

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) Are you planning to revise your **current** adult EFNEP curricula?
 - 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 **current** adult EFNEP curriculum?

- 3) When do you estimate the revisions to be complete?

- 4) Could we borrow or purchase a copy of your **current** adult curriculum, prior to revisions, for review?
 - Borrow
 - Purchase (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 **current** adult curriculum available in Spanish?
 - Yes
 - No

- 6) Which response best describes lessons in your **current** adult curriculum?
 - Lessons are designed to be delivered in
 - Approximately 30 minutes
 - Approximately 45 minutes
 - Approximately 60 minutes

- 7) Which components does your **current** 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 **current** 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
 - Power Point slides

- 9) Is your **current** adult curriculum based on a theory?
 Yes; which theory?

 No
- 10) What educational methodology guides the lesson plan format of your **current** adult curriculum? (check all that apply)
 Lecture
 Dialogue-based Learning
 Experiential Learning
 Other (please explain) _____

- 11) Please describe the level of detail of the lesson plans of your **current** adult curriculum.
 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
- 12) What is the format of your **current** 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
- 13) Does your **current** adult curriculum include maternal and infant nutrition topics?
 Yes
 No
- 14) Does your **current** adult curriculum provide specific lessons for pregnant teens?
 Yes
 No
- 15) Please enter your contact information below in case we want to follow up with you. Thank you.
 Name: _____
 Email: _____
- 16) Are you planning to develop a **new** adult curriculum?
 Yes (web-based survey will take participant to question#17)
 No (web-based survey will take the participant to question #29)

- 17) What is the estimated date for completion of the *new* adult curriculum?
 ____/____ (month/year)
- 18) Could we review a draft of the *new* adult curriculum?
 ____ Yes
 ____ No
- 19) Will the *new* adult curriculum be available in Spanish?
 ____ Yes
 ____ No
- 20) Which response might best describe the lessons in the *new* adult curriculum?
 Lessons are designed to be delivered in
 ____ Approximately 30 minutes
 ____ Approximately 45 minutes
 ____ Approximately 60 minutes
 ____ Other (please explain) _____

- 21) Which components will the *new* 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) _____

- 22) What kinds of visual aids will be included in the *new* 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
 ____ Power Point slides
 ____ Other (please explain) _____

- 23) Will the *new* adult curriculum be based on a theory?
 ____ Yes; which theory?

 ____ No

24) What educational methodology will guide the lesson plan format of the *new* 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 *new* adult curriculum.

- Very detailed; educators utilize a well-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

26) What will be the format of the *new* 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 *new* adult curriculum include maternal and infant nutrition topics?

- Yes
- No

28) Will the *new* adult curriculum provide specific lessons for pregnant teens?

- Yes
- No

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

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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 circle one

- | | | |
|---|-----|----|
| a) Does the curriculum contain a specific lesson about MyPyramid? | Yes | No |
| b) If MyPyramid 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 MyPyramid lesson. | | |
| i) Please describe the weaknesses of the MyPyramid lesson. | | |
| j) What would you change about the MyPyramid lesson? | | |
| k) What is your overall feeling about the MyPyramid lesson? | | |

Excellent Very Good Good Fair Poor

Additional comments about the MyPyramid lesson:

2. Grains

- | | | |
|--|-----|----|
| a) Does the curriculum contain a specific lesson about grains? | Yes | No |
| b) If grains 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 grain lesson. | | |
| 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 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 vegetable intake. | | |
| i) Please describe the weaknesses of the lesson about vegetable intake. | | |
| j) What would you change about the lesson on vegetable intake? | | |
| k) What is your overall feeling about this lesson on vegetable intake? | | |
| 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 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 fruit intake.
- i) Please describe the weaknesses of the lesson.
- j) What would you change about the lesson on fruit intake?
- k) What is your overall feeling about this lesson on fruit intake?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on fruit intake:

5. Milk

- | | | |
|--|-----|----|
| a) Does the curriculum contain a specific lesson about milk? | Yes | No |
| b) If milk 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 milk lesson.

i) Please describe the weaknesses of the milk lesson.

j) What would you change about the milk lesson?

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

Excellent Very Good Good Fair Poor

Additional comments on the milk lesson:

6. Meat and Beans

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 about the lesson on meat and beans?

k) What is your overall feeling about this lesson on meat and beans?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on meat and beans:

7. Physical Activity

- | | | |
|---|-----|----|
| a) Does the curriculum contain a specific lesson about physical activity? | Yes | No |
| b) If physical activity 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 physical activity. | | |
| i) Please describe the weaknesses of the lesson on physical activity. | | |
| 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 curriculum contain a specific lesson about food safety? Yes No

b) If food safety 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 food safety.

i) Please describe the weaknesses of the lesson on food safety.

j) What would you change about the lesson on food safety?

k) What is your overall feeling about this lesson on food 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 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 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? | 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 meal planning.		
i) Please describe the weaknesses of the lesson on meal planning.		
j) What would you change about the lesson on meal planning?		
k) What is your overall feeling about this lesson on meal planning?		
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 eating breakfast.

j) What would you change about the lesson on eating breakfast?

k) What is your overall feeling about this lesson on eating breakfast?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on eating breakfast:

13. Snacks

- | | | |
|--|-----|----|
| a) Does the curriculum contain a specific lesson about snacks? | Yes | No |
| b) If snacks 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 snacks. | | |
| i) Please describe the weaknesses of the lesson on snacks. | | |

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)

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?

Excellent Very Good 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 nutrition? | Yes | No |
|---|-----|----|

b) If toddler 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 strengths of the lesson on toddler nutrition.		
i) Please describe the weaknesses of the lesson on toddler nutrition.		
j) What would you change about the lesson on toddler nutrition?		
k) What is your overall feeling about this lesson on toddler nutrition?		
Excellent	Very Good	Good
		Fair
		Poor

Additional comments about the lesson on toddler nutrition:

17. Feeding Your Preschooler (ages 3-5)

a) Does the curriculum contain a specific lesson about preschooler nutrition?	Yes	No
b) If preschooler 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 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

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 |
|--|-----|----|

- b) Please describe the strengths of the curriculum in regards to the 2005 Dietary Guidelines.
- c) Please describe the weaknesses of the curriculum in regard to the 2005 Dietary Guidelines.
- d) What would you change about the curriculum in regard to the 2005 Dietary Guidelines?
- e) What is your overall feeling about this curriculum in regard to the 2005 Dietary Guidelines? (Please circle one)

Excellent Very Good Good Fair Poor

Additional comments about the curriculum with regard to the 2005 Dietary Guidelines:

2. Salt Intake

- a) Is salt intake addressed somewhere in the curriculum? Yes No
- b) Please describe the strengths of the curriculum based on its content relative to salt intake.
- c) Please describe the weaknesses of the curriculum based on its content relative to salt intake.
- d) What would you change about the curriculum in regard to addressing salt intake?
- e) What is your overall feeling about this curriculum in to regard to salt intake? (Please circle one)

Excellent Very Good Good Fair Poor

Additional comments with regard to the curriculum addressing salt intake:

3. Fat Intake - The curriculum should address fat intake in at least one of the lessons, but does not need a specific lesson on fat.

- a) Is fat intake addressed somewhere in the curriculum? 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
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* 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 & storage?	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
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- * easy to follow? Yes No N/A
 - * adaptable to various cooking conditions and equipment? Yes No N/A
- Comments:*

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? (*Please circle one answer*)

Minimal detail

Moderate detail

Very detailed

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 attention to key ideas. Print can be read easily.

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 No N/A

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