

# **Model Anti-poverty Programs: Initial Research Results 2**

Poverty Benchmark Analysis  
Multnomah County Oregon

Department of Support Services

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*[www.multnomah.lib.or.us/budget/eru/](http://www.multnomah.lib.or.us/budget/eru/)*

# Model Anti-poverty Programs

A model program to reduce poverty has the following elements:	These elements can contain the following strategies
Get people to work	<ul style="list-style-type: none"> <li>▪ Get people to work first, skill building after. Mandatory participation, close monitoring. Financial incentives for working. Financial penalties for not working.</li> <li>▪ Focus on "good jobs" (well-paying, benefits, possibilities of advancement. Financial incentives for saving and asset-building</li> <li>▪ A voluntary program assures that there are real jobs or training opportunities available, then actively markets the program to employers and clients. Clear, agreed-upon goals by the program staff; a broad range of supportive services; and client centered (even if mandatory). Client should develop a "self-sufficiency plan" in conjunction with staff</li> </ul>
Improve the housing situation	<ul style="list-style-type: none"> <li>▪ Residential mobility programs must: screen clients thoroughly; gain support of managers/landlords; evict clients for serious rule-breaking; have a desirable location.</li> <li>▪ "Education-centered" housing (EEXCEL apartments), while proving educational assistance, must continually encourage parents to take responsibility for their children.</li> </ul>
Improve the education situation	<ul style="list-style-type: none"> <li>▪ Mixed classes of expellees and welfare recipients</li> <li>▪ Programs need to integrate the family into the school (Parent resource center, etc) (Fast-Track program). Schools must have adult expectations; pleasant but orderly climate; strong leadership emphasizing basic reading skills and measuring progress towards those skills</li> <li>▪ High-schools should be site-managed; focus schools (schools with clear missions, strong social contracts, strong organization, and strong capacity to initiate action) are more effective than non-focus schools.</li> </ul>
Improve the children's situation	<ul style="list-style-type: none"> <li>▪ Programs are well integrated into the school; services directed toward families; coordinator is a good manager who spends time on site; the presence of "bridge builders" between families, teachers, and school administrators; parents are more involved on-site; balanced continuum of prevention and intervention.</li> <li>▪ Programs must combine school-base with home and family visits.</li> <li>▪ Curriculum implementation, parent involvement, staff supervision, in-service training provision, teacher planning time, staff relationships, ongoing evaluation, and administrative leadership.</li> </ul>
Improve the transportation system	<ul style="list-style-type: none"> <li>▪ Programs must remove the tax on low-cost automobiles for low-income people, creating an asset allowance (31)</li> </ul>

