

EDUCATOR PLAN OF WORK

(TO IMPACT GRAND CHALLENGE GOALS/STATE PRIORITY ISSUES)

Table 1: Complete the information below	
Unit:	8
Your Program Area:	Bureau, LaSalle, Marshall & Putnam Counties
Educator Name:	Beth Dellatori, 4-H Youth Development Educator
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>(ECONOMY) Grow a Prosperous Economy</p> <ul style="list-style-type: none"> • Workforce Preparedness/Advancement • Financial Wellbeing • Economic Vitality (including the non-food ag sector) 	<p>(FOOD) Maintain a Safe & Accessible Food Supply</p> <ul style="list-style-type: none"> • Food Access • Food Safety • Food Production
<p>(COMMUNITY) Support Strong and Resilient Youth, Families, and Communities</p> <ul style="list-style-type: none"> • Involvement and Leadership • Connectedness and Inclusion • Thriving Youth (plans for this priority will be addressed in the 2021-2022 Unit Plan of Work) 	<p>(HEALTH) Maximize Physical and Emotional Health for All</p> <ul style="list-style-type: none"> • Chronic Disease Prevention and Management • Social and Emotional Health • Healthy and Safe Community Environments
<p>(ENVIRONMENT) Sustain Natural Resources in Home & Public Spaces</p> <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 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: Financial Well-Being

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

Beth Dellatori (4-H YDE), Danielle Gapinski (EPC), Toni Pienta (EPC), Anne Scheel (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 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>4-H Welcome to The Real World (Will be offered once updates are released)</p>	<p>Middle-High School Youth Unit-wide</p>	<ul style="list-style-type: none"> • Increased awareness related to financial wellness education* • Increased knowledge about personal finance* • Increased confidence in being able to manage financial resources* • Increased skills in personal finance*

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

Economy: Work Force Preparedness/ Advancement

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

Beth Dellatori (4-H YDE), Danielle Gapinski (EPC), Toni Pienta (EPC), Anne Scheel (EPC), Aaron Lindstrom (Extra Help STEM)

<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>Build Your Future</p>	<p>Youth Ages 7-12</p> <p>Virtual or in-person</p> <p>Unit-wide</p>	<ul style="list-style-type: none"> • Increase awareness in personal interests, college choices, and career interests * • Increasing knowledge of careers through research, interviews, internships, and volunteering. • Increase positive attitudes towards education and training* • Increase knowledge of the various types of postsecondary education and training, plus ways to fund it. • Participants report intent to adopt career goals and steps necessary to reach those goals. * • Increase positive work ethic and how choices on the job affect advancement

<p>4-H STEM Programs (including Robotics)</p> <p>(Drones) -Pending availability of state drones</p>	<p>Multiple Audiences: 21st Century Grant After-School Sites M-P and Bureau Counties); Virtual Classroom School Programs (Unit-wide), In-Person School Enrichment Programs (Unit-wide), SPIN Clubs (Unit-wide, Robotics in M-P Counties), Library kits (Unit-wide), Drones in M-P Counties</p>	<ul style="list-style-type: none"> • Increased knowledge of engineering design cycle* • Increased positive attitudes towards STEM* <ul style="list-style-type: none"> • Learn what a drone is, and general applications • Learn general aerospace fundamentals and principles • Learn how a drone works • Discuss FAA regulations and privacy • Learn the basics of UAV operation
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Identify the state priority issue to be targeted (see [Illinois Extension’s Grand Challenge Goal Statements and Related State Priority Issues](#)):

Environment: Engagement with Home/ Community Landscapes

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

Beth Dellatori (4-H YDE), Danielle Gapinski (EPC), Toni Pienta (EPC), Anne Scheel (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 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 Gardens</p>	<p>Fieldcrest Elementary School, Toluca Marseilles Elementary School, Marseilles</p> <p>Youth ages 7-12 (Unit-wide)</p>	<ul style="list-style-type: none"> • Learn how to produce their own food* • Share fresh produce with their neighbors/ community* • Learn the importance of food access
<p>Little Roots</p>	<p>Youth ages 5-7, Peru Public Library</p>	<ul style="list-style-type: none"> • Increased knowledge of food science • Increased interest in gardening (growing their own food and flowers) * • Explore pollination, insects, weather, plants parts, the life cycle, and plant care*

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Health: Chronic Disease Prevention & Management

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

Beth Dellatori (4-H YDE), Danielle Gapinski (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 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>Health Jam</p>	<p>Logan Jr. High, Princeton, 100 youth</p>	<ul style="list-style-type: none"> • Increase their understanding of the relationship between physical activity and personal health* • Increase their awareness of health profession careers* • Complete the eight week Walk across Illinois challenge by engaging in 30 minutes of daily physical activity • Become physically fit and develop habits that reduce the risk of chronic disease.

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Health: Social & Emotional Health

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

Beth Dellatori (4-H YDE), Anne Scheel (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 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>Your Thoughts Matter</p>	<p>Ages 13+ (Unit-wide)</p>	<ul style="list-style-type: none"> • Increase awareness on the relationship between healthy behaviors and personal health. • Increase awareness that there are multiple dimensions of health. * • Increase knowledge on health practices and behaviors that will maintain or improve the health of self and others. • Increase awareness when it is important to seek health care. * • Increase the awareness on the effect media on personal and family health. • Increase knowledge on how environment and personal health are interrelated.

4-H Health Rocks!	Henry Grade School, 5 th Grade, 25 youth	<ul style="list-style-type: none">• Reduce youth smoking and tobacco use• Help youth build life skills that lead to healthy lifestyle choices with special emphasis on youth smoking and tobacco use prevention*• Help youth understand influences and health consequences of tobacco, drug, and alcohol use to make healthy choices*• Engage youth and adults in partnership to develop and implement community strategies that promote healthy lifestyle choices• Build positive, enduring relationships with youth involved as full partners through widely varying “communities of interest” to address youth risk behaviors.
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Environment: Enhancing & Preserving Natural Resources

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

Beth Dellatori (4-H YDE), Danielle Gapinski (EPC)

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<p>Your Thoughts Matter</p>	<p>Youth Grades 5-10, Bureau County</p>	<ul style="list-style-type: none"> • Learn the broad range of benefits trees provide to our society • Study the environmental benefits of trees on a local and global scale • Learn how to identify and measure trees • Be introduced to careers involving the management and care of trees • Be directly involved in a tree planting program and understand their part in a larger scale effort to improve our planet’s long-term health* • Be introduced to careers involving tree management and forestry opportunities