

# DOWNLOAD PDF HOW TO ADMINISTER PROGRAMS FOR DISADVANTAGED ADULTS

## Chapter 1 : United States Grants - GrantWatch

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Unaffiliated individual applicants must contact program staff prior to applying. The goal of this program is to increase diversity and interest in the STEM disciplines, prepare students Fellows will receive a Masters in public health at the end of the program. Participants will transforming health care delivery systems and policy and practice innovations This program is intended to support courageous artists in creating structures, experiences, and exchanges that inspire audiences, highlight seemingly intractable All applicants must first register before the final deadline. The purpose of this competition National applicants must consult with state commissions prior to applying. Applicants are advised that required registrations may take at least three to four week Projects may include, but are not limited to, food pantry gardens, school gardens, community gardens, job training gardens, homeless shelter gardens, tribal gardens, senior gardens, All proposals must be jointly submitted by a US-based and Israel-based applicant to the appropriate granting agency. Please note that deadlines vary according to the subject area. Projects should build upon fundamental research in STEM education and existing research and development. All research proposals must have a theoretical and empirical justification Funding is intended to support humane and hypothesis-driven projects that demonstrate high potential impact and scientific merit. Grants are available in the following Grantees receive access to an App that integrates with existing third-party applications. This application offers institutions an expedient, simple, and cost-effective method for tracking group and classroom attendance. Grant recipients must distribute an educational pamphlet to new adopters to explain the risks of allowing cats to go outside. The grant is unrestricted. However, you may choose to u Sponsoring nonprofits will mentor one Native American youth through the process of completing the project. Special projects may be referred to in the nomination or application, but should not be the primary focus. The recipient and the two finalis Funding is intended to support keynote sessions, lectures by authors, panel discussions, writing contests, performances, and boo The Fund is interested primarily in supporting recordings Funding is intended to bring math and science to life by helping schools affordably integrate hands-on fluid power technology and robotics into the classrooms. This program is intended for women who are reentering the workforce, seeking to advance in a current career, or are in the process of making a career chan Funding is intended to cover costs related to coaching, training, equipment, and event participation, including travel expenses. Funding evaluation shall include assessment of an applicant

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## Chapter 2 : How to administer programs for disadvantaged adults - ECU Libraries Catalog

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Some of these programs include funding for public schools, job training, SSI benefits and medicaid. Federal welfare programs[ edit ] This section needs additional citations for verification. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. June Learn how and when to remove this template message Colonial legislatures and later State governments adopted legislation patterned after the English "poor" laws. Following World War I, provisions were made for a full-scale system of hospital and medical care benefits for veterans. These state laws made industry and businesses responsible for the costs of compensating workers or their survivors when the worker was injured or killed in connection with his or her job. Retirement programs for mainly State and local government paid teachers, police officers, and fire fightersâ€”date back to the 19th century. All these social programs were far from universal and varied considerably from one state to another. Prior to the Great Depression the United States had social programs that mostly centered around individual efforts, family efforts, church charities, business workers compensation, life insurance and sick leave programs along with some state tax supported social programs. The misery and poverty of the great depression threatened to overwhelm all these programs. The severe Depression of the s made Federal action necessary [12] , as neither the states and the local communities, businesses and industries, nor private charities had the financial resources to cope with the growing need among the American people [13]. Beginning in , the Federal Government first made loans, then grants, to states to pay for direct relief and work relief. After that, special Federal emergency relief like the Civilian Conservation Corps and other public works programs were started. Congress followed by the passage of the 37 page Social Security Act, signed into law August 14, and "effective" by â€”just as World War II began. This program was expanded several times over the years. Economic historians led by Price Fishback have examined the impact of New Deal spending on improving health conditions in the largest cities, â€” Still, most states offer basic assistance, such as health care, food assistance, child care assistance, unemployment, cash aid, and housing assistance. After reforms, which President Clinton said would "end welfare as we know it," [17] amounts from the federal government were given out in a flat rate per state based on population. President Bill Clinton signing welfare reform legislation. The late s were also considered an unusually strong economic time, and critics voiced their concern about what would happen in an economic downturn.

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## Chapter 3 : Adult Basic Education Is the Key to Future U.S. Economic Growth | ProLiteracy

*How to administer programs for disadvantaged adults / by Reese Wells [and] Curtis Ulmer.*

What are some common methods of outreach? How do you implement outreach? If you build it, they will come -- right? It worked for Kevin Costner in the movie "Field of Dreams," but in the real world of creating healthier communities, the definitive answer is "Maybe. This reflects a similar problem on the national scale. When a gap like this exists, outreach is often the next step. In order to carry out your program to improve the health or well-being of people in your community, you might need to carry it to them in some way. Or, put another way, in order to serve the "hard-to-reach," it will help to change your thinking. Your goal is to reach the "yet-to-be-reached. People use the word "outreach" to describe a wide range of activities, from actual delivery of services to dissemination of information. As a tool to help expand access to healthy services, practices or products, outreach is most often designed to accomplish one of the following or some combination: In some fields and with some populations -- such as the elderly, or minorities, or intravenous drug users -- outreach is the primary method of service. Decisions in this case focus more on which type of outreach is most effective. In a study of reproductive health outreach programs for young adults, for example, Judith Senderowitz compares efforts that are designed to reach young people by attracting them to centers with those that reach out to them where they already gather for social, vocational, and recreational activities see Internet Resources below. In other situations, outreach can be one component of a program or a support structure to the main endeavor. Before reaching out, take a step back and consider: Have you determined who your users are or should be? Do you know what the best ways are to reach and serve your users? Have you identified any gaps in use of your program or service? Many health programs in the U. But what if the people who need your services represent a different group, in terms of culture, language, race, values, education, economics, or some other trait? You need to know who you are trying to reach in order to know how to reach them. You can gather information about your constituents and their environments in numerous ways, including conducting surveys, focus groups, and interviews. This information in turn will help you determine if the essentials for program success are in place. In order for any program to accomplish its purpose, users or participants must: Know that the program, service or product exists Be willing to use it cultural norms, for example, sometimes impose stigma Be capable of using it have access If you determine that one or more of those pieces is missing or flawed, outreach in some form can help you bridge the gap by focusing on one of these goals, which are elaborated on below: In the case of the health care clinic mentioned above, limited clinic hours did contribute to low use, so the clinic created more evening and weekend hours for clients. Other access problems can be addressed with outreach. If lack of transportation is keeping some of your users away, find volunteers to drive them to your site, or work with a local taxi company to provide reduced fare rides. Similarly, if lack of childcare is keeping users at home, provide on-site childcare during visits. Making sure you have a translator on-site -- and that your brochures are printed in the language of your users -- might be another way of improving access. Do potential users fully understand the benefits? If low use of your program is related to user attitudes or values, you might need to focus on a social marketing campaign to explain the benefits of your service or initiative. Marketing is a form of outreach in that it requires you -- once again -- to find out who your users are, where to reach them, and how to communicate with them. After reaching out to understand your users with surveys, interviews, or focus groups, you can reach out again with a marketing campaign that helps change attitudes and correct misperceptions. Of course, you might also revise parts of your program based on the information you gather. Some marketing-type outreach takes the form of incentives. Outreach to increase awareness of your service or product among potential users or those who will refer them. Access, in the form of limited clinic hours, was one problem. The board members understood that the people who typically use this type of service also have the least access to communication, including newspapers and television. Therefore the clinic has relied on word-of-mouth publicity and referrals from other

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health professionals in the community. They also inform eligible patients with outreach programs through soup kitchens and the Salvation Army. But the clinic still needs to reach further to inform and attract those who would benefit from their service. Once again, social marketing and outreach are likely partners for improving the situation. There are many vehicles for informational outreach beyond paid advertising that can help you spread your word more widely, or to target certain populations. See the Tools section for suggestions. Now you need to decide just how to reach out. These common methods are discussed here: Outreach to deliver healthy services or products Outreach to educate or inform the target population, or those who interact with the target population often using community health advisors Outreach to establish beneficial connections between people and organizations A combination of outreach efforts to deliver services, enhance skills and knowledge, and raise awareness The nature of your initiative should determine what type or types of outreach you use. Although we discuss these methods by category, the divisions are not rigid. Be creative in adapting and combining to serve those "yet-to-be-reached" people. Outreach to deliver healthy services or products. It often involves one-on-one interaction or support, as in a program where job counselors work with the unemployed to complete applications and conduct their job searches. It is frequently used in working with people who live in rural areas, underserved urban areas, and on Native American reservations. Telemedicine has become an important component in reaching people in rural and low population areas. Visiting nurse programs are one well-known form of delivery outreach in urban areas as well as rural. Direct delivery of services or products can be an effective strategy for serving population groups that lack power or resources, such as youth, intravenous drug users, the disabled, or the elderly. Outreach to educate or inform the target population, or those who interact with the target population often using community health advisors or workers. The acts of "educating" and "informing" are part of the same continuum. Educating typically involves more sustained interaction with your target population. If your goal is to disseminate information and raise awareness about a service, product, or practice, outreach can take several forms. A public health department that seeks to reduce teen pregnancy, for example, might send representatives into area schools to make presentations on the risks of unprotected sexual activity. The purpose of these sessions might also be to inform teens of the services available to them at the health department. For this health department, an alternate -- and complementary -- form of informational outreach could be to post flyers in coffee shops and record stores that are popular with teens, including those coupons for condoms or other birth control. A third form of outreach that would make it even easier for the teens to use health center services involves actually bringing them to the center. Some health centers have developed programs with their local school districts that incorporate a school-sponsored visit to the center. Once a teen has been to the center, a repeat visit is more likely. Another way to translate information into action is through instructional outreach that is delivered one-on-one or in small group settings. Many public health programs use community health advisors or outreach educators to take training into neighborhoods and communities, either directly to the target population or to others who are influential in their lives. Community health advisors or workers CHAs or CHWs play an essential role in helping minorities in underserved communities to obtain health care. According to a study in the U. See Internet Resources for this study. But whether your environment is rural or urban, a culturally attuned, personal approach works best in communities where people experience barriers to accessing health care. Outreach educators or CHAs can empower their target audience to care for themselves or their children or neighbors by increasing their knowledge and skills. Whether they are paid professionals or trained volunteers, the Casey Foundation study found that the most productive CHAs share these traits: A positive ripple effect is at work in these outreach initiatives that use some type of community health advisor. All are listed in Internet Resources. In Spanish speaking communities in the U. Promotora Programs in Latina Populations", these programs use existing social networks to recruit informal leaders, often women, who are trained to do health education outreach in their own communities. Promotora programs not only help increase positive health outcomes, but also foster community empowerment. The CHWs educate other members of their community to assist them in becoming more responsible for their health. Home visits are the most important part of the

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educational process for ZAP Asthma families. CHWs conduct audits of the home environment and teach parents about the environmental conditions in the home that trigger asthma and how to control them. Internationally, Global Health Action has used educational outreach to stimulate the creation of sustainable, community-based health programs. GHA has trained more than 5, health and community leaders from 85 countries worldwide over a year period, and estimates that these graduates and those they teach now serve the health care needs of more than 70 million people. Outreach to establish beneficial connections between people and organizations. Some outreach efforts take shape as programs intended to create opportunities and prevent problems. If you see an immediate or long-term need, outreach can be used to cultivate healthy habits, skills, and interests in your target population. This type of outreach usually involves working through existing channels -- schools, clubs, churches, and other organizations -- to reach your desired audience. A state university sponsors "Project Outreach," a program that pairs minority junior high students in the city with college students who serve as their tutors and mentors. The purpose is to help first generation college students those will be the first in their family prepare for higher education at a critical intervention stage. The strategies of the program are multiple. It helps students with academics, but also exposes them to the college experience including football games. The mentors provide after-school tutoring at the junior high, and also invite the younger students to campus once a month to learn about its resources and opportunities. Parents are involved through parties and other events. The director of the program describes the outreach effort as a collaboration with "ally" organizations. The Office of Multicultural Affairs at the university sponsors the program, drawing volunteers and some funding from the student senate. Community organizations are essential to helping carry out activities, though. The director works with representatives in the local school district, the Boys and Girls Club, and several churches to identify junior high participants and to continue developing beneficial outreach.

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## Chapter 4 : Mental Health Grants - GrantWatch

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Today, 28 states and the District of Columbia D. In spite of, or perhaps because of, the spread of such programs across the country, the debate surrounding their merits continues. Fortunately, many studies on the outcomes of private-school-choice initiatives have enabled us to begin evaluating their effectiveness. While the jury is still out on the effects of these programs on student test scores, there is significant evidence that they positively influence how far students continue in their schooling. Private-school-choice programs disproportionately attract students from disadvantaged backgrounds. Choice participants are considerably more likely to be low-income, lower-achieving, and African American, and much less likely to be white, as compared to the average public-school student in their area. Moreover, 12 percent of the , participants in private-school-choice programs in 2017 were in initiatives limited to students with disabilities, which is slightly higher than the 11 percent average rate of student disability in public schools nationally. These participation trends are not surprising, since most voucher programs are targeted to low-income urban students or students with disabilities. Even in the Indiana Choice Scholarship Program, however, which is open to low- and middle-income families statewide, the percentage of low-income students enrolled is slightly higher than their percentage of the overall 2012 population. The private schools that participate in choice programs also are distinctive. Private schools were more likely to participate if the gap between their tuition level and the usually lower voucher amount was smaller, if they already had experience serving disadvantaged students, and if they were Catholic schools. Stringent regulations appear to dissuade some schools from opting in: They also viewed certain regulations as restricting their independence and organizational identity, especially mandates involving curriculum and requirements to administer the state accountability test to their choice students. None of the U. Private schools can decline to participate in voucher programs, but if they agree to serve students on vouchers, in most cases they must accept all comers. Voucher Effects The effects of private-school-choice programs on the achievement of student participants have been extensively studied using a variety of research designs. Danish Shakeel, Kaitlin Anderson, and I conducted a meta-analysis of the 16 experimental studies, finding that the private-school-choice programs evaluated in the United States have increased student achievement by an average of. In total, programs have had no significant effect on average math scores. The reading effect represents a gain of about four months of learning, depending on student grade level and background. The achievement effects from school-choice experiments follow a consistent pattern. They begin slightly negative, then turn positive and cumulate over time see Figure 1. Four recent non-experimental studies of choice programs also tended to report positive effects in reading achievement, with some qualifications. Mark Berends and colleagues, as reported in their essay for this forum, found that students who persisted in the Indiana Choice Scholarship Program for four years experienced reading gains. I led a research team that concluded that the combination of access to school vouchers and a high-stakes-testing policy boosted the reading test scores of students in the Milwaukee Parental Choice Program. An evaluation of the Ohio EdChoice Scholarship Program, conducted by David Figlio and Krzysztof Karbownik, was an exception, reporting negative effects of that voucher program on both reading and math scores that persisted over time. Their study is the 15th evaluation of the competitive effects of vouchers to report consistently positive results. Six other such studies reported that competitive pressure from vouchers had effects that ranged from neutral to positive. The effects of choice programs on educational attainment—how far an individual goes in school—are both larger and more consistent than their achievement effects. Attainment is typically measured by benchmarks such as high school graduation, college enrollment, persistence in college, and college graduation. Higher levels of educational attainment are associated with a longer, healthier life; higher lifetime earnings; and lower probabilities of divorce, welfare receipt, and incarceration. Fewer choice studies have examined attainment than achievement because doing so requires tracking students for many

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years. The five studies undertaken so far all report positive effects of private-school-choice on attainment for all participants or key subgroups, and these effects are both statistically significant and substantively large. An experimental study I led for the U. S. Department of Education of the D. Opportunity Scholarship Program found that using a voucher increased the likelihood of high-school graduation by 21 percentage points, representing a 30 percent boost. In a similarly rigorous experimental evaluation, Matthew Chingos and Paul Peterson reported that participating in the New York City private-school scholarship program increased college enrollment rates for African American and Hispanic students by 6 percentage points, which represented a 10 percent hike. In a non-experimental analysis, Chingos and Daniel Kuehn found that participation in the Florida Tax Credit Scholarship Program increased the student rate of college enrollment by 15%<sup>43</sup> percent, depending on how many years the individual used a scholarship. Two non-experimental studies of the Milwaukee Parental Choice Program reported that it increased high-school graduation rates, but by smaller amounts than the programs in D. One of those studies, by my research team, also followed students into college, finding that voucher students enrolled and persisted in four-year colleges at higher rates than their matched public-school peers. The fact that Milwaukee voucher students advanced through their college years at better rates than the comparison group indicates that their higher high-school graduation rate was not driven by possibly-lower diploma standards in the private-school sector. Why Do Effects Vary? Private-school choice begins with a school switch for all participants except rising kindergartners who did not attend a preschool. Eric Hanushek and Steven Rivkin have established that student achievement tends to drop the year after a school switch, as students adjust to their new schools. Such a decline is likely larger for voucher students who move to a private school immediately after a choice program is created, because the schools also have to adjust to an influx of new, disadvantaged students. The achievement effects of choice programs after just one or two years may well turn out to be misleading indicators of the longer-term effects on test scores and attainment. Parental choice is a commitment to a journey that takes time to deliver clear learning benefits to students. It should not surprise us that private schooling boosts student attainment more than it does test scores. Most private schools focus on educating the whole child: Such character traits are more predictive of educational attainment than of future educational achievement. The attainment effects of choice programs may be outstripping their achievement effects because private schools prioritize character over test scores. That prioritization of long-term over short-term outcomes likely pleases their customers: The evidence also suggests, though by no means conclusively, that voucher programs targeted to low-income urban students have larger and more consistent positive effects on participants than do statewide programs that are less narrowly targeted. Because of the entrenched practice of assigning students to public schools based on their neighborhood of residence, urban public schools tend to concentrate highly disadvantaged students in schools characterized by low levels of safety and achievement. Prior research by William Howell and Paul Peterson suggested that the reason low-income inner-city African Americans benefit most from private-school choice is that moving to the new school represents a more dramatic improvement in the school environment for them than for less-disadvantaged white and Hispanic students. Statewide choice programs are too new to generate a clear comparison with the more established urban voucher programs. Different program designs are likely to favor some of these desirable outcomes at the expense of others. There is great risk in thinking, with so little evidence, that we know exactly how to design voucher programs to optimize student outcomes. Still, I will offer a few humble suggestions. Voucher programs narrowly targeted to income-disadvantaged urban students reach a particular student population that appears to benefit most from access to private schooling. Meanwhile, programs broadly available to both low- and middle-income students statewide attract a diverse and likely higher-quality set of participating schools. Combining these two features in creative ways, such as by providing higher-value vouchers to lower-income students, might be the best way to match disadvantaged students with a wide array of private schools to serve their educational needs. Education savings accounts could prove to be the most effective mechanism for delivering private-school choice: A specific debate rages over what forms of government accountability to impose on private schools participating in choice programs,

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which already are accountable to parents, who can vote for or against them with their feet. There is merit to the arguments on both sides of this dispute. My main concern is that, in trying to perfect private-school choice, we could accidentally destroy it. Policies requiring private schools to administer the official state tests, which are aligned with the public-school curriculum, appear to discourage distinctive private schools from participating. Such policies also create incentives for schools that do accept voucher students to change their educational programs to match what the state tests. The fundamental purpose of vouchers is to permit parents to choose from among a diverse array of educational models for forming their children into successful adults. If policymakers impose regulations that limit the range of choice—either by disqualifying certain types of schools or by encouraging uniformity in curriculum and school identity—they will ultimately narrow family options rather than expanding them. That would be a regrettable choice. This is part of a forum on private school choice. Joseph Waddington, and Megan Austin.

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## Chapter 5 : Programs | Robin Hood

*Showing all editions for 'How to administer programs for disadvantaged adults,' Sort by: Date/Edition (Newest First) Date/Edition (Oldest First) Updating results.*

Learn how to plan and develop an Adult Literacy Program. Much of this section and the next is based on personal experience, and most of the examples are out of my own work. In general, my prejudices in this area run to collaborative management and to the concept of adult literacy as an extremely broad endeavor which embraces education, learner empowerment, and social change. Why start an adult literacy program? How do you plan an adult literacy program? In , the issue of adult literacy was highlighted in *Illiterate America*, a best-selling book by Jonathan Kozol. The book pointed out that most estimates placed at 20 to 25 the percentage of Americans reading and writing below the level needed to function in the society. *Illiterate America* caused a sensation, and moved government to pay more attention to the issue. For individuals, lack of basic skills can lead to unemployment or low-paying, dead-end jobs; to status as permanent political outsiders, with no opportunity to have their voices heard; and to the possibility of watching their children repeat the cycle. For your local area, low literacy levels can affect economic development, diminish the effectiveness of local government and citizen participation, and place a heavy financial and educational burden on the school system. For all these reasons, many communities support adult literacy programs. This section provides some information about adult literacy and some guidance about how to plan an adult literacy program. The next section will help you to actually get your program started in the community. What is adult literacy? This may seem like a simple question to answer -- adults being able to read and write, right? It encompasses reading and writing, of course, but at what level? A hundred years ago, people were considered literate if they could write their names, a qualification that would certainly be woefully inadequate today. And what about math? To be literate, do you have to be able to at least add, subtract, multiply, and divide, so you can balance your checkbook and figure your gas mileage? Do you need a certain amount of general knowledge in order to be literate? A lot of educators who use the term "cultural literacy" think so. And do you have an obligation to help learners understand how to use their literacy? Components of adult literacy As you can see, adult literacy can be looked at in a number of different ways. In planning an adult literacy program, you have to consider all of them, and decide what your community needs and what you have the resources to do. The areas that are generally referred to when adult literacy is discussed are: The teaching of English speaking, listening, reading, and writing skills to those for whom it is not the native language. Familiarity with the background knowledge that is everywhere in American culture. The uses of literacy The uses of literacy also have to be considered in any discussion about the subject. It is the use of a skill that matters: So what do adults want to use literacy skills for? They wanted to improve their employment situations. Whether that meant gaining more responsibility on their jobs, becoming more competent at what they did, being promoted, finding a better job or career, or just being able to work at all, most learners felt that improving their skills could lead to improving their work life and finances. They wanted to be better parents, spouses, and family members. Reading to children or helping them with homework, keeping better contact with faraway relatives, even writing love letters to husbands or wives were all cited as reasons for learning to read and write better. They wanted to be better citizens, and to participate in the political life of their communities. Learners wanted to be able to read about and understand the issues in political campaigns or local controversies, so they could make their own reasoned decisions, and wanted to be able to work in their communities to influence or change the things they cared about. As you plan an adult literacy program, you need to consider what learners want and need. Their motivation comes not from what you think they should have, but from what they see as necessary in their lives. Often, as learners gain competence and confidence, learning itself may become one of their goals, and that is certainly to be encouraged. There are two general reasons to start an adult literacy program: Community need Communities can assess and interpret their own needs in a number of different ways. But before you look

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at numbers, you have to listen to the community to understand how it views the issue of literacy, and what kinds of needs resonate with its residents. Some community reasons for establishing a program may be: Do local employers have difficulty finding qualified and competent workers to keep their businesses and industries competitive? Is the local unemployment rate high? Is the area depressed? Literacy could be closely related to all of these conditions. A community may experience growth in its immigrant community, creating a need for ESOL services. Employers, merchants and service industries, and health services may have difficulty communicating with immigrants, often because of cultural as well as language differences. The local schools may also be seriously affected. It is often mentioned that the one clearly significant literacy statistic that applies under virtually any circumstances is that mothers i. If the community and its schools are concerned about the literacy of children, one component of addressing the issue may be literacy services for parents, or a family literacy program that works with parents and children together. Literacy is often a factor in health issues, particularly preventive health and health maintenance. Do parents understand the need for good prenatal and infant care? Are elderly residents aware of how their medication is to be taken and stored? Does everyone understand the instructions to be followed if the water treatment plant breaks down? Concern for public health may be a motivator for literacy services. In many communities, raising the quality of life for all citizens is a priority. Thus, a community may decide that literacy services are important simply because there are community members who need them. More often, this concern links with one or more of the others mentioned to strengthen the determination of the community to support a program. A literacy program as part of a larger initiative Literacy programs may be seen either as integral to the achievement of the goals of a larger community initiative one on education, for instance , as one part of a multi-pronged approach to a community problem, or as a component of an all-out assault on poverty and other conditions that produce unwanted consequences in the community. Some initiatives that might include adult literacy services: In my own experience, planning for most literacy programs extends only to what goes on in the classroom. A community need becomes apparent, funding becomes available, and a group or organization jumps in to tackle the issue. The funder wants a response now, and the program has to start right away. Assemble a planning team Putting together a group representative of the community at large to guide the planning will help you get accurate information about the community and create community ownership of the program. Some groups and individuals you might encourage to participate include: Besides being obvious allies for literacy programs, libraries may be the daytime haunts of the homeless, and librarians often receive queries about literacy resources and services. Human service providers and representatives of agencies that serve the disadvantaged. Many agencies, especially those working specifically with low-income groups, have contact with many who need literacy services. Schools and other educational programs. The public schools, Head Start, and other adult education providers might be invited to join. The police, probation office, Clerk of Courts, and judges. Health providers and community health programs. Hospitals are often major employers, especially of unskilled labor; and they and community health programs may serve a disadvantaged population that includes potential adult literacy learners. Employers and other members of the business community. Employers may be acutely aware of literacy needs in a community because of their inability to find qualified workers. Union members may have their own literacy needs, and unions are often willing to support initiatives that benefit the disadvantaged. Representatives of community institutions. Service organizations Kiwanis, Lions, Rotary, etc. Key individuals in the community at large and in the target population. People who hold no specific position, but who are well respected and who have their fingers on the pulse of the community. Who are the people that need services? How many people fall into this category? What kind of services do they need? These are the questions that must be answered before you can address program planning. To find accurate answers, it is helpful to explore a number of sources of information. Census data and other statistical records. Aside from the U. Census available on the Internet and at libraries , important sources of data may be town or state websites, universities, municipal or county economic planning departments, community development corporations, and city halls or town offices. School officials are usually willing to discuss such issues as

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dropout rates and numbers of students in special education and ESOL or bilingual programs. Human service agencies and health providers. Some agencies may be able to estimate the percentage of their participants who lack basic skills those unable to fill out forms correctly or at all, those who avoid or have obvious trouble coping with printed material, etc. Others can be made more aware, and may develop into good sources of information. Drawing groups from various elements of the population, including, if there are any, current adult literacy learners from the community, can yield much helpful information. Key individuals and pre-existing formal or informal groups rooted in the community. Key individuals might include clergy, especially those serving immigrant or disadvantaged populations; "natural helpers," those individuals whom their neighbors seek out for help and counsel; officers of social clubs and similar organizations ; and merchants or business people who have a lot of contact with individuals barbers, bartenders, small grocers, insurance agents, pharmacists. Community centers, sports clubs and teams, and informal groups friends who gather in a particular restaurant, teens who play basketball every evening might all be good sources of information about literacy needs. I recently participated in a community assessment that used many of these sources of information.

### Chapter 6 : STEP UP program helps disadvantaged young adults become professionals - Story | WJBK

*Providing Disadvantaged Workers with Skills to Succeed in the Labor Market -- Full Text Millions of Americans cannot obtain jobs that pay enough to lift them out of poverty.*

### Chapter 7 : Social programs in the United States - Wikipedia

*Ford is running the week program purely on donations and wants to give disadvantaged youth in our area something she never had. She grew up in a poor, single-family home.*

### Chapter 8 : How To Administer Programs For Disadvantaged Adults by Reese Wells Download book pdf e

*OUR MISSION. FtP hopes to support disadvantaged Children, Adults, and Families, through Food Programs, Free Dental Services, Medical Services Cost Assistance, Education Programs and Scholarships, Hunger abatement, Advocacy and Reconciliation.*

### Chapter 9 : Formats and Editions of How to administer programs for disadvantaged adults, [calendrierdelas

*DOT programs with the greatest relevance for transportation of older adults include Formula Grants for the Elderly and Persons with Disabilities (section ), Formula Grants for Other Than Urbanized Areas (section ), Urbanized Area Formula (UAF) Grants (section ).*