

Curriculum Modification Guidance Table Green Light Modifications

In general, Green Light Modifications do not require specific testing or evaluation except where noted in the table below. LIAs are encouraged to evaluate the effectiveness of their direct education interventions. Evaluation guidance is available from your SIA.

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements
Using a curriculum as is for different age, grade level, setting or lifecycle stage from intended audience	Contact curriculum developer to request approval.* After receiving response, contact SIA to report outcome (whether curriculum developer gives approval or not). This information will be added to Integrated Curricula List during quarterly updates. If no response from developer, contact SIA. * [Alternatively, request that SIA contact curriculum developer.]	Using a middle school curriculum in a high school Using an adult curriculum with groups such as pregnant or parenting teens Using a youth curriculum with 19 year old high school students Using a high school curriculum with adults	TBD based on conversation with curriculum developer and SIA.
Enhancing visuals or adding props to make the learning more hands-on	Follow principles for effective visuals. Do not substitute for a core component of the curriculum. Keep costs moderate. (See additional guidance about visuals and props)	Having actual samples of foods, food labels or containers to pass around Using food models Using anatomy models (e.g., arteries)	No testing or evaluation needed as long as guidance for this modification is followed.

<p>Adding activities within a class to make it more interactive, or to meet the request of a teacher or site</p>	<p>Added activities must follow SNAP-Ed Guidance and Dietary Guidelines for Americans, meet curriculum learning objectives, be appropriate for the audience, fit the objectives of the curriculum, enhance the class' engagement or relevance. (See additional guidance about this topic)</p>	<p>Adding taste testing , PA, food demos, storytelling, small groups, ice breakers, group introductions, review of previous class</p>	<p>No testing or evaluation needed as long as guidance for this modification is followed.</p>
<p>Updating content for new governmental and/or scientific recommendations</p>	<p>LIAs may update content for new recommendations following SNAP-Ed Guidance and Dietary Guidelines for Americans.</p>	<p>Incorporating the 2015 Dietary Guidelines for Americans, Physical Activity Guidelines for Americans, Dietary Reference Intakes, new Nutrition Facts label</p>	<p>No testing or evaluation needed as long as guidance for this modification is followed.</p>
<p>Making minor adaptations for cultural or age appropriateness</p>	<p>Consult with experts, such as cultural representatives. Provide updates to SIA on contacts with cultural experts. Dietary modifications must meet Dietary Guidelines for Americans. Recipes must be from reliable sources. See Yellow Light Modifications Table for more significant modifications. (See additional guidance for about this topic)</p>	<p>Adjusting names, stories, recipes, food examples and images, and food demos included in a class Modifying handouts to enlarge type size for older adults</p>	<p>No testing or evaluation needed as long as guidance for this modification is followed.</p>
<p>Modifying for literacy level of target audience</p>	<p>Changes to verbal communication during classes may be made to improve understanding, following principles for low literacy education. (See additional guidance for this topic)</p>	<p>Substituting familiar phrases for technical terms, shortening sentence length</p>	<p>No testing or evaluation needed as long as guidance for this modification is followed.</p>

<p>Substituting other handout(s) for handout(s) that are part of curriculum, or adding handout(s)</p>	<p>Handouts must be consistent with Dietary Guidelines for Americans, follow SNAP-Ed Guidance, meet curriculum learning objectives and be appropriate for the audience. (See additional guidance for about this topic)</p>	<p>Substituting NEOPB breakfast brochure for a higher literacy breakfast brochure</p> <p>Adding a MyPlate handout</p> <p>Substituting a simpler garden handout for a special education class</p>	<p>No testing or evaluation needed as long as guidance for this modification is followed.</p>
<p>Adjusting schedule of classes to fit needs of participants or site</p>	<p>Class sessions may be divided over multiple sessions, or multiple classes combined into a single session as long as the overall curriculum sequence is maintained and essential content is not omitted.</p> <p>NOTE: If classes are divided, additional introductions, warm-ups, and conclusion may be needed.</p>	<p>Dividing 90-minute session into two 45-minute classes because school class time is only 50 minutes</p> <p>Combining 10 30-minute sessions of an adult curriculum into 5 one-hour-long sessions to improve participant retention</p>	<p>No testing or evaluation needed as long as guidance for this modification is followed.</p>
<p>Providing supplemental activities for children so that families can attend together (kids and parents together)</p>	<p>Activities may be incorporated to engage children present at an adult class as long as the adult curriculum is only minimally modified to include child participation. Supplemental activities should be age appropriate.</p>	<p>Providing coloring sheets and crayons to keep children occupied while adults focus on the lesson</p> <p>Inviting children to place items on a poster or participate in a demonstration (as appropriate)</p> <p>Allowing older children to help parents find an item on a food label</p>	<p>No testing or evaluation needed as long as guidance for this modification is followed.</p>

<p>Substituting recipes, recipe ingredients and/or gardening activities to accommodate seasonality, availability of ingredients, cultural preferences, cost, logistics of classroom, level of previous exposure or abilities of audience</p>	<p>Substitutions must meet the intent of the lesson. Recipe substitutions must meet the same nutritional objectives. Recipes must be from reliable sources and should be provided to participants. Substitutions to avoid allergy issues or to meet school rules are allowable. (See additional guidance for this topic.)</p>	<p>Substituting winter squash for carrots in class activity recipe when squash is available in school garden and carrots are not</p> <p>Substituting spinach for chard in food demo recipe when spinach is available at food bank</p> <p>Substituting a recipe that involves stirring, instead of one that requires chopping, for an audience with disabilities</p> <p>Keeping an ingredient raw instead of cooking it</p> <p>Altering a recipe so it can be prepared in a facility without a sink</p> <p>Substituting a recipe that does not require cooking for a setting where cooking facilities are not available</p>	<p>No testing or evaluation needed as long as guidance for this modification is followed.</p>
<p>Modifying to be flexible with time for each activity</p>	<p>Adapt time for each activity as needed; can substitute an activity of shorter duration that meets learning objectives; do not omit essential activities. Maintain fidelity to core components and learning objectives. Do not shorten class time.</p>	<p>To make more time for discussion (e.g., for audiences with language limitations, older adults or special education students) substituting a recipe with shorter preparation time or a shorter physical activity</p>	<p>No testing or evaluation needed as long as guidance for this modification is followed.</p>

Modifying for specific limitations (e.g., living situation) of the specific target audience	Make minimal changes as appropriate for limitations of target audience. Core components of a curriculum may not be omitted.	Replacing cooking activity with a food demo for group home or homeless shelter residents who do not prepare their own meals	No testing or evaluation needed as long as guidance for this modification is followed.
Making minor changes in the order of activities/content within a lesson, or lessons within a curriculum	Sequence should be appropriate to meet learning objectives, activities/content that build should remain in the order specified in the lesson plan, and core components of curriculum should remain intact.	Moving the physical activity segment from the beginning of the session to the middle	No testing or evaluation needed as long as guidance for this modification is followed.
Orally interpreting lessons into other languages while teaching a class	Entire content of lessons should be interpreted, using a qualified interpreter. Notify SIA of curriculum language needs. (See additional guidance for this topic .)	Teaching a lesson in Vietnamese for which an official Vietnamese translation is not available	No testing or evaluation needed as long as guidance for this modification is followed.

Curriculum Modification Guidance Table Yellow Light Modifications

Specific guidelines for each Yellow Light modification are described in the table below. In addition, LIAs implementing Yellow Light Modifications are encouraged to test the efficacy of the modified curriculum using outcome or impact evaluation. Evaluation guidance is available from your SIA.

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements
Making major changes in the order of activities/content within a lesson, or lessons within a curriculum	Sequence should be appropriate to meet learning objectives, activities/content that build should remain in the order specified in the lesson plan, and core components of curriculum should remain intact.	Changing the lesson order of a sequentially building curriculum	Formative or outcome evaluation is likely to be necessary (and possibly both). TBD based on conversation with SIA.
Making major modifications or adapting curriculum for different age, grade level, lifecycle stage, or setting from intended audience	Contact curriculum developer to request approval.* After receiving response, contact SIA to report outcome (whether curriculum developer gives approval or not). This information will be added to Integrated Curricula List during quarterly updates. If no response from developer, contact SIA. * [Alternatively, request that SIA contact curriculum developer.]	Modifying a high school curriculum for use with middle school students Modifying an adult curriculum for use with foster youth transitioning out of the foster system	Formative or outcome evaluation is likely to be necessary (and possibly both). TBD based on conversation with curriculum developer and SIA.

<p>Developing a language translation and/or making other significant adaptations for cultural appropriateness</p>	<p>Contact curriculum developer to request approval.* After receiving response, contact SIA to report outcome (whether curriculum developer gives approval or not). If approval given, work with cultural representatives from target audience and certified translator to develop an accurate and culturally appropriate translation or adaptation. If no response from developer, contact SIA. * [Alternatively, request that SIA contact curriculum developer.] (See additional guidance for this topic.) (Hyperlinked)</p>	<p>Translating an approved curriculum from Integrated Curriculum List into a language that meets community needs</p>	<p>Conduct formative testing of new materials or content with intended audience prior to use.</p>
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Curriculum Modification Guidance Table Red Light Modifications

Red Light modifications are described in the table below. These specific types of curriculum modifications are NOT allowed for direct education. Please contact your SIA for further guidance.

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements
Deleting content and/or activities that are essential to achieving a learning objective	NOT allowed.	Deleting a label reading activity that is a core component of a lesson Omitting essential content to shorten a lesson	NA
Rearranging the order of activities so that the class no longer supports the learning objectives	NOT allowed.	Moving a summative activity from the end of a lesson to earlier in the lesson	NA
Modifying an adult curriculum to make it family-oriented	NOT allowed		NA
Inserting additional lessons into a curriculum that are not from reliable sources or contradict the Dietary Guidelines for Americans	NOT allowed		NA

Note: If an LIA identifies a curriculum or a resource that could be a useful addition to the Integrated Curricula List or the SIA Approved Materials/Resources List, they may work with their SIA to propose this addition.