A FRAMEWORK FOR DEVELOPING FAMILY LIFE EDUCATION PROGRAMS*

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Family life education is becoming an increasingly important part of the work of human service providers. Although there have been many important advancements in family life education in the last decade, there is still limited articulation of the criteria needed to develop and implement effective family life programs, especially those designed for community-based prevention efforts. This paper begins to outline the relevant methodological issues that need to be considered for the creation of effective family life education programs.

Family life education is becoming an increasingly important part of the prevention efforts of human service providers. In recent years, family life education has been championed as an important factor in dealing with such issues as adolescent pregnancy (Roosa, 1991), substance abuse (Alvy, 1988) and family violence (Lloyd & Emery, 1993). Although there is a growing body of data demonstrating that some programs are effective, there continues to be the need to improve the performance of family life programs (Guerney & Maxson, 1990).

During the past decade, there have been a number of important advancements in the practice of family life education. A significant step has been the development of standards by the National Council of Family Relations in regards to the minimum qualifications needed for family life educators (NCFR, 1984). This has resulted in greater specification of the knowledge base for family life education.

Coupled with this is a growing literature on the theoretical basis for family life education. Thomas and Arcus (1992) analyzed the definition of family life education to clarify the purpose and content. To this end they concluded that the general purpose of family life education is "to strengthen and enrich individual and family well-being" (Thomas & Arcus, 1992, p. 4). Through the work of several authors, there has also been increased clarification of the content of family life education over the life-span (Arcus, 1987; Cassidy, 1993; Hennon & Arcus, 1993).

There have also been important commentaries on alternative perspectives on family life issues. Morgaine (1992) analyzed the philosophical roots of family life education and explored a "critical perspective" on the way in which family life education is conducted. Allen and Baber (1992) critiqued family life education from a feminist perspective and developed ideas for how

feminist theory can influence work with families. In more specific domains of family life, there have been theoretical discussions of how to work with divorced families from an empowerment perspective (Hughes, 1992) and how to work with ethnic families (Alvy, 1988). These discussions further clarify the work of family life education.

At a more practical level, there have also been important developments in strategies for teaching family life education and in evaluating the effects of programs. Two especially innovative approaches to teaching family relations are a simulation approach to learning for divorced and remarried families (Crosbie-Burnett & Eisen, 1992) and an ethnographic approach to studying human development issues developed by Quinn (1992). In regards to evaluation of family life education, Small (1990) provides clear guidelines to consider when conducting evaluations. He makes an important distinction between established, model programs that are likely to be widely replicated, thus requiring substantial evaluative work, and more general local programs that are in need of ongoing monitoring through evaluation. Additionally, Guerney and Maxson (1990) provide some suggestions for the use of no-treatment control groups and outcome measures evaluating family life programs.

Despite these advancements, there are still major issues that need attention to further develop the practice of family life education. One of the major difficulties with the development of family life education programs is that there has been limited discussion of the methodology of family life education. There has not been sufficient attention to the guidelines needed to evaluate the structure, content and implementation of family life programs. In a manner analogous to research, it is as if we know that there is a methodology for designing experiments, but we never provide any details about the elements of the design or what

a good experimental design should include. Without providing more specification of the issues in developing effective family life programs, it is unlikely that the designs will improve.

This paper is a preliminary effort to describe a framework for developing family life education programs. The framework is intended to apply to a variety of family life education materials including curricula for workshops, newsletters, videotape-based programs, and books and pamphlets for families.

FRAMEWORK FOR DEVELOPING FAMILY LIFE EDUCATION PROGRAMS

The general framework for the development of family life education programs is presented in Figure 1. The foundation of an educational program is its content including theory, research and information about context and practice. The translation of content results in instructional and implementation processes that are essential to the teaching of the content. Evaluation is the critical final phase of the program development process. Each of these aspects of developing family life education programs will be considered in detail.

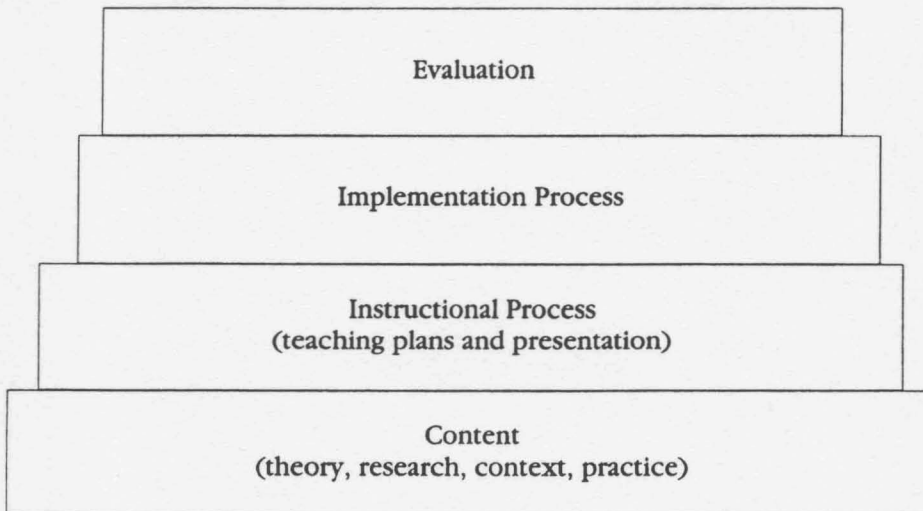An example family life program review form, based on this framework, is

Figure 1. *A Framework for Developing Family Life Education Programs*

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│              Evaluation                 │
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│  │                                   │  │
│  │       Implementation Process      │  │
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│  │  ┌─────────────────────────────┐  │  │
│  │  │    Instructional Process    │  │  │
│  │  │ (teaching plans and         │  │  │
│  │  │  presentation)              │  │  │
│  │  │                             │  │  │
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│  │  │ │        Content          │ │  │  │
│  │  │ │ (theory, research,      │ │  │  │
│  │  │ │  context, practice)     │ │  │  │
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provided in the Appendix. This form can be used to critique existing family life programs or as a guide in the creation of new programs.

Content

Family life program developers need to consider issues related to theory, research, context and practice.

Theory and research. One of the most frequent recommendations regarding strengthening family life education efforts is basing the content on sound theoretical and research information (Arcus, 1992; Roosa, 1991). Roosa (1991) notes in his review of adolescent pregnancy prevention programs that many programs were based on common sense, available resources, local mythologies and the good intentions and energy of staff members. Likewise, Hennon and Arcus (1993) admonish family life educators regarding the need for staying up with current information stating, "it is unethical for family life education programs to be based on out-of-date information or teach information that is perhaps invalid" (p. 203).

A well-grounded family life education program needs a clearly articulated theoretical perspective and a demonstrated research basis in regards to the topic, the context and the application techniques. The foundation of a program should include a clear theoretical perspective even if an eclectic approach is proposed. For example, many parent education programs are based on an Adlerian perspective (e.g., Systematic Training for Effective Parenting; Dinkmeyer & McKay, 1983) or on a behaviorist approach (e.g., Parents as Teachers; Becker, 1971). By providing a theoretical perspective, other users of a program will have an opportunity to judge whether the program is consistent with the theoretical position and also will be able to evaluate whether this is an appropriate perspective for the particular application they have planned. One good example of a program that provides a clear theoretical orientation is the series of programs designed by Moncrieff Cochran and the Family Matters team (Vanderslice, Cherry, Cochran, & Dean, 1984). As a part of these programs, there is a precisely articulated empowerment model that undergirds the structure and activities in the program. Cochran and his colleagues devote a considerable portion of their program to helping leaders and others who would implement these programs understand the empowerment ideas. By specifying the basis for the intervention and/or teaching strategies in a program, it is more likely that family life educators will develop clear models of prevention or intervention through family life education.

Program developers should be able to document the basic research knowledge regarding the content of the program. For example, a communication program for newly married couples should be based on the most current knowledge with respect to communication styles that predict marital satisfaction and marital distress. It is important to base the program on research and to clearly document the research literature that was consulted to develop the core programmatic features. In the long run, this approach to the development of programs should help to insure a sound basis for program features and accurate representation of research findings.

The difficulties in translating research into practice are illustrated by the recent debate over Wallerstein and Blakeslee's (1989) book on the long-term effects of divorce. Although this book is clearly based on the divorce research literature, there has been a dispute over the emphasis in the presentation of research findings for the lay audience. In this instance, the dispute was not over whether or not the authors had based their information on research, but whether there had been appropriate caution in regards to the interpretation of this information. Hetherington and Furstenberg (1989) argued that Wallerstein and Blakeslee had overemphasized the negative outcomes in the book, thus overdramatizing the adverse consequences of divorce.

This example illustrates some of the difficulties involved in basing a program on theory and research. The process does not simply involve describing a set of findings that clearly indicate a set of recommendations. The family life educator is faced with many judgements in regards to what findings to present and how to present these findings most appropriately. There is considerable need to provide more direction to family life educators about how to make these decisions. Likewise, in critiquing a program, it is not enough to merely evaluate whether a family life program is based on research, it is essential to examine whether findings are clearly and accurately presented, how conclusions are drawn and if limitations regarding the existing knowledge about a topic are noted.

There are many instances where the research base may be inadequate. Often family life educators may see the need for programs about issues that are not well researched. In the absence of a research base, family life educators need to describe the basis (e.g., their own teaching/clinical experiences) they used to develop the program. This rationale will provide others with an understanding of the foundation of the program.

Context. Family life program developers must also consider research information about the contextual issues that may influence the topics that are being addressed. Thus, a parenting program for single mothers would need to consider not just research on parenting, but research on issues pertinent to single parent families. Again, there should be documentation in the program that the literature on contextual issues has been consulted and specification given as to how the program has been developed to address these issues. For example, a program on stress management for low-income women includes background in-

formation about the effects of poverty on depression (Marciniak & Tableman, 1990). A comprehensive analysis of contextual issues in regards to a family life program might include an ecological analysis using Bronfenbrenner's (1979) model as a basis for considering how the immediate settings (e.g., work, school, neighborhood) and the larger social system (e.g., culture, social class) may influence the family.

Practice. In addition to the literature on the family life topic and the context, an effective family life program needs to reflect the current state of practice/intervention. References should be made to other successful programs. The current program should be based on techniques and methods that have been demonstrated as effective in other programs. Often this can be difficult to accomplish because, unlike the research literature, it is often difficult to locate program materials. Nevertheless, there should be some sense about how a new program is an improvement over existing family life programs on a similar topic or for a similar audience.

In some cases, a therapeutic or clinical literature may exist that provides a basis for the development of specific strategies and techniques. For example, family therapy techniques may be modified to be used in an educational setting. However, at present, there is still not a basis for family life educational strategies and techniques. In the absence of specific literature on which to base the program, it would be helpful for program developers to at least describe their own clinical/teaching experience that serves as a basis for particular activities and strategies. Many family life educators, for example, use specific warm-up activities to set the stage for discussion of a specific topic. In this case, it would be helpful to others to know why this particular activity has been chosen and why it appears to work. Thoughtful rationales for program activities will provide background for others to understand the activities and perhaps judge the appropriateness of the strategy. Finally, program developers need to acknowledge the limitations of the existing clinical literature in a program area. If a program is being designed for a new audience or is using new techniques that have had little testing, the exploratory nature of this program needs to be acknowledged.

Instructional Process

Even when the content of a family life education program is firmly grounded in theory and research, a program can fail due to inadequately developed teaching plans or poor presentation of the information.

Teaching plans. When developing a program, it is important to consider whether or not the activities fit the objectives of the session or program and the appropriateness of the activities for the intended audience on such dimensions as age, family type, gender and/or ethnic group. A well developed program should probably utilize a variety of teaching activities and formats (e.g., structured activities and unstructured discussion) to accommodate a wide variety of learning styles that may be encountered.

The instructions for conducting the teaching and/or learning activities need to be sufficiently detailed for family life educators to use an activity. This needs to include a brief rationale for the particular activity that ties it to the overall goals of a particular teaching situation. In most instances, there should be some specific teaching objectives and some directions regarding how to facilitate the process. For example, many family life programs provide specific participant objectives for each teaching activity and provide verbal instructions that can be read or paraphrased when teaching. Additionally, there may be suggested probe questions and some ideas about how people might react or respond to the activity. As the development of the program evolves over time, it may even be possible to develop alternative activities based on experience working with different groups.

A successful program should be carefully thought through in terms of how much time needs to be spent in various learning situations and what can be accomplished in a particular situation. The extent to which teaching aids (e.g., transparencies, materials, handouts) have been carefully developed will have a strong influence on how the program is taught. Generally, the more complete the package, the more likely the processes that were designed will be carried out effectively. Finally, in all types of teaching situations there are things that can go wrong. It would be helpful if program developers, especially as materials are pilot tested, would provide information about potentially difficult parts of the program and provide suggestions for how to deal with these issues.

Presentation. Family life programs must also be judged according to how the material and program is presented. Ultimately, a program with very important content may be overlooked because it is presented in a form that is not appropriate or not interesting to the audience. Two important features are readability and the use of appropriate examples. Many programs under- or overestimate the reading ability of the audience. If written materials are used, there should be both an assessment of the general reading skills of the audience and clear specification of the reading levels in the program guide. A more subtle but important aspect is the use of examples in a program; these may be in written material, program activities, and/or in visual aids. Good examples fit the audience, and they should touch the life experience of the participants. This can be a special problem for programs that are intended for a wide range of audiences. In this case, there may need to be alternative examples and illustrations depending on the audience.

Attractiveness is also a consideration. Although many workshops and other community-based programs may have little material that is visible to the public, the attractiveness of a poster or flyer announcing a program may make a big difference in whether or not individuals are initially interested in a program.

Far too many family life programs are designed for only a Caucasian, middle class audience. If family life programs are designed for a broad range of families, there needs to be attention given to the portrayal of various family types in the materials. Programs may also require screening in terms of the contexts of different ethnic and family types. That is, are African-American families frequently portrayed as bad examples or are single parents regularly used to illustrate an inappropriate style of parenting? Programs need careful attention to matters of cultural sensitivity.

Finally, questions also need to be asked about the overall design and layout of the program regardless of whether it is a curriculum, pamphlet or videotape. While there are many details that are more appropriate for communications experts, the overall quality of design and layout should be considered. All too often family life materials are too academic. Effective family life materials are likely to be similar to other popular media material. For example, a program on social support designed by the California Department of Mental Health (1981) created publications that had the format of a magazine with photographs, short and long articles, and many different and interesting activities and suggestions. In short, high-quality family life education materials need to be judged on their appearance as well as their content.

Implementation Process

Perhaps the most important contribution of the field of evaluation to

program development has been the insight that the most likely point of failure of a program is not weaknesses in the conceptual design, but failures in implementation. However, it is unlikely to find family life programs that have a guide to implementation. Especially for programs that are designed to be used in a variety of informal community settings, it is imperative that program developers give considerable attention to the details of program implementation.

At the most basic level, it is important for those implementing the program to know the audience for which the program is designed. From a design perspective, attention to the nature of the audience is important because it will prevent a program from being tried with groups for which it is not appropriate. The more detail that the developer can provide about the appropriate audience the better. The following characteristics of the intended audience should be provided: programs for children should include age, developmental level, gender, ethnicity, social class, and family type; programs for adults should include life stage, family stage, family type, age, gender, ethnicity, and social class. It is also critical to provide information about audiences for which the program is *not* appropriate. For example, there are a number of programs for single parents that are only appropriate for divorced single parents and not for never married and/or widowed single parents.

One of the most difficult aspects of implementation is recruiting an audience. Regardless of the mode of delivery, many programs fail due to a lack of interest. Program designers can facilitate this process by developing marketing materials such as news releases, letters to potential attendees, flyers and other materials. One example of this type of marketing is in a program for newly divorced single parents. In this case, the program designers provided guidelines for recruiting participants through the use of public court records (Hughes & Scherer, 1986).

To the extent possible, it is helpful to provide logistical information regarding the program. Issues of child care, transportation, location, meeting room characteristics, food, and equipment are often important considerations in organizing a program. Coupled with these issues may be issues of the cost of a program. Again, it would be helpful if program developers provided guidelines about the expenses of a program and ideas about the extent to which participants should or should not share these costs. Implementing some programs may require collaboration with other

agencies (e.g., a program addressing parent-teacher communication issues may require the assistance of school personnel). In these cases, guidelines for working with other agencies and organizations would be helpful. For example, in a program on home-school communication, Cochran and Dean (1983) provide specific directions for how to approach school administrators and what types of concerns they are likely to have about the program. Operation Safe Kids (Todd & Wignall, 1986), a program that teaches safety skills to children, suggests as a basic step the development of a program coordinating committee to provide the necessary community support to implement the program. Especially for novice implementors of a program, it would help to have ideas about common obstacles and/or implementation problems and what steps can be taken to overcome these situations. For example, in the case of a new program, it would be useful to know approximately how long it might take to make the program visible or when "word of mouth" advertising may begin to pay off.

Many family life education programs are designed to be taught by a variety of professional, paraprofessional and volunteer staff, yet few programs offer any suggestions for how to train these personnel. At a minimum, a program should provide background material and references for trainers so that they will have some basic knowledge about the program's content. Many programs offer advice such as reading through the entire program before it is taught, but more extensive preparation guidelines would be helpful. To address these issues, some program developers have required that prospective program users attend training sessions before the program can be obtained. Although this may be both necessary and critical to appropriate implementation, it may be impractical in many cases. An alternative strategy would be to include a self-study plan that would offer the means to individually develop the competency for implementing a program. With the increased availability of videotapes, there could be samples of teaching techniques and/or other methods used to illustrate teaching strategies or other concepts that may be difficult to learn from merely reading material. The overall effectiveness of any family life program will be enhanced by more detailed instructions regarding the implementation of the program. Of course, to maintain the integrity of the program and/or to inform others about modifications, there will need to be procedures established to inform users about changes in the program over time.

Evaluation

Many commentators who have reviewed family life education materials have noted the weaknesses in the evaluation of programs. Some of the difficulty has been that there are few models that provide both practical and reasonable evaluation strategies for how to evaluate family life programs. Jacobs (1988) provides a very useful framework for creating evaluation strategies for family life educators and a useful orientation for critiquing the evaluation information that should be expected as a part of a high-quality family life program. Jacobs provides a sequence of evaluation phases. The first phase of evaluation is to establish the basis on which the program is established. Thus, for a new family life education program, the minimum expectation would be that program developers would show evidence that the program was developed through a process in which the needs of a particular audience were considered. This might be done through a variety of approaches, such as focus groups with members of an audience and/or interviews with human service providers who serve this audience. Likewise, by documenting the theoretical and research base of the program, there is a basis for understanding the potential effectiveness of the program. At a minimum, all family life programs should provide this basic level of evaluation information to document the relevance of the issues/topics included in a program.

The second phase of Jacob's evaluation approach is an accountability process involving the documentation of utilization by the intended audience and/or others. This level of analysis might also begin to examine the costs of the program in terms of time and other resources. Again, even a very new program ought to include some demonstration that the program can be implemented in the ways suggested and that people participate. For example, with multi-session workshops, it is important to know how many participants complete the entire program.

The third phase of Jacob's model involves clarifying program processes or formative evaluation. As a program becomes operational, program developers should begin to examine content, instructional processes, and implementation procedures to see what is working and what is not working, that is, monitor the implementation process. Only by conducting an extensive formative evaluation is it possible to refine and revise the program. As experience with program implementation grows, guidelines may become more concrete and particular implementation problems may be

solved. For example, by the third edition, a stress management program for low-income women (Marciniak & Tableman, 1990) included guidelines for using the program with men and women, women from various ethnic groups, and in conjunction with an employment training program. In this particular case, there has been obvious attention to variations in the program as it has been implemented. Although it is common for programs to be modified for different circumstances, it is uncommon to carefully document these variations in ways that would be useful to others.

Jacob's next level of evaluation involves assessing the degree to which the program is meeting short-term objectives. Key among those short-term objectives is the degree of client and/or program staff satisfaction. An initial test of any program is whether clients like the program. Since most community-based programs are not mandatory, it is essential that programs engage the clientele. It is also important that staff and others involved in implementing the program like the program. Also, early on it is helpful for program developers to be able to document that there is some beginning evidence that attitudes, knowledge and perhaps behavior are affected by the program. This is probably most often done by simple surveys in which participants report about personal changes that they may have made. In some cases, pre-posttest designs may be utilized. Again, a high-quality family life education program should provide data about client and staff satisfaction and other short-term indices of change. Included with the program should be procedures and forms so that others can also collect these data for their use.

The final phase of evaluation pertains to program impact. An established program necessitates that the program developers offer a rigorous analysis of the program's effectiveness using carefully controlled field tests. Only by carefully understanding what changes occur as a result of the program can the field of family life education move forward. Program designers need to give serious attention to accumulating both quantitative and qualitative evidence regarding the effects of programs. Over time, it would be helpful to assess the effectiveness of specific program components and the effectiveness of the program with different audiences. A good example of a program that has examined program effectiveness is the Children of Divorce Intervention Project. An early version of this program demonstrated that it was effective with middle class, suburban children (Pedro-Carroll & Cowen,

1985), and recently there has been evidence that a modification of this program is effective with urban children from families with limited financial resources (Pedro-Carroll, Alpert-Gillis, & Cowen, 1992).

Another important aspect of the impact evaluation is to measure long-term effects. Family life educators should be working toward the creation of programs that result in long-term effects on families. For example, Jacobson and his colleagues (1987) conducted a two-year follow-up of a program on communication for married couples and found that, although the clients initially had positive reactions to the program, behavioral changes were not maintained two years later. Again, it would be helpful for program designers to include procedures and instruments that would be useful for other family life educators to use in conducting their own impact evaluations and contributing to the overall documentation of the effectiveness of the program. In the pursuit of high quality family life education programs, evidence accumulated through evaluation will be critical to the continuing process of refining programs.

CONCLUSION

This paper has outlined a broad framework that articulates the methodological issues involved in developing family life education programs. In the short-term, this framework can be used to help program developers and program users analyze existing programs. Over time, this framework may provide a basis for developing specific criteria and standards for effective family life education programs. Ultimately, these guidelines will need to be specific for the type of program (e.g., parent education, marriage enrichment), the type of format (e.g., curriculum, newsletter, video), and the type of audience (e.g., parents, children, professionals).

It is hoped that the framework provided in this paper will prompt practitioners of family life education to: (a) clarify the theoretical rationales that are the basis of good practice, (b) more fully articulate the methodologies of program design, and (c) document the techniques and strategies that are fundamental to the field. Progress in the field of family life education will depend greatly on our ability to carefully describe our approaches to helping families and our ability to demonstrate the utility and effectiveness of those methods.

Hopefully, this discussion will prompt other experienced family life educators to analyze this framework and to

offer alternative ways of evaluating how family life education programs are developed. Likewise, it is hoped that this paper will stimulate others to identify gaps in this analysis so that we can develop a more comprehensive framework. Most importantly, this framework is merely a general description of the broad methodological areas within which we must develop greater knowledge. Within the four domains of content, instructional process, implementation process and evaluation, there is much room to more fully develop the knowledge regarding these aspects of family life education.

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APPENDIX

FAMILY LIFE EDUCATION PROGRAM REVIEW FORM

The purpose of this form is to provide a means of assessing the quality of resource materials that are designed to inform people about applied/intervention issues related to human development and family studies.

Reviewer's Name _____

Date _____

Reference Information

Title: _____

Author: _____

Source: _____

Intended Audience. Please note the audience for which the resource is intended. (Check all that apply)

____   Professional practitioners (Type _____)
        (Teachers, Psychologists, Child Care providers, etc.)

____   Paraprofessional practitioners (Type_____)
        (Home visitors, Teacher's Aides, etc.)

____   Parents (Type_____)
        (Single, Step, Adoptive, Teenage, All, etc.)

____   Children (Age Range and/or Family Type)_____

____   General public

Delivery Method. Indicate the type of resource. (Check all that apply)
____   News release
____   Short brochure
____   Long brochure
____   Slide/Video
____   Program Curriculum
____   Other _____

Ratings of the Resource. Please rate the educational resource on the following dimensions. Keep in mind the intended resource and the type of delivery method when making these ratings.

Content: Theory and Research	Low/Poor			High/Excellent		
1. Prevention/intervention theory is clearly stated.	1	2	3	4	5	NA
2. Importance of the topic for intended audience.	1	2	3	4	5	NA
3. Resource documents the source of the advice/opinions/information provided.	1	2	3	4	5	NA
4. Resource is based on current research findings.	1	2	3	4	5	NA
5. Resource includes the major and/or most important research sources.	1	2	3	4	5	NA
6. Resource accurately uses the findings from research (or other sources).	1	2	3	4	5	NA
7. Resource clearly presents the findings from research and other sources.	1	2	3	4	5	NA
8. Resource draws appropriate implications from the research and other sources.	1	2	3	4	5	NA
9. Resource notes limitations of research findings and conclusions.	1	2	3	4	5	NA

Content: Context

10. Contextual information regarding the families involvement in relevant settings (school, work, child care, church) is appropriately considered.	1	2	3	4	5	NA
11. Culture and social class influences are appropriately considered.	1	2	3	4	5	NA
12. Political, economic and other macrosocial influences are appropriately considered.	1	2	3	4	5	NA

Content: Practice

13. Resource adds something new to the practice/intervention approaches on this topic/issue.	1	2	3	4	5	NA
14. Resource builds on appropriate existing program resources (e.g., other programs, professionals, clinical research).	1	2	3	4	5	NA
15. Resource accurately uses finding from clinical research/practice.	1	2	3	4	5	NA
16. Teaching/Intervention strategies and techniques are based on clinical research/practice.	1	2	3	4	5	NA
17. Resource notes current limitation of clinical/practice knowledge in regards to this program/topic.	1	2	3	4	5	NA

Comments:

Instructional Process: Teaching Plans

	Low/Poor			High/Excellent		
	1	2	3	4	5	NA
1. Activities fit the objectives.	1	2	3	4	5	NA
2. Activities are appropriate for the intended audience(s) (age group, family type, gender, ethnic group)	1	2	3	4	5	NA.
3. Directions for conducting teaching or learning activities are sufficient.	1	2	3	4	5	NA
4. A variety of activities and/or formats are used.	1	2	3	4	5	NA
5. Balance between lecture, discussion, and learning activities is achieved.	1	2	3	4	5	NA
6. Structured and/or unstructured approaches are used appropriately.	1	2	3	4	5	NA
7. Sufficient time is allowed to cover topics/activities (not too much or too little).	1	2	3	4	5	NA
8. Teaching aids (transparencies, materials, handouts, etc.) are appropriate.	1	2	3	4	5	NA
9. Potential teaching/practice problems are discussed and solutions suggested.	1	2	3	4	5	NA
10. Appropriateness of the length of the resource for the topic and the intended audience.	1	2	3	4	5	NA

Instructional Process: Presentation

	Low/Poor			High/Excellent		
11. Readability is appropriate for the intended audience.	1	2	3	4	5	NA
12. Appropriateness of the examples for the intended audience.	1	2	3	4	5	NA
13. Attractiveness of the resource for the intended audience.	1	2	3	4	5	NA
14. Appropriate portrayal of a range of racial/ethnic groups.	1	2	3	4	5	NA
15. Appropriate portrayal of a range of family types.	1	2	3	4	5	NA
16. Effectiveness of pictures/graphs, etc.	1	2	3	4	5	NA
17. Quality of the overall design and layout.	1	2	3	4	5	NA

Comments:

Implementation Process

	Low/Poor			High/Excellent		
1. General information in regards to using the program is provided.	1	2	3	4	5	NA
2. Appropriate audience for program is outlined.	1	2	3	4	5	NA
3. Limits are provided about audiences who would not be expected to benefit from the program.	1	2	3	4	5	NA
4. Marketing/ recruitment materials and suggestions are provided.	1	2	3	4	5	NA
5. Logistical issues in implementation are clarified.	1	2	3	4	5	NA
6. Budget issues are explained clearly.	1	2	3	4	5	NA
7. Community or agency issues in implementation are explained.	1	2	3	4	5	NA
8. Potential implementation problems are discussed and solutions suggested.	1	2	3	4	5	NA
9. If appropriate, staff or volunteer training guidelines are sufficient.	1	2	3	4	5	NA
10. Background material and/or resources are provided to implementors/trainers.	1	2	3	4	5	NA

Comments:

Evaluation

	Low/Poor			High/Excellent		
1. Evidence of needs assessment process with appropriate audience(s).	1	2	3	4	5	NA
2. Utilization data are provided.	1	2	3	4	5	NA
3. Accountability procedures are provided to track utilization of the program.	1	2	3	4	5	NA
4. Results of client satisfaction are provided.	1	2	3	4	5	NA
5. Procedures for assessing client satisfaction are provided.	1	2	3	4	5	NA
6. Feedback from staff trainers, other stakeholders is discussed.	1	2	3	4	5	NA
7. Procedures for obtaining feedback from staff trainers, and other stakeholders are provided.	1	2	3	4	5	NA
8. Evaluation of critical program features is provided.	1	2	3	4	5	NA
9. Effectiveness of the program for specific audiences is clear.	1	2	3	4	5	NA.
10. Limits of the effectiveness of the program are clear.	1	2	3	4	5	NA
11. Guidelines for impact evaluation are provided.	1	2	3	4	5	NA

Comments:

Overall Evaluation of the Resource

_____ This resource should *not* be used at all. (Describe the major problems.)

_____ This resource would be useful with the following modifications. (Describe the needed modifications.)

_____ This resource would be useful in the following circumstances and with the following audiences. (Describe circumstances and audiences.)