**Unit Plan of Work (2 year)**

**(to impact grand challenges/state priority issues)**

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| **Table 1: Complete the information below** | |
| Unit: | Unit 10 |
| Program Year | Oct 1, 2023 –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:**

*2023-2025 Unit Plan of Work\_Unit#*

e.g., 2023-2025 Unit Plan of Work\_Unit99

## **Illinois Extension’s Grand Challenge Goals and State Priority Issues**

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| **(ECONOMY)**  **Grow a Prosperous Economy**   * Workforce Preparedness/Advancement * Financial Wellbeing * Economic Vitality | **(FOOD)**  **Maintain a Safe & Accessible Food Supply**   * Food Access * Food Safety * Food Production |
| **(COMMUNITY)**  **Support Strong and Resilient Youth, Families, and Communities**   * Involvement and Leadership * Connectedness and Inclusion * Thriving Youth | **(HEALTH)**  **Maximize Physical and Emotional Health for All**   * Chronic Disease Prevention and Management * Social and Emotional Health * Healthy and Safe Community Environments |
| **(ENVIRONMENT)**  **Sustain Natural Resources in Home & Public Spaces**   * 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** | | |
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| **State priority issue targeted** | **Rationale for selection (copy and paste from Table 5 in the *FINAL\_Step Selecting Unit Priorities to Impact.docx* 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.** |
| Economy-Workforce Preparedness/Advancement | The Unit needs assessment demonstrated a need for workforce preparedness/advancement programming through both quantitative data and qualitative feedback. A ready and qualified workforce is reported to be the main limitation of many interviewed stakeholders in being able to reach their desired outcomes. A major area that was also indicated was a need for daycare/childcare for our workforce. While no current plans of work indicate how Extension would become involved in this crisis we will look for ways that we might be able to be at the table for these conversations. | Carrie McKillip, CED Educator  Tessa Hobbs-Curley, FL Educator  Shelby Carlson, YD Educator  Lisa Torrance, CD |
| Health- Social and Emotional Health | According to a recent Illinois Youth Survey, nearly 40% of youth in Unit 10 reported experience signs of depression that impacted their daily activities. Between 15-19% reported having thoughts of suicide. Despite these numbers, the unit needs assessment resulted in a lack of social and emotional health related resources in Unit 10. Access to care is often more than an hour away due to the rural nature of the county and the stigma regarding mental health continues to be a barrier to accessing care. | Shelby Carlson, YD Educator  Tessa Hobbs – Curley, FL Educator  Lisa Torrance, CD |
| Food-Food Access | In our unit as well as across the state the idea of food access is becoming a growing concern. Not only are food banks seeing 3 to 4 times the number of clients that they had prior to Covid but there has also been an increase in those that are interested in growing their own food. Another area that was addressed during our planning processes was the need to help immigrant families in finding fruits and vegetables that might be good substitutes for their native diets. There is both a desire to find cost effective replacements and an interest in adapting growing practices to possibly find ways to grow native plants. | Chris Enroth, Hort Educator  Kate Budde, Hort EPC  Amy Finley, SNAP-ED CW  Diann Sugden, SNAP-Ed CW  Lisa Torrance, CD |
| Community- Involvement and Leadership | Rural communities, such as those covered by Unit 10, are often poor in resources, as was confirmed in the recent needs assessment. The need for communities to have better access to resources, particularly in times of trial and disaster, was incredibly apparent through conversations with local community officials. | Carrie McKillip, CED Educator  Shelby Carlson, YD Educator  Emma Eathington, 4-H EPC  Beth Chatterton, 4-H EPC |
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| **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? |
| *Goal 1 (EPC Focus) To increase the # of youth who are deepening/extending their 4-H pathway experience* | Select 1 for 2022-2023:  \_\_\_ Beyond Unit Experience  \_x\_\_ Beyond Group Enrollment | Working “Beyond Group Enrollment” Considerations into each program logic model turned in to the educator prior to an event being approved to be hosted. Considerations may include follow up actions needed, marketing of next opportunity and an implicit invitation, etc. | EPCs: Bobby Allaman (and replacement), Beth Chatterton, Emma Eathington, Julian Inniss.  Under Guidance of: Shelby Carlson, YDE and Lisa Torrance, CD |
| Goal 2: (Educator Focus) Implement a 4-H Signature Program in Every County and Metro Area | List the targeted signature programs: | Welcome to the Real World  Your Thoughts Matter  Mindful Me | Shelby Carlson with help of EPCs |
| 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: | **Henderson -**The county is over 96% white and 95% non-Hispanic. Has one school district. Working with local schools and Health  Departments to meet prevalent needs of youth mental health  and career exploration.  **Knox -** The area not at parity in 20-21 was serving the Hispanic  population of Knox County. Try to target some more work with  Galesburg School District Elementary and Mindful Me.  **McDonough -** Targeting black population through partnership with local  housing authority and Big Brother Big Sisters. Also reaching  children of WIU international students through club with Wesley  Foundation.  **Warren -** Reach Hispanic population through work with MR elementary to  delivery mental health programming. | Shelby Carlson with help of EPCs |

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| **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. Extension Council | Increase unit awareness about barriers for REG minority access to programs and suggested steps for improved access. | Increase participation from REG minority populations in all program areas. | Civil Rights sign in sheets at programs, online reporting systems, and success stories. |
| 2. |  |  |  |

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| **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. Increase diversity in 4-H in Knox County | To increase the numbers of males involved in our 4-H program by 5% | Shift our language, build relationships and remove barriers | PEARS reporting |
| 2. Increase diversity in FCS programming across the unit | Increase our percentage of males by 3% in FCS programming | Shift our language, build relationships and remove barriers | PEARS reporting |
| 3. Increase diversity of MG/MN Programs | Increase number of participants under the age of 60 by 5% | Shift our language, build relationships and remove barriers | PEARS reporting |

* While the above are intended audiences we hope to target we also need to do a better job of getting our unknown percentages down and making sure that things are being resorted accurately. As a unit we do not feel our parity analysis is a true reflection of our programming and impact and are trying to figure out how best to make the number and the work we are doing to be reflective of each other.
* Other areas that we won’t necessarily target but will continue to make strides in providing more impact with are increasing the Hispanic Youth participation in our 4-H club experience
* Continue to work with our public housing sites to reach low income youth especially with STEAM activities
* Increase staff involvement in groups and committees focused on diversity advocacy, programming and advancement
  + Current examples are membership in NAACP, SCA, CT Vivian Foundation Project, Quality of Life
  + Positions on the board of the NAACP and Big Brothers Big Sisters