Appendix A



Knowledge to Go Places

Cooperative Extension

Colorado State University
Extension Nutrition Programs, EFNEP and FSNE
Department of Food Science and Human Nutrition
Fort Collins, Colorado 80523-1571

Dear (EFNEP Coordinator),

My name is Katie Rogers and I am a graduate student at Colorado State University in the department of Food Science and Human Nutrition. I am currently working with Susan Baker, the Colorado EFNEP Coordinator to replace the current adult EFNEP curriculum used in Colorado. We are interested in purchasing newly written or revised curricula. We have identified your program as either having a strong curriculum presently or that you are planning to develop a new curriculum. We're hoping that you would be willing to take a few minutes to answer the questions in our web-based survey. The survey will take approximately ____ minutes. Your responses will assist us in our decision-making process and would be appreciated.

Please click on the URL at the bottom of this message to complete the survey	. Please
submit the completed survey by (date)	

Consent to Participant:

Completion of the survey will aid us in identifying EFNEP curriculum to be purchased. Research subjects include EFNEP Coordinators at land grant universities across the country. This cover letter serves as a waiver of informed consent. By completing our survey, you are giving consent to participate in our research. There are no known risks associated with taking part in our research. Questionnaire responses will be linked to individual subjects identifying information, but these responses will only be available to the PI and Co-PI.

If you have any questions, please contact:

Susan Baker 970-491-5798 or sbaker@cahs.colostate.edu Katie Rogers 970-310-3198 or kathrynrogers21@yahoo.com

http://www.studentvoice.com/colostate/efnep.html

1)	Yes (web-based survey will take the participants to question #2) No (web-based survey will take the participants to question #16)
2)	What is the name of your <i>current</i> adult EFNEP curriculum?
3)	When do you estimate the revisions to be complete?
4)	Could we borrow or purchase a copy of your <i>current</i> adult curriculum, prior to revisions, for review? BorrowPurchase (Purchase price \$)
	Neither *If we can borrow or purchase your curriculum, whom shall we contact? (Please list a name, email address, telephone number, and price if applicable)
5)	Is your <i>current</i> adult curriculum available in Spanish?YesNo
6)	Which response best describes lessons in your <i>current</i> adult curriculum? Lessons are designed to be delivered in Approximately 30 minutes Approximately 45 minutes Approximately 60 minutes
7)	Which components does your <i>current</i> adult curriculum include? (check all that apply) Hands-on activities Low-literacy level handouts Visuals appropriate for groups of 5 or less people Visuals appropriate for groups of 5-12 people
8)	What kinds of visual aids are included in your <i>current</i> adult curriculum? (check all that apply) Posters Small, table-top diagrams (appropriate for groups of 2-5 people) Large, table-top diagrams (appropriate for groups of 6-15 people) Overheads Take home handouts
	Take-home handoutsPower Point slides

	current adult curriculum based on a theory?Yes; which theory?
	No
adult o	educational methodology guides the lesson plan format of your <i>current</i> curriculum? (check all that apply)
	Lecture Dialogue-based Learning
	Braiogue-based Learning Experiential Learning
	Other (please explain)
curricu	
	Very detailed; educators utilize developed script with little room for variance and improvisation.
	Moderately detailed; educators follow a detailed outline
	Minimal detail; educators follow a brief outline format listing topics to be addressed
,	is the format of your <i>current</i> adult curriculum?
	Lessons are designed to be taught in a specific order Lessons are designed individually and can be taught in any order to meet the needs of the class
	your <i>current</i> adult curriculum include maternal and infant nutrition topics?YesNo
14) Does y	your <i>current</i> adult curriculum provide specific lessons for pregnant teens? YesNo
*	enter your contact information below in case we want to follow up with hank you.
Name:	
Email:	
	u planning to develop a <i>new</i> adult curriculum? Yes (web-based survey will take participant to question#17) No (web-based survey will take the participant to question #29)

- /	d we review a draft of the <i>new</i> adult curriculum?
_	Yes
_	No
19) Will	the <i>new</i> adult curriculum be available in Spanish?
_	Yes
	No
20) Whic	th response might best describe the lessons in the <i>new</i> adult curriculum?
Less	ons are designed to be delivered in
_	Approximately 30 minutes
	Approximately 45 minutes
	Approximately 60 minutes
_	Other (please explain)
	h components will the <i>new</i> adult curriculum include? (check all that apply) Hands-on activities Low-literacy level handouts Visuals appropriate for groups of 5 or less people Visuals appropriate for groups of 5-12 people Other (please explain)
all th	t kinds of visual aids will be included in the <i>new</i> adult curriculum? (check at apply) Posters Small, table-top diagrams (appropriate for groups of 2-5 people) Large, table-top diagrams (appropriate for groups of 6-15 people) Overheads Take-home handouts Power Point slides Other (please explain)

24) What educational methodology will guide the lesson plan format of the <i>new</i> adult curriculum? (check all that apply) Lecture Dialogue-based Learning Experiential Learning Other (please explain)
25) Please describe the level of detail of the lesson plans of the <i>new</i> adult curriculum.
26) What will be the format of the <i>new</i> adult curriculum? Lessons are designed to be taught in a specific order Lessons are designed individually and can be taught in any order to meet the needs of the class
27) Will the <i>new</i> adult curriculum include maternal and infant nutrition topics? YesNo
28) Will the <i>new</i> adult curriculum provide specific lessons for pregnant teens? YesNo
29) Please enter your contact information below in case we want to follow up with you. Thank you.
Name:
Email:

Appendix B

Reviewer:	
Curriculum:	

Part I: EFNEP Curriculum Review Review Feedback

Instructions for reviewer: This review tool was developed to review multiple curricula. Please use the Table of Contents to locate the specific lesson from the curriculum you are reviewing. The titles of the topics are general and may be different from the titles in the curriculum. For example, the lesson identified in Part I as "Food Safety" may be entitled "Keeping Food Safe" in the curriculum under review. In addition, there are multiple lessons listed in the review tool that may not be included in the curriculum you are reviewing. If so, please leave those sections blank.

Part I Review Tool - Table of Contents

A)	Speci	iic Lessons	
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A) Specific Lessons

If any of the topics are not included in the curriculum as an individual lesson or incorporated into multiple lessons, circle *No* to question 1.a. and 1.b. and move to the next lesson. If the topic is incorporated within multiple lessons, please provide as much information as possible. If you are using the soft copy of this review tool, please delete the unwanted answer, leaving only your desired answer.

1.	MyPyramid		Please c	circle one
	a) Does the curriculum contain a specific lesso MyPyramid?	n about	Yes	No
	b) If MyPyramid is not a stand-alone lesson, is multiple lessons? If yes, which lesson(s)?	it included within	Yes	No
	c) Is the content of the lesson/topic accurate an	nd complete?	Yes	No
	d) Do the lesson handouts serve as a review an the material?	d reinforcement of	Yes	No
	e) Do the lesson activities require active involve participants?	vement of	Yes	No
	f) Does the lesson include specific learner object	ctives?	Yes	No
	g) Do the learning activities consistently support	ort the objectives?	Yes	No
	h) Please describe the strengths of the MyPyrar	mid lesson.		
	i) Please describe the weaknesses of the MyPyr	ramid lesson.		
	j) What would you change about the MyPyram	nid lesson?		
	k) What is your overall feeling about the MyPy	yramid lesson?		
	Excellent Very Good Good	Fair	Poor	

Additional comments about the MyPyramid lesson:

2. Grains

a) Does the	curriculum contain	a specific less	on about gra	ains?	Yes	No
, ,	is not a stand-alone essons? If yes, whi	,	cluded with	in	Yes	No
c) Is the cont	tent of the lesson/to	pic accurate a	nd complete	?	Yes	No
d) Do the less the mater	sson handouts serve rial?	e as a review a	nd reinforce	ement of	Yes	No
e) Do the lesson activities require active involvement of participants?					Yes	No
f) Does the lesson include specific learner objectives?				Yes	No	
g) Do the lea	arning activities cor	nsistently supp	ort the obje	ctives?	Yes	No
h) Please des	h) Please describe the strengths of the grain lesson.					
i) Please des	i) Please describe the weaknesses of the grain lesson.					
j) What would you change about the grain lesson?						
j) What is your overall feeling about the grain lesson?						
Excellent Very Good Good Fair Poor						

Additional comments about the grain lesson:

3.

Vegetables		
a) Does the curriculum contain a specific lesson about vegetables?	Yes	No
b) If vegetables is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)?	Yes	No

c) Is the content of the lesson/topic accurate and complete?					Yes	No
d) Do the lesse the materia	on handouts serve 1?	e as a review an	nd reinforcer	nent of	Yes	No
e) Do the lesso participants	on activities requis?	ire active invol	vement of		Yes	No
f) Does the less	son include speci	fic learner obje	ectives?		Yes	No
g) Do the learn	ning activities co	nsistently supp	ort the objec	tives?	Yes	No
h) Please descrintake.	ribe the strengths	of the lesson a	bout vegetab	ole		
i) Please descrintake.	ribe the weakness	ses of the lesson	n about vege	table		
j) What would	l you change abou	ut the lesson or	ı vegetable i	ntake?		
k) What is you intake?	ur overall feeling	about this lesso	on on vegeta	ble		
Excellent	Very Good	Good	Fair	Poor		

Additional comments on the lesson about vegetable intake:

4. Fruit

a) Does the curriculum contain a specific lesson about fruit?	Yes	No
b) If fruit is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)?	Yes	No
c) Is the content of the lesson/topic accurate and complete?	Yes	No

d) Do the le	esson handouts serverial?	ve as a review	and reinford	cement of	Yes	No
e) Do the le participa	esson activities requants?	aire active inv	olvement of		Yes	No
f) Does the	e lesson include spec	cific learner ol	bjectives?		Yes	No
g) Do the le	earning activities co	onsistently sup	port the obj	ectives?	Yes	No
h) Please d	escribe the strength	as of the lessor	about fruit	intake.		
i) Please d	lescribe the weakne	sses of the les	son.			
	ould you change ab					
k) What is	your overall feeling	g about this le	sson on frui	t intake?		
Excellent	Very Good	Good	Fair	Dana		
=::::::::::::::::::::::::::::::::::::::	•	Good	ran	Poor		
	aments about the les			Poor		
	aments about the les			Poor		
Additional com 5. Milk	aments about the less	sson on fruit ir	itake:		Yes	No
Additional com 5. Milk a) Does the b) If milk i		sson on fruit in a specific les	stake: sson about n	nilk?	Yes Yes	No No
Additional com 5. Milk a) Does the b) If milk i multiple	e curriculum contair s not a stand-alone	as specific lesses, is it inches lesson(s)	sson about n	nilk? in		
Additional com 5. Milk a) Does the b) If milk i multiple c) Is the con	e curriculum contains not a stand-alone lessons? If yes, whentent of the lesson/tesson handouts serv	as specific lesses lesson, is it inches lesson(s)	sson about n	nilk? in te?	Yes	No
Additional com 5. Milk a) Does the b) If milk i multiple c) Is the con d) Do the letthe mate	e curriculum contains not a stand-alone lessons? If yes, whentent of the lesson/tesson handouts serverial?	sson on fruit in a specific les lesson, is it in hich lesson(s) opic accurate we as a review	sson about n cluded with and comple	nilk? in te? cement of	Yes Yes	No No

f) Does the lesson include specific learner objectives?

No

Yes

g) Do the learning activities consistently support the objectives?	Yes	No
h) Please describe the strengths of the milk lesson.		
i) Please describe the weaknesses of the milk lesson.		
j) What would you change about the milk lesson?		

Excellent Very Good Good Fair Poor

k) What is your overall feeling about this lesson about milk?

Additional comments on the milk lesson:

6. Meat and Beans

Weat and Deans		
a) Does the curriculum contain a specific lesson about meat and beans?	Yes	No
b) If meat and beans is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)?	Yes	No
c) Is the content of the lesson/topic accurate and complete?	Yes	No
d) Do the lesson handouts serve as a review and reinforcement of the material?	Yes	No
e) Do the lesson activities require active involvement of participants?	Yes	No
f) Does the lesson include specific learner objectives?	Yes	No
g) Do the learning activities consistently support the objectives?	Yes	No
h) Please describe the strengths of the lesson about meat and beans.		
i) Please describe the weaknesses of the lesson on meat and beans.		

	j) What would	you change abou	ut the lesson o	on meat and b	eans?		
	k) What is you beans?	ır overall feeling	about this les	sson on meat	and		
	Excellent	Very Good	Good	Fair	Poor		
Ad	ditional commer	nts about the less	on on meat a	nd beans:			
7.	Physical Activit	ty					
	a) Does the cur activity?	riculum contain	a specific less	son about phy	ysical	Yes	No
		ctivity is not a siple lessons? If			uded	Yes	No
	c) Is the conten	t of the lesson/to	pic accurate a	and complete	?	Yes	No
	d) Do the lesso the material	on handouts serve?	e as a review a	and reinforce	ment of	Yes	No
	e) Do the lesso participants	n activities requi?	re active invo	olvement of		Yes	No
	f) Does the less	on include speci	fic learner obj	jectives?		Yes	No
	g) Do the learn	ing activities con	nsistently sup	port the objec	ctives?	Yes	No
	h) Please descri activity.	be the strengths	of the lesson	about physica	al		
	i) Please descri activity.	ibe the weakness	ses of the lesso	on on physica	al		

j) What would you change about the lesson on physical activity?

k) What is your overall feeling about this lesson on physical activity?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on physical activity:

8. Food Safety

· · · · · · · · · · · · · · · · ·						
a) Does the cu safety?	rriculum contain	a specific les	son about foo	d	Yes	No
′	ty is not a stand-a sons? If yes, whi	,	s it included	within	Yes	No
c) Is the conter	nt of the lesson/top	pic accurate a	and complete?	?	Yes	No
d) Do the lesso the materia	on handouts serve 1?	as a review a	and reinforce	ment of	Yes	No
e) Do the lesso participants	on activities requi	re active invo	olvement of		Yes	No
f) Does the less	son include specif	ic learner obj	ectives?		Yes	No
g) Do the learn	ning activities con	sistently sup	port the objec	etives?	Yes	No
h) Please desc	ribe the strengths	of the lesson	about food sa	afety.		
i) Please desc	ribe the weakness	ses of the less	on on food sa	ıfety.		
j) What would	d you change abo	ut the lesson	on food safety	y?		
k) What is yo	ur overall feeling	about this les	sson on food s	safety?		
Excellent	Very Good	Good	Fair	Poor		

Additional comments about the lesson on food safety:

9. Label Reading

a) Does the curriculum contain a specific lesson about label reading?	Yes	No
b) If label reading is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)?	Yes	No
c) Is the content of the lesson/topic accurate and complete?	Yes	No
d) Do the lesson handouts serve as a review and reinforcement of the material?	Yes	No
e) Do the lesson activities require active involvement of participants?	Yes	No
f) Does the lesson include specific learner objectives?	Yes	No
g) Do the learning activities consistently support the objectives?	Yes	No
h) Please describe the strengths of the lesson on label reading.		
i) Please describe the weaknesses of the lesson on label reading.		
j) What would you change about the lesson on label reading?		
k) What is your overall feeling about this lesson on label reading?		
Excellent Very Good Good Fair Poor		
Additional comments about the lesson on label reading:		
10. Food Budgeting/Shopping		
 a) Does the curriculum contain a specific lesson about food budgeting/shopping? 	Yes	No

b) If food budgeting/shopping is not a stand-alone lesson, is it

c) Is the content of the lesson/topic accurate and complete?

included within multiple lessons? If yes, which lesson(s)?

No

No

Yes

Yes

d) Do the lesson handouts serve as a review and reinforcement of the material?	Yes	No
e) Do the lesson activities require active involvement of participants?	Yes	No
f) Does the lesson include specific learner objectives?	Yes	No
g) Do the learning activities consistently support the objectives?	Yes	No
h) Please describe the strengths of the lesson about food budgeting/shopping.		
 i) Please describe the weaknesses of the lesson on food budgeting/shopping. 		
j) What would you change about the food budgeting/shopping lesson?		
k) What is your overall feeling about this lesson on food budgeting/shopping?		
Excellent Very Good Good Fair Poor		
Additional comments about the lesson on food budgeting/shopping:		
11. Meal Planning		
a) Does the curriculum contain a specific lesson about meal planning?	Yes	No
b) If meal planning is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)?	Yes	No
c) Is the content of the lesson/topic accurate and complete?	Yes	No
d) Do the lesson handouts serve as a review and reinforcement of the material?	Yes	No

e) Do the lesson activities require active involvement of participants?

No

Yes

f) Does th	ne lesson include sp	ecific learner	objectives?		Yes	No
g) Do the	e learning activities	consistently s	upport the o	bjectives?	Yes	No
h) Please	describe the strengt	hs of the lesso	on on meal p	olanning.		
i) Please	describe the weakn	esses of the le	esson on mea	al planning.		
j) What	would you change a	bout the lesso	n on meal p	lanning?		
k) What plann	is your overall feeling?	ing about this	lesson on m	eal		
Excellent	Very Good	Good	Fair	Poor		

Additional comments about the lesson on meal planning:

12. Eating Breakfast

a) Does the curriculum contain a specific lesson about breakfast?	Yes	No
b) If breakfast is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)?	Yes	No
c) Is the content of the lesson/topic accurate and complete?	Yes	No
d) Do the lesson handouts serve as a review and reinforcement of the material?	Yes	No
e) Do the lesson activities require active involvement of participants?	Yes	No
f) Does the lesson include specific learner objectives?	Yes	No
g) Do the learning activities consistently support the objectives?	Yes	No
h) Please describe the strengths of the lesson on eating breakfast.		

 i) Please describe the weaknesses of the lesson on e- breakfast. 	ating
j) What would you change about the lesson on eating	g breakfast?
k) What is your overall feeling about this lesson on breakfast?	eating
Excellent Very Good Good Fair	Poor
Additional comments about the lesson on eating breakfas	st:
13. Snacks	
a) Does the curriculum contain a specific lesson about	ut snacks? Yes No
b) If snacks is not a stand-alone lesson, is it included multiple lessons? If yes, which lesson(s)?	l within Yes No
c) Is the content of the lesson/topic accurate and com	plete? Yes No
d) Do the lesson handouts serve as a review and rein the material?	forcement of Yes No
e) Do the lesson activities require active involvemen participants?	t of Yes No
f) Does the lesson include specific learner objectives	? Yes No
g) Do the learning activities consistently support the	objectives? Yes No
h) Please describe the strengths of the lesson about s	nacks.
i) Please describe the weaknesses of the lesson on sn	acks.

- j) What would you change about the lesson on snacks?
- k) What is your overall feeling about this lesson on snacks?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on snacks:

14. Eating Right for 2 (prenatal)

Excellent

Very Good

a) Does the curriculum contain a specific lesson about prenatal nutrition?	Yes	No
b) If prenatal nutrition is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)?	Yes	No
c) Is the content of the lesson/topic accurate and complete?	Yes	No
d) Do the lesson handouts serve as a review and reinforcement of the material?	Yes	No
e) Do the lesson activities require active involvement of participants?	Yes	No
f) Does the lesson include specific learner objectives?	Yes	No
g) Do the learning activities consistently support the objectives?	Yes	No
h) Please describe the weaknesses of the lesson on prenatal nutrition.		
i) What would you change about the lesson on prenatal nutrition?		
k) What is your overall feeling about this lesson on prenatal nutrition?		

Good

Fair

Poor

Additional comments about the lesson on prenatal nutrition:

15. Feeding Your Infant (Breast vs. Bottle – up to 1 yr.)

a) Does the curriculum contain a specific lesson about infant feeding?	Yes	No
b) If infant feeding is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)?	Yes	No
c) Is the content of the lesson/topic accurate and complete?	Yes	No
d) Do the lesson handouts serve as a review and reinforcement of the material?	Yes	No
e) Do the lesson activities require active involvement of participants?	Yes	No
f) Does the lesson include specific learner objectives?	Yes	No
g) Do the learning activities consistently support the objectives?	Yes	No
h) Please describe the strengths of the lesson about infant feeding.		
i) Please describe the weaknesses of the lesson on infant feeding.		
j) What would you change about the lesson on infant feeding?		
k) What is your overall feeling about this lesson on infant feeding?		
Excellent Very Good Good Fair Poor		

Additional comments about the lesson on infant feeding:

16. Feeding Young Children (ages 1-3)

a) Does the curriculum contain a specific lesson about toddler Yes No nutrition?

b) If toddler nutrition is within	ot a stand-alone lesson,	is it included	Yes	No
multiple lessons? If y	es, which lesson(s)?			
c) Is the content of the le	son/topic accurate and c	complete?	Yes	No
d) Do the lesson handou the material?	s serve as a review and 1	reinforcement of	Yes	No
e) Do the lesson activities participants?	s require active involver	nent of	Yes	No
f) Does the lesson includ	specific learner objective	ves?	Yes	No
g) Do the learning activi	ies consistently support	the objectives?	Yes	No
h) Please describe the str	ngths of the lesson on to	oddler nutrition.		
i) Please describe the we nutrition.	aknesses of the lesson or	n toddler		
j) What would you chan	e about the lesson on to	ddler nutrition?		
k) What is your overall nutrition?	eeling about this lesson	on toddler		
Excellent Very Goo	Good Fa	air Poor		
Additional comments about	ne lesson on toddler nuti	rition:		
17. Feeding Your Preschoo	er (ages 3-5)			
a) Does the curriculum of preschooler nutrition of the curriculum of the curric	ontain a specific lesson a	about	Yes	No
b) If preschooler nutrition included within multiple	is not a stand-alone les le lessons? If yes, which		Yes	No

c) Is the content of the lesson/topic accurate and complete?	Yes	No		
d) Do the lesson handouts serve as a review and reinforcement of the material?	Yes	No		
e) Do the lesson activities require active involvement of participants?	Yes	No		
f) Does the lesson include specific learner objectives?	Yes	No		
g) Do the learning activities consistently support the objectives?	Yes	No		
h) Please describe the strengths of the lesson about feeding preschoolers.				
 i) Please describe the weaknesses of the lesson on feeding preschoolers. 				
j) What would you change about feeding preschoolers?				
k) What is your overall feeling about this lesson on feeding preschoolers?				
Excellent Very Good Good Fair Poor				
Iditional comments about the lesson on feeding preschoolers:				

Additional comments about the lesson on feeding preschoolers:

B) General Topics

These topics may be included in the overall curriculum but do not necessarily have their own individual lesson.

1. The 2005 Dietary Guidelines – The curriculum does not need to specifically address the new Dietary Guidelines, but ideally reviewers should be able to see that the curriculum is based on them.

a)	Is the curriculum	based on the	2005 Dietary	Guidelines?	Yes	No

	d) What would you change about the curriculum in regard to the 2005 Dietary Guidelines?							
	e)		overall feeling abo Guidelines? (Plea		lum in regard t	o the		
	Ex	cellent	Very Good	Good	Fair	Poor		
		ional commen elines:	ts about the curric	culum with rega	ard to the 2005	Dietary		
2.	Sa	lt Intake						
	a)	Is salt intake	addressed somew	here in the cur	riculum?		Yes	No
	b)	Please descri relative to sal	ibe the strengths o	f the curricului	n based on its	content		
	c)		be the weaknesses ve to salt intake.	of the curricul	um based on it	s		
	d)	What would yalt intake?	you change about	the curriculum	in regard to ad	ldressing		
	e)	What is your intake? (Pleas	overall feeling above circle one)	out this curricu	lum in to regar	d to salt		
	Ex	cellent	Very Good	Good	Fair	Poor		
A	ddit	ional commen	ts with regard to t	he curriculum	addressing salt	intake:		
3.			e curriculum shoul does not need a sp			t one of		
	a)	Is fat intake a	addressed somewh	nere in the curr	iculum?		Yes	No

b) Please describe the strengths of the curriculum in regards to the

c) Please describe the weaknesses of the curriculum in regard to the

2005 Dietary Guidelines.

2005 Dietary Guidelines.

		scribe the strengths o fat intake.	of the curricu	lum based on	its content		
		cribe the weakness lative to fat intake.	es of the curri	culum based o	on its		
	d) What wou fat intake?	ld you change abou	it the curricul	ım in regard t	o addressing		
	•	our overall feeling a lease circle one)	about this curr	iculum in to r	egard to fat		
	Excellent	Very Good	Good	Fair	Poor		
Ad	ditional comn	nents with regard to	the curriculu	m addressing	fat intake:		
4.	Portion Size						
	a) Is portion	size addressed son	newhere in the	curriculum?		Yes	No
		scribe the strengths o portion size.	of the curricu	lum based on	its content		
	<i>'</i>	cribe the weakness lative to portion siz		culum based o	on its		
	d) What wou portion siz	ld you change abouze?	it the curricul	ım in regard t	o addressing		
	•	our overall feeling a ze? (Please circle or		iculum in to r	egard to		
	Excellent	Very Good	Good	Fair	Poor		
Ad siz		nents with regard to	the curriculu	m addressing	portion		
5.	Variety – (e.	g., in the fruit and	or vegetable/	selection)			
	a) Is variety	addressed somewh	ere in the curr	iculum?		Yes	No

- b) Please describe the strengths of the curriculum based on its content relative to eating a variety of food.
- c) Please describe the weaknesses of the curriculum based on its content relative to eating a variety of food.
- d) What would you change about the curriculum in regard to addressing eating a variety of food?
- e) What is your overall feeling about this curriculum in to regard to eating a variety of food? (Please circle one)

Excellent Very Good Good Fair Poor

Additional comments with regard to the curriculum addressing variety:

Any additional comments about the curriculum:	
Reviewer's Signature	_Date
Reviewed	_

Appendix C

Reviewer:		 	
	Curriculum:		

Part II: EFNEP Curriculum Review Review Feedback

Please circle the answer that reflects your response and include specific comments as appropriate. If you complete this tool electronically, please just delete the other answers, leaving your answer.

A) Reading and Comprehension Level

1) Clear Purpose

Yes No N/A

Title of each lesson conveys content of material and/or attracts reader's attention. The introduction provides clear purpose of the material. *Comments:*

2) Appropriate Word Usage

Yes No N/A

Words are familiar and appropriate to the target audience. Words are short, usually two syllables or less. New words are clearly defined. Vocabulary is consistent.

Comments:

3) Appropriate Sentence Structure

Yes No N/A

Sentences are simple, short, specific, and use the active voice. Material is free of grammatical errors.

Material is free of typographical errors.

Comments:

4) Appropriate Paragraph Structure

Yes No N/A

Paragraphs are limited to a single message. Main ideas are clear and simply stated. Ideas flow smoothly and logically.

Comments:

5) Appropriate Overall Organization

Yes No N/A

Appropriate number of concepts presented for the length of the piece. Priority is given to key information and recommendations. Headings identify different topics or concepts. Headings are simple and located close to text. Key ideas are highlighted, repeated, and summarized. *Comments:*

6) Appropriate Tone

Yes No N/A

Tone is personal, positive, and respectful. Uses personal pronouns and avoids gender bias.

Comments:

B. Content

1) Accurate, Credible Information

Yes No N/A

Information is based on credible research. References and resources are accurate and current. Material is free of sponsor/product bias. *Comments:*

2) Appropriate Information

Yes No N/A

Information is appropriate to the age, educational level, ethnicity, socioeconomic status, and lifestyle of the target audience. Free of cultural bias and stereotyping.

Comments:

3) Target Audience

Yes No N/A

Does the content target a particular audience/subgroup/ethnic group? If yes, which group does it target?_____

4) Useful Information

Yes No N/A

The content addresses target audience needs and concerns. Examples are relevant to lifestyle of target audience. Messages clearly describe desired behavior changes and how to achieve them. General or abstract ideas are reinforced with specific, concrete examples. *Comments:*

5) Appropriate Recipes

Are recipes included in the curriculum?	Yes	No	N/A
If yes, do the recipes:			
* teach desirable preparation skills?	Yes	No	N/A
* reinforce important concepts?	Yes	No	N/A
* use readily available ingredients?	Yes	No	N/A
* use a reasonable number of ingredients?	Yes	No	N/A
* use precise and simple measurements?	Yes	No	N/A
* give the number of servings and portion size?	Yes	No	N/A
* give recommendations for safe food handling & stora	ge?Yes	No	N/A
* provide nutrient data/nutrition facts?	Yes	No	N/A
If included, are the recipes:			
* easy to read?	Yes	No	N/A

	* easy to follow?* adaptable to various cooking conditions and equipment?Comments:	Yes Yes	No No	N/A N/A
	6) Lesson Plans			
	Do the lesson plans:			
	* Utilize hands-on activities?	Yes	No	N/A
	* Include all background information needed?	Yes	No	N/A
	* Include learner objectives for each lesson?	Yes	No	N/A
	* Include a list of all materials needed?	Yes	No	N/A
	* Include instructions for the educator?	Yes	No	N/A
	* Include optional activities?	Yes	No	N/A
	* Include adaptations for different group sizes?	Yes	No	N/A
	* What level of detail best describes the lesson plan? (Pleas	e circle	one ans	wer)
	Minimal detail Moderate detail	Very	detaile	d
	Comments:			
	* What educational methodology is used most? (Please estimate percentage for each methodology used)			
	Lecture-based Learning	%		
	Dialogue-based learning	%		
	Experiential Learning	%		
	Other:	%		
	Comments:			
C.	Design			
1)	Appropriate Use of Color	Yes	No	N/A
	Color is used to enhance the appeal of the material or to draw a to key ideas. Print can be read easily.	attention	l	

2) Readable Type Size and Style

Yes No N/A

Uses only one or two simple typefaces. Uses upper and lower case lettering. Bold, italic, or underlining used for emphasis only. Avoids condensed type, all uppercase, ornate, or novelty typefaces. Minimum of 10 to 12 point size.

3) Appropriate Illustrations

Yes No N/A

Illustrations are simple and realistic. Located next to ideas in the text. Serve to clarify, explain, or draw attention to main ideas in text, not to decorate. Provide a reasonable representation of a variety of low-income people and families (Ethnicity, ages, family types). Positive role models depicted.

4) Appropriate Tables, Charts, and Graphs

Yes No N/A

Clear and easy to read. Require no further calculation or background information to be understood. Located next to related ideas in the text. Use is appropriate to the target audience.

5) Organized, Balanced Layout

Yes No N/A

Uncluttered layout balances white space, words, and illustrations. Uses ragged right margins to aid readability. Line length is neither too short nor too long for the type size. Appropriate amount of white space is used.

6) Visuals

Which visuals are included with the lessons?

* Tabletop displays appropriate for small groups (5 or less)?Yes		No	N/A
* Tabletop displays appropriate for large groups (5-12)?	Yes	No	N/A
* Overheads?	Yes	No	N/A
* Posters?	Yes	No	N/A
* PowerPoint slides?	Yes	No	N/A

7) Rate overall quality/desirability of the visuals.

Excellent Very Good Good Fair Poor

Additional comments about design:

D. Other 1) Lesson Time Yes No N/A Are the lessons designed to be delivered in the amount of time specified by the authors? (Lessons designed to be delivered in ____) Comments: 2) Financial Cost Yes No N/A Is the financial cost of delivering the curriculum appropriate? (participant handouts, materials, food, etc.) Comments: 3) Appeal of Educational Materials to Participants Yes N/A No Do the educational materials encourage positive attitudes toward learning by being presented in a fun, appealing, engaging, and challenging manner that is consistent with learning theories. Comments:

Please add any other comments/concerns/thoughts about the curriculum in regard to learner comprehensibility, content, and design.

Reviewer's signature:_	
Date reviewed:	

Adapted from *Guide to Evaluating Written Nutrition Education* Materials: Iowa State University-University Extension