# Appendix 5: Marketing Materials Review Forms

## Part 1: Analysis of Marketing Materials

Directions: Review the marketing materials from your ABE program and from other ABE programs. Complete the table below.

| Type of Recruitment Material | Primary Message Communicated  | Secondary Message Communicated | Clarification Questions One Might Have About Message | Additions or Deletions that Might Be Made to Message and/or Formatting  |
| --- | --- | --- | --- | --- |
| Your Program’s Material: |  |  |  |  |
| Other Program’s Material: |  |  |  |  |
| Other Program’s Material: |  |  |  |  |
| Other Program’s Material |  |  |  |  |

## Part 2 - Materials Review Checklist

Directions: Review each separate recruitment material by checking the characteristics of the material that you observe.

**Name of Material #1:**

| **Characteristics of Material** | **Check (✓) if the** c**haracteristic is** o**bserved**. W**rite “NR” if the** c**haracteristic is** not relevant **to the** m**aterial**  |
| --- | --- |
| Main message is clearly stated or can be inferred  |  |
| The necessary details related to the main message are listed  |  |
| Information about a secondary message is presented |  |
| The necessary details related to the secondary message are listed  |  |
| Language style and vocabulary in material can be understood by adults seeking basic skills services  |  |
| ABE/ESL/GED are described or listed in a way that can be easily interpreted by adult learners |  |
| Format is organized so that the information is listed in a logical order |  |
| Format is appealing, pleasing to the eye |  |
| If color is used, the coloring scheme enhances the understanding of the material  |  |
| Graphics are easy to interpret |  |
| Necessary contact information for the program is listed |  |

**Name of Material #2:**

| **Characteristics of Material** | **Check (✓) if the** c**haracteristic is** o**bserved**. W**rite “NR” if the** c**haracteristic is** not relevant **to the** m**aterial**  |
| --- | --- |
| Main message is clearly stated or can be inferred  |  |
| The necessary details related to the main message are listed  |  |
| Information about a secondary message is presented |  |
| The necessary details related to the secondary message are listed  |  |
| Language style and vocabulary in material can be understood by adults seeking basic skills services  |  |
| ABE/ESL/GED are described or listed in a way that can be easily interpreted by adult learners |  |
| Format is organized so that the information is listed in a logical order |  |
| Format is appealing, pleasing to the eye |  |
| If color is used, the coloring scheme enhances the understanding of the material  |  |
| Graphics are easy to interpret |  |
| Necessary contact information for the program is listed |  |

**Name of Material #3:**

| **Characteristics of Material** | **Check (✓) if the** c**haracteristic is** o**bserved**. W**rite “NR” if the** c**haracteristic is** not relevant **to the** m**aterial**  |
| --- | --- |
| Main message is clearly stated or can be inferred  |  |
| The necessary details related to the main message are listed  |  |
| Information about a secondary message is presented |  |
| The necessary details related to the secondary message are listed  |  |
| Language style and vocabulary in material can be understood by adults seeking basic skills services  |  |
| ABE/ESL/GED are described or listed in a way that can be easily interpreted by adult learners |  |
| Format is organized so that the information is listed in a logical order |  |
| Format is appealing, pleasing to the eye |  |
| If color is used, the coloring scheme enhances the understanding of the material  |  |
| Graphics are easy to interpret |  |
| Necessary contact information for the program is listed |  |

**Name of Material #4:**

| **Characteristics of Material** | **Check (✓) if the** c**haracteristic is** o**bserved**. W**rite “NR” if the** c**haracteristic is** not relevant **to the** m**aterial**  |
| --- | --- |
| Main message is clearly stated or can be inferred  |  |
| The necessary details related to the main message are listed  |  |
| Information about a secondary message is presented |  |
| The necessary details related to the secondary message are listed  |  |
| Language style and vocabulary in material can be understood by adults seeking basic skills services  |  |
| ABE/ESL/GED are described or listed in a way that can be easily interpreted by adult learners |  |
| Format is organized so that the information is listed in a logical order |  |
| Format is appealing, pleasing to the eye |  |
| If color is used, the coloring scheme enhances the understanding of the material  |  |
| Graphics are easy to interpret |  |
| Necessary contact information for the program is listed |  |