



CLAS Health Education Materials Checklist

How to use the CLAS Health Education
Materials Checklist



Assessing for CLAS Standards

- This checklist should be used subjectively to apply these concepts to the materials. When using this checklist, use your best judgement. Remember, the goal is to create culturally and linguistically appropriate materials
- Always be mindful of target audience
- If an identified material does not meet the CLAS standards, the material may need to be re-created and/or edited



Scoring Not Applicable

If items are not satisfied by the material and their absence does not affect the message, value, or appropriateness of the document, you may select “N/A.” When adding up the total CLAS score, any “N/A” selections can be counted toward your total score as if they were a “yes.” However, if a material did not satisfy these items and it would clearly benefit from them, then you should not select “N/A” in their absence. Instead, you should score the material as “no,” meaning the items would be applicable to the material, however, the material did not satisfy these items.



Questions 1&2 - Cover

- Cover is visually acceptable and meets DH style guide standards. To review the style guide, go to file called DH Style Guide – June 22.
- The cover draws attention to the Health Education Material
- The cover allows the reader to understand the main concept of the material at a glance
- The cover or title is visually appealing and pulls the reader/audience in
- At first glance, the document is not overwhelming or overstimulating



Question 3 - Desired behavior changes are addressed

- Desired behavior change(s) are clearly stated
 - Examples of desired change(s) are provided
 - Possible steps / suggestions in achieving desired goals provided
- Material emphasizes important information
 - “Need to Know” or “Important to Know” information is either explicitly clear (for 1-page documents) or summarized (1+ page documents) for easy takeaways
 - Important concepts in the text are emphasized (e.g. **Bolded** or underlined)



Question 4 - No more than 3 or 4 main points

- A single material should have no more than 3 or 4 main points
 - The material can have more than 4 supporting points that relate back to the main points
 - For example, the material can have 4+ bullet points, but they should be related to only a few main points
 - This ensures the topic does not deviate from the main point or message
- Avoid text heavy materials



Question 5&6 - Headers and summaries

- Material should provide guidance on how the reader should navigate the page
- Headers are clearly labeled
- Reader should be able to quickly scan health education materials and identify what it is about
- Summary of what was learned should be included or reiterated throughout
- Summary may not be needed, but the material should provide actionable suggestions or step-by-step instructions for the reader to achieve desired changes
- Summary at the end should be used to restate the main, actionable takeaways




Question 7 – Writing is conversational, in active voice

- Writing uses common, approachable language
- Uses active voice to make sentences sound natural and clearer
 - Active voice: the subject performs the action
 - For example: “The nurse will give the vaccines”
 - Passive voice: the subject receives the action
 - For example: “The vaccines will be given by the nurse”




Question 8 – Little or no technical jargon

- Language is common and avoids too much jargon
 - For medical-related material, avoiding all jargon may not be possible, so ensure the material has as little jargon as possible
 - If jargon must be included, provide a simple definition or explanation
 - If a term can be simplified to improve understanding, it should be rewritten



Question 9 - Text is vivid and interesting. Tone is friendly

- Text is clear and has a logical flow
- The text keeps the reader interested and engaged
- Friendly tone would mean the reader feels comfortable reading the material
 - For example: the material is not demanding or accusatory, and does not use fear tactics




Question 10 - Pages appear uncluttered, white space

- There is some empty space on the paper so the print stands out
- Not too many words on the page



Question 11 - Lowercase letters are used

- ALL CAPS MAY COME OFF AS DEMANDING OR YELLING EVEN IF IT IS A STATEMENT
- Lowercase letters are more visually appealing, and more clear
- Only use capital letters when grammatically necessary



Question 12 - High degree of contrast

- Light color background (yellow, beige) has dark colored print (black, dark blue)
- Dark colored background has light colored print (white, yellow, etc)
- This ensures the material is easily legible due to high contrast, particularly for folks with vision impairments



Question 13 - Print size and font

- Print size is at least 12 point, serif type, no stylized letters.
- Goal is for the material to use simple, legible font that is large enough to read without strain
- Examples of appropriate fonts include:
 - Arial
 - Calibri
 - Lato
 - Times New Roman
- Avoid font types with extra lines or calligraphy
 - These fonts are more difficult to read:
 - For example: *Pacifico*, *Caveat*



Question 14 - Illustrations are simple

- Illustrations are preferably line drawings
- Keep the graphics as simple as possible to facilitate understanding
- Complex graphics may distract from the information
- Consider whether lack of graphics is appropriate or if the material would benefit from graphics that simply are not there




Question 15 - Illustrations amplify text

- If graphics are included, they should add to or clarify the message in the text
 - Graphics should not be distracting
 - Graphics should be related to the text
- Again, not all material will use graphics or illustrations
 - Consider whether lack of graphics is appropriate or if the material would benefit from graphics that simply are not there




Question 16 - Material aligns with target population social norms

- The materials “meet the client where they are at”
- Align with age, gender, culture, etc...
- Culturally appropriate/sensitive language is used in the material (For example: formal “usted” vs. informal “tu”)
 - Keep audience in mind; consider possible historical discrimination among marginalized communities
- The materials match the gender norms of the population (appropriate gender labels, nouns/pronouns)
- The age of the target population, as well as those that may need to explain the information, should be taken into account when preparing materials



Question 17 - Material closely matches intended audience

- Material closely matches logic, language, and experience of intended audience
- Material uses examples that are found in the everyday life of the target audience
 - Commutes, household size, food selection, etc.
- Ensure your understanding of the community's logic and experience is realistic and accurate by staying engaged with the target community
 - Maintain connections that have been established
 - Regularly assess community needs to continue equitable access



Question 18- Interaction is invited via questions, responses, suggested actions, etc.

- Materials should encourage dialogue, engagement, and action
- Materials should encourage reader to seek out more information through reliable sources
- Further thought and behavior change should be prompted
 - Questions are important and allow the reader to think through the concept beyond what is on the material
 - This may also prompt the reader to come up with questions of their own