

# EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	25
Your Program Area:	4-H Youth Development
Educator Name:	Susan Sloop (Unit 20 Educator also helping with Unit 25 until Educator hired)
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](#)):

**Health**

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

**Susan Sloop, Unit 20 Educator, will work with Extension Program Coordinators in Unit 25 on one or more of the outreach efforts.**

<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><b>Your Thoughts Matter</b></p> <p>This program can be delivered in person or virtually.</p>	<p>Middle-school youth through High-school youth in school classrooms, after-school programs, and virtual SPIN club opportunities.</p> <p>Partner with local community based organizations for delivery to diverse audiences.</p>	<ul style="list-style-type: none"> <li>• Describe the relationship between healthy behaviors and personal health.</li> <li>• Recognized that there are multiple dimensions of health.</li> <li>• Demonstrate the value of applying a thoughtful decision-making process in health-related situations. *</li> <li>• Describe the influence of culture on health beliefs, practices and behaviors *</li> <li>• Evaluate the effect of media on personal and family health.</li> </ul>

<p><b>JJK Winning in Life</b></p> <p>This program can be delivered in person or virtually.</p>	<p>Middle-school youth through High-school youth in school classrooms by partnering with physical education teachers.</p> <p>Partner with local community based organizations for delivery to diverse audiences and home schooled groups.</p>	<ul style="list-style-type: none"> <li>• Increase openness to challenge &amp; discovery</li> <li>• Increase growth mindset</li> <li>• Increase goal management</li> <li>• Increase positive emotionality</li> <li>• Increase academic achievement &amp; motivation</li> <li>• Increase connection with others</li> <li>• Increase personal responsibility</li> <li>• Increase personal standards</li> </ul>
<p><b>Mindful Me</b></p> <p>This program can be delivered in-person or virtually.</p>	<p>Elementary-aged youth, ages 5 – 8</p> <p>Delivery will occur in local libraries, after-school programs, and in-school programs.</p> <p>Partner with local community based organizations for delivery to diverse audiences.</p>	<ul style="list-style-type: none"> <li>• Increase ability to identify emotions and express them in an appropriate way. *</li> <li>• Identify ways family and friends help promote well-being.*</li> <li>• Increase awareness of surroundings and improve observation skills. *</li> </ul> <p>Demonstrate new ways of expressing affection and showing empathy for others. *</p>