource preservation</li> <li>• Increased awareness of Illinois natural resources*</li> </ul>
<p>Master Naturalist Volunteer Training</p>	<p>Adults over the age of 18 in Fulton, Mason, Peoria, Tazewell Counties who have completed the training on Core Naturalist topics</p>	<ul style="list-style-type: none"> <li>• Increased number of trained Master Naturalist volunteers*</li> <li>• Increased number of volunteer hours related to natural resources</li> </ul>
<p>Master Naturalist Speaker’s Bureau Training</p>	<p>Trained Master Naturalists interested in delivering Speaker’s Bureau presentations to the public</p>	<ul style="list-style-type: none"> <li>• Increased knowledge in topic specific content they intend to deliver*</li> <li>• Increased confidence in ability to deliver Speaker’s Bureau community presentations*</li> </ul>

Support Master Naturalist partners and projects	Fulton, Mason, Peoria, and Tazewell County Master Naturalists and Interns and Illinois residents impacted by partners projects	<ul style="list-style-type: none"><li>• Increased knowledge of how to preserve natural resources</li></ul>
---	--	--

# EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	11
Your Program Area:	Youth Development
Educator Name:	Judy Schmidt
Program Year	Oct 1, 2021 –Sept 30, 2022

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

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

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

{Year} Educator Plan of Work\_Lastname\_Firstname  
e.g., 2021-2022 Educator Plan of Work\_Welbes\_Beth

## Illinois Extension's Grand Challenge Goal Statements and Related State Priority Issues

<p><b>(ECONOMY)</b>  <b>Grow a Prosperous Economy</b></p> <ul style="list-style-type: none"> <li>• Workforce Preparedness/Advancement</li> <li>• Financial Wellbeing</li> <li>• Economic Vitality (including the non-food ag sector)</li> </ul>	<p><b>(FOOD)</b>  <b>Maintain a Safe &amp; Accessible Food Supply</b></p> <ul style="list-style-type: none"> <li>• Food Access</li> <li>• Food Safety</li> <li>• Food Production</li> </ul>
<p><b>(COMMUNITY)</b>  <b>Support Strong and Resilient Youth, Families, and Communities</b></p> <ul style="list-style-type: none"> <li>• Involvement and Leadership</li> <li>• Connectedness and Inclusion</li> <li>• Thriving Youth (plans for this priority will be addressed in the 2021-2022 Unit Plan of Work)</li> </ul>	<p><b>(HEALTH)</b>  <b>Maximize Physical and Emotional Health for All</b></p> <ul style="list-style-type: none"> <li>• Chronic Disease Prevention and Management</li> <li>• Social and Emotional Health</li> <li>• Healthy and Safe Community Environments</li> </ul>
<p><b>(ENVIRONMENT)</b>  <b>Sustain Natural Resources in Home &amp; Public Spaces</b></p> <ul style="list-style-type: none"> <li>• Enhancing and Preserving Natural Resources</li> <li>• Engagement with Home and Community Landscapes and Environment</li> </ul>	

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

### Instructions:

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

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

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

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

Identify the state priority issue to be targeted (see [Illinois Extension’s Grand Challenge Goal Statements and Related State Priority Issues](#)):  
**Economy: Workforce Preparedness/Advancement**

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

**Emily Schoenfelder,**

<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 <b>same audience(s) and outcome(s)</b> 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"> <li>• Increase awareness/knowledge in...</li> <li>• Increase positive attitudes towards...</li> <li>• Participants report intent to change/adopt...</li> <li>• Increase/decrease in behaviors/practices such as....</li> <li>• Changes in policies/environment such as....</li> </ul> <p>(also indicate with an asterisk * any outcomes <b>you plan to measure</b>)</p>
<p>4G STEM Camp (or virtual alternative)</p>	<p>35 middle school girls, unit wide, 8 area teachers, unit wide</p>	<ul style="list-style-type: none"> <li>• Increased knowledge of life skills, technology and career specific skill*</li> <li>• Increase awareness of need to prepare for the workforce through education and training*</li> </ul> <p>Increase in skills necessary for successful employment*</p>
<p>Teen Teachers –STEM programming</p>	<p>12 teen teachers</p>	<ul style="list-style-type: none"> <li>• Increase knowledge of life skills, technology, and career specific skills</li> <li>• Increase in skills necessary for successful employment.</li> </ul> <p>Increase adoption and use of skills needed for employment</p>
<p>Teacher Tuesday</p>	<p>50-100 teachers and out-of-school youth program providers</p>	<ul style="list-style-type: none"> <li>• Increased knowledge of life skills, technology and career specific skill</li> <li>• Increase awareness of need to prepare for the workforce through education and training</li> </ul>

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

Emily Schoenfelder

<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 <b>same audience(s) and outcome(s)</b> 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"> <li>• Increase awareness/knowledge in...</li> <li>• Increase positive attitudes towards...</li> <li>• Participants report intent to change/adopt...</li> <li>• Increase/decrease in behaviors/practices such as....</li> <li>• Changes in policies/environment such as....</li> </ul> <p>(also indicate with an asterisk * any outcomes <b>you plan to measure</b>)</p>
<p>Connection Corner kits and blog</p>	<p>Parents, teachers, afterschool providers, youth</p>	<ul style="list-style-type: none"> <li>• Increase awareness/knowledge of social emotional learning tools to use with family and youth</li> <li>• Increase in family communication and related behaviors and practices.</li> </ul>

Illinois Strong Couples pilot	10 couples	<ul style="list-style-type: none"><li>• Increase awareness/knowledge of healthy principles, practices, and skills for promoting relationship well-being, safety, and stability within couple and family relationships.*</li><li>• Increase in relationship well-being and related behaviors and practices. Specifically, participants will demonstrate improvements in effective communication, perceived partner support, relationship satisfaction, and relationship confidence; participants will also demonstrate reductions in physical aggression as well as concerns about potential relationship dissolution. *</li><li>• Among families with children, we also expect to see increases in child-wellbeing and family functioning. Specifically, participants will demonstrate improvements in coparenting, parenting, parent-child relationships, their children’s well-being (less internalizing problems, fewer externalizing problems), as well as greater overall family functioning</li></ul>
-------------------------------	------------	---