Curriculum Modification Guidance Table

Version 3.22.17

The types of curriculum modifications allowed to be made by California SNAP-Ed Local Implementing Agencies (LIA) are divided into Green and Yellow Light Modifications, identifying the level of caution with which these modifications should be made. **Green Light Modifications** are those that the California SNAP-Ed State Implementing Agencies (SIA) have determined are appropriate for LIAs to implement with minimal administrative and evaluation burden. **Yellow Light Modifications**, although sometimes necessary to ensure high quality interventions, should only be implemented with care and require additional administrative and evaluation burden for LIAs that choose to make them. **Red Light Modifications** are not allowed because they threaten the fidelity of curriculum implementation by altering one or more core components.

Changes that are NOT considered curriculum modifications and can be made without any further guidance include:
- Providing any disclaimers listed in the Integrated Curricula List (e.g., USDA does not promote organic over conventional produce)
- Presenting only core lessons or single lessons from a curriculum when this option is provided in the Integrated Curricula List

LIA staff are strongly encouraged to consult their assigned SIA representatives regarding curriculum modifications specifically those that require contact with the curriculum developer and any yellow light modifications. For each LIA the final decision to make a modification is the responsibility for staff overseeing the nutrition education. Any subcontracting staff/extenders need to consult with their LIA contact about any changes.

NOTE: The following table is not necessarily an exhaustive list of all the circumstances that may arise. For situations not covered in the table, talk with your SIA representative.

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 Representative.

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements	Suggested Documentation in the Curriculum Fidelity Sharing Site
G1. Using a curriculum as is for different age, grade level, setting or lifecycle stage from intended audience	Contact the curriculum developer to request approval. After receiving a written response, contact your SIA representative to report the outcome. This information will be added to the Integrated Curricula List quarterly.	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 young adults	TBD based on conversation with curriculum developer and SIA	Strongly encouraged
G2. 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 or anatomy models (e.g., arteries)	No testing or evaluation needed as long as guidance for this modification is followed	Encouraged if the changes may be of interest to other agencies

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements	Suggested Documentation in the Curriculum Fidelity Sharing Site
G3. Adding activities within a class to make it more interactive, or to meet the request of a teacher or site	Added activities must follow the SNAP-Ed Guidance and Dietary Guidelines for Americans, meet curriculum learning objectives, be appropriate for the audience, fit the objectives of the curriculum, and enhance the class' engagement or relevance. (See additional guidance about this topic)	Adding taste testing, physical activity (PA), food demonstrations, storytelling, small groups, ice breakers, group introductions, review of previous class	No testing or evaluation needed as long as guidance for this modification is followed	Encouraged if the changes may be of interest to other agencies
G4. Updating content for new governmental and/or scientific recommendations	LIAs may update content for new recommendations following the SNAP-Ed Guidance and Dietary Guidelines for Americans.	Incorporating the 2015 Dietary Guidelines for Americans, Physical Activity Guidelines for Americans, Dietary Reference Intakes, new Nutrition Facts label	No testing or evaluation needed as long as guidance for this modification is followed	Strongly encouraged
G5. Making minor adaptations for cultural or age appropriateness	Consult with experts, such as cultural representatives. Maintain communication with SIA representatives 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)	Adjusting names, stories, recipes, food examples and images, and food demos included in a class Modifying handouts to enlarge type size for older adults	No testing or evaluation needed as long as guidance for this modification is followed	Encouraged if the changes may be of interest to other agencies

CDSS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

CDPH California Department of Public Health

UNIVERSITY OF CALIFORNIA cal fresh Nutrition Education

CALIFORNIA DEPARTMENT OF AGING

CATHOLIC CHARITIES OF CALIFORNIA

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements	Suggested Documentation in the Curriculum Fidelity Sharing Site
G6. Modifying for literacy level of target audience	Changes to verbal communication during classes may be made to improve understanding, following principles for low literacy education. (See additional guidance for this topic.)	Substituting familiar phrases for technical terms, shortening sentence length	No testing or evaluation needed as long as guidance for this modification is followed	Encouraged if the changes may be of interest of other agencies
G7. Substituting other handout(s) for handout(s) that are part of curriculum, or adding handout(s)	Handouts must be consistent with Dietary Guidelines for Americans, follow SNAP-Ed Guidance, meet curriculum learning objectives and be appropriate for the audience	Substituting NEOPB breakfast brochure for a higher literacy breakfast brochure Adding a MyPlate handout, Substituting a simpler garden handout for a special education class	No testing or evaluation needed as long as guidance for this modification is followed	Not necessary
G8. Adjusting schedule of classes to fit needs of participants or site	For series based classes with participants that are likely to return, 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. NOTE: If classes are divided, additional introductions, warm-ups, and conclusion may be needed.	Dividing 90-minute session into two 45-minute classes because school class time is only 50 minutes Combining 10 30-minute sessions of an adult curriculum into 5 one-hour-long sessions to improve participant retention	No testing or evaluation needed as long as guidance for this modification is followed	Not necessary

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements	Suggested Documentation in the Curriculum Fidelity Sharing Site
G9. Providing supplemental activities for children so that families can attend together (kids and parents together)	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.	Providing coloring sheets and crayons to keep children occupied while adults focus on the lesson

Inviting children to place items on a poster or participate in a demonstration (as appropriate)

Allowing older children to help parents find an item on a food label | No testing or evaluation needed as long as guidance for this modification is followed | Encouraged if the changes may be of interest to other agencies |
| **G10.** Modifying to be flexible with time for each activity | If participants require more time for a specific activity related to an objective, it's acceptable to adjust time spent on other activities within the designated time for that specific session. LIAs may substitute an activity of shorter duration that meets learning objectives to make more time for other activities; do not omit essential activities. Maintain fidelity to core components and learning objectives. Do not shorten overall class time. | Making 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 decreasing the physical activity portion of the lesson | No testing or evaluation needed as long as guidance for this modification is followed | Strongly encourage to ensure documentation |

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements	Suggested Documentation in the Curriculum Fidelity Sharing Site
G11. 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	Recipe substitutions must meet the intent of the lesson and meet the same nutritional objectives. Recipes must be obtained from reliable sources and be provided to participants. Substitutions to avoid food allergies or to comply with school rules are allowable.	Substituting winter squash for carrots in class activity recipe when squash is available in school garden and carrots are not Substituting spinach for chard in food demo recipe when spinach is available at food bank Substituting a recipe that involves stirring, instead of one that requires chopping, for an audience with disabilities Keeping an ingredient raw instead of cooking it Substituting a recipe that does not require cooking for a setting where cooking facilities are not available	No testing or evaluation needed as long as guidance for this modification is followed	Not necessary
G12. 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 for a food demo for individuals who do not prepare their own meals such as residents at a group home or homeless shelter	No testing or evaluation needed as long as guidance for this modification is followed	Encouraged if the changes may be of interest to other agencies

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements	Suggested Documentation in the Curriculum Fidelity Sharing Site
G13. 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	Not necessary
G14. Orally interpreting lessons into other languages while teaching a class	LIA are encouraged to use an interpreter qualified in the language spoken by the learners. For translation of written materials see the Curriculum Modification Table (Y3). Consider notifying SIA representative 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	Not necessary

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. Documentation is mandatory

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements	Suggested Documentation in the Curriculum Fidelity Sharing Site
Y1. 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	Required
Y2. Making major modifications or adapting curriculum for different age, grade level, lifecycle stage, or setting from intended audience	Contact the curriculum developer to request approval. After receiving a written response, contact your SIA representative to report the outcome. This information will be added to the Integrated Curricula List quarterly.	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	Required

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements	Suggested Documentation in the Curriculum Fidelity Sharing Site
Y3. Developing a language translation and/or making other significant adaptations for cultural appropriateness	Contact the curriculum developer to request written approval and/or to see if this translation has already been made.* After receiving a response, consult your SIA representative regarding translating and/or adapting curriculum (Note: SIAs have varying policies regarding translation). If the curriculum developer has approved translation and/or adaptation then work with cultural representatives from the target audience and certified translator to develop an accurate and culturally appropriate translation or adaptation. Continue to maintain communication with SIA representatives on contacts with cultural experts.	Translating an approved curriculum from Integrated Curriculum List into a language that meets community needs	Conduct formative testing of new materials or content with intended audience prior to use	Required

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
R1. 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
R2. 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
R3. Modifying an adult curriculum to make it family-oriented	NOT allowed	Revising activities to allow for children to learn basic age appropriate skills, such as literacy. This would change the core components	NA
R4. Inserting additional lessons into a curriculum that are not from reliable sources or contradict the Dietary Guidelines for Americans	NOT allowed	Adding lesson plans that encourage learners to consume ***whole milk*** products, citing evidence suggests increasing dairy fat may have added health benefits. This contradicts the current DGA recommendations	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.