



# Features of Family Literacy Programs

## Successful family literacy programs:

- offer literacy instruction to families, including parents, grandparents, caregivers, siblings, and young children
- use creative recruitment strategies (ex. word-of-mouth and local radio and newspaper announcements)
- encourage strong participant involvement in program planning and development
- have high retention maintained through creative scheduling, providing transportation and child care for those who needed it
- involve experienced staff, who are knowledgeable about diversity (cultural, economic, and instructional) and learning development for both adults and children.
- provide ongoing monitoring of program quality by multiple stakeholders and participants.
- offer a supportive environment, where achievements (both short and longer term) are recognized and celebrated.
- present opportunities for family and social networks to be formed
- provide knowledge about the community and its resources; seek active collaborations with other social and educational services



# Four Models of Family Literacy Programming

Ruth S. Nickse published the *Voices of Literacy* in 1990. It was here that she introduced four models of family literacy programming. She is often described as a pioneer in family literacy, because she immediately saw and articulated the link between community development, increased awareness of family's cultural practices and improving literacy skills.

## The four models are:

### **Direct adult/direct child:**

- programming for both parents and preschool child.
- parent attends adult education classes, vocational training, or volunteers in child's classroom.
- parent/child activities: instruction on how to interact, play and read with children.
- child takes part in structured early childhood or preschool program.

### **Indirect adult/indirect child:**

- adult and child attend together.
- goal is promotion of literacy for enjoyment.
- series of reading enrichment activities.

### **Direct adult/indirect child:**

- programming mainly for adult; child does not participate regularly, if at all.
- goal is to help adult become more literate in order to positively influence the child's literacy development.

### **Indirect adult/direct child:**

- programs mainly for preschool or school-aged children.
- parent may participate, but does not receive literacy instruction for own needs.