



University of Florida/IFAS Extension Plan of Work Checklist¹

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A. Rationale

1. Current situation: (What is)
 - Did you describe local behavior-related issues that Extension can address?
 - Did you use and cite local data?
 - Did you identify a specific audience?
2. Preferred situation: (What should be)
 - Did you describe the level of changes in behavior that are needed to produce the preferred situation? (This establishes the educational GAP.)
3. Significance: (So what?)
 - Did you describe the SEEC (Social, Economic, Environmental Condition) changes that will result from your educational programs?

B. Educational Objectives

1. Major objectives: (long-term educational objectives – 4 years)
 - Do your major objectives focus on reducing the GAP addressed in your situation statement?
 - Are your objectives educationally based?
 - Are your objectives focused on SEEC, or at least behavior change?

2. Annual objectives: (short-term educational objectives – 1 year)
 - Did you remember your ABCDs (Audience, Behavior, Condition, Degree)?
 - Do your annual objectives lead to fulfilling your major objectives?
 - Did you focus on clientele behavior changes and not what you intend to do as the agent?

C. Target Audience

- Did you identify a specific audience?
- Is the audience the same as what you referred to in the rationale and objectives sections?
- Does your Plan of Work (POW) include steps for including diverse audiences?
- Have you utilized innovative and nontraditional methods to outreach to your target audience?
- Have you invited select members of your target audience to collaborate with you in program planning and/or implementation?

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D. Activities/ Methods

- ❑ Are your activities educationally based?
- ❑ Are your activities clientele focused?
- ❑ Will your activities help you achieve your objectives?
- ❑ Are your activities appropriate for your audience (learning styles, interests, reading level, etc.)?
- ❑ Are you planning to provide an appropriate learning environment (safe, available, accessible, appropriate time, etc.)?

E. Evaluation Plan

- ❑ Is your Plan for Evaluation/accountability consistent with the Objectives and Activities?

- ❑ Do your Annual Objectives include at least one indicator?
- ❑ Have you addressed various categories of Bennett's Hierarchy and different types of evaluations?
- ❑ Do you have records of participations (i.e., registrations, enrollment, sign-in sheets, number of participants/sample of census)?
- ❑ Have you determined how you will measure KASA (Knowledge, Attitude, Skill, and Aspirations) change (i.e., post only, post then pre-, pre- and post test, skills test, etc.)?
- ❑ Have you determined how you will measure practice change (i.e., pre- and post, direct observation)?
- ❑ Have you determined how you will measure SEEC change (i.e., secondary data, pre- and post surveys or observation)?