



## Principles of Planning for Community Action Agencies CAAP Statewide Planning Initiative Project

### Introduction

Community Action Agencies operate under a various structures (private versus public; single-county versus multi-county, etc.) and provide widely diverse programs and services, the agencies take different approaches in strategic and community planning processes that assess community needs and resources, and identify agency direction and programming. Further, agencies develop different plans and methods for reporting and measuring success. Without a process to adequately collect and disseminate information about the issues of poverty and the outcomes of our programs in our communities and statewide, as a collective, we lack the ability to effectively impact statewide policy and new program development.

In October 2004, CAAP was awarded a three-year CSBG Technology/Technical Assistance grant under the State Technology Collaboration Project to assess and develop a statewide planning initiative which will help guide CAAP and its member agencies in facilitating and strategically aligning resource planning, advocacy and service provision so that more efficient and effective decisions and policy can be created in a collaborative manner. The CAAP Statewide Planning Initiative project is designed to identify strategies and tools that can be used to develop a common planning process among community action agencies. The initial aim is to develop a planning process that can be used by the agencies to:

- Determine and report local needs, resources and outcomes;
- identify issues and outcomes which may potentially impact poverty policy and/or regulations across the state; and,
- effectively utilize one or more technology components as part of the planning process.

The goal of the project is to enable CAAP and its member agencies to provide significant input on public policy and planning on the state's anti-poverty initiatives from a statewide perspective.

A statewide planning initiative workgroup comprised of representatives from seventeen of the forty-three community action agencies in Pennsylvania was formed during the second year of the project to help identify a common planning process that could be used by all agencies to address local and state issues. Over the course of the year, the group reviewed various community action guidelines related to planning and types of planning processes, community assessment models, and current practices in planning.

Based on the information, the Workgroup developed a "Principles of Planning" that includes elements of approaches to conducting a planning process and developing a "Community Action Plan" through suggested industry standards, but allow agencies flexibility in conducting the process. The "Principles of Planning" incorporates guidelines, standards, and training on: Conducting a community assessment; Analysis and interpretation of data and information on the community needs and issues, and; Evaluation and measuring of results. We hope that a common planning and community assessment process will help local agencies to assess, identify, and report information about community needs and issues that will allow for better statewide aggregation of information and more efficient focusing of resources and policies to address unmet needs.

During this year, the third year of the project, pilot agencies will test the “Principles of Planning” by incorporating the recommended planning principles and community assessment guidelines as part of their planning process and report the information for aggregation at a statewide level.

## **Planning in Community Action Agencies**

Community Action Agencies are diverse in structure, size, and types of activities provided or conducted in the local communities. The ability to respond to local needs – local determination – is a defining element of a community action agency. Despite the diversity, there are many common elements among community action agencies that are sometimes overlooked as we focus on the day-to-day operations such as meeting client needs, developing and maintaining resources for programs, staffing and operational needs. These common elements of Community Action Agencies are rooted in our beginnings and guide our planning and responses to community issues.

### **Common Elements**

The primary common element among all community action agencies is the **Economic Opportunity Act of 1964**, the legislative authority that established the community action program to address poverty in America. **The current legislation governing the establishment, operation and funding for community action agencies is the Community Service Block Grant (CSBG) Act**, as amended (...in 1998 by the, "Coates Human Services Reauthorization Act of 1998, P.L. 105-285) which was authorized by the Omnibus Reconciliation Act of 1981, P.L. 97-35. These documents establish the basic mission of all community action agencies:

*“...to stimulate a better focusing of all available local, state, private, and Federal resources upon the goal of enabling low-income families and low-income individuals of all ages, in rural and urban areas, to attain the skills, knowledge, and motivations, and secure the opportunities needed for them to become self-sufficient.”*

Also inherent in these regulations is the basis of our diversity – that **all CAAs are locally determined based on identified needs and issues** of the low-income population.

Another common element is that **all CAAs receive CSBG funding and are required to develop a “community action plan”** which is submitted to the state CSBG office.

### **Planning Directives**

These legislative and regulatory documents also outline the CAAs responsibility for conducting planning to identify community issues and local responses to the needs of the community. These documents also suggest the types of information that each agency should consider in their planning and assessment process. For example:

1. **OEO Instruction (1970)** - “A CAA’s effectiveness, therefore, is measured not only by the services which it directly provides, but, more importantly, by the improvements and changes it achieves in the community’s attitudes and practices toward the poor and in the allocation and focusing of public and private resources for anti-poverty purposes.

*“CAA(s) must develop both a long-range strategy and specific, short-range plans for using potential resources...In developing its strategy and plans, the CAA shall take into account the*

*areas of greatest community need, the availability of resources, and its own strengths and limitations.”*

**2. CSBG Act – Section 676(b)(11)** - “an assurance that the State will secure from each eligible entity in the State... a community action plan ... that includes a community-needs assessment for the community served, which may be coordinated with community-needs assessments conducted for other programs;

**3. CSBG Act – Section 676 (b)(1)(A) & (B)** - Support activities designed to assist low-income families and individuals, homeless families and individuals, migrant seasonal farm workers and elderly low-income individuals/families;

- remove obstacles and solve problems that block achievement of self-sufficiency;
- secure & retain meaningful employment;
- attain adequate education;
- make better use of available income;
- obtain & maintain adequate housing;
- obtain emergency assistance;
- achieve greater participation in the affairs of the communities; and

Address the needs of youth in low-income communities through youth development programs that:

- support the primary role of the family;
- give priority to the prevention of youth problems and crime;
- promote increased community coordination & collaboration in meeting the needs of youth;
- support development and expansion of innovative community-based youth development programs – preventing or reducing youth crime;
- after-school child care programs;

**4. Application Guidelines (per OCS website)** - States and Tribes are required to submit annual applications with specified assurances which are mandated in the Community Services Block Grant (CSBG) Act. State Offices of Community Services work together with local CSBG service providers primarily to prepare annual State Plans which describe how the State will carry out the assurances. Grantees receive funds under the CSBG which are used to provide services and activities that address the following: employment, education, income management, housing, nutrition, emergency services, and health.

### **Using the Planning Process and Community Assessment Guidelines**

These common elements and planning directives form the basis of a “Principles of Planning” for community action agencies and the guidelines for conducting community assessments to identify local needs and resources.

The focus of the “Principles of Planning” is to assist local agencies in developing an effective “community action plan” that helps identify and report local community needs and issues – whether or not the agency (or community) has the current capacity to address those issues.

The information collected through a community assessment process may be used to develop various program funding plans as needed by the agency. Because of the comprehensive data collection process,

the “community action plan” may form the base for, or compliment, other plans and assessments required by various funding sources.

- 1. CAAs will conduct a general assessment of the community/service area’s needs and resources on a regular basis, at least every five years with annual updates as information is available.**

The planning process begins with a community assessment which collects information/data about significant community strengths, needs and resources for each of the following categories:

- General population profile
- Self-sufficiency
- Employment
- Income & Poverty
- Education
- Housing
- Emergency Assistance
- Community Participation
- Youth
- Crime
- Nutrition
- Health
- Transportation

Interpret and analyze information/data to identify and report significant unmet needs/issues in the community.

Identify which issues require agency or community support.

- 2. CAAs will develop an active, results-oriented framework of measurable long-range goals, short term objectives, and outcomes based on the findings/results of a community assessment and as a reflection of the organization’s mission and priorities.**

Goal setting comes out of the community assessment and helps to establish priorities about what you want to accomplish to meet the identified needs and gaps in the community.

- 3. CAAs will implement activities to address the goals and objectives.**

Use the data from the community assessment to make decisions about the type of services and activities that need to occur to address the goals.

Services and activities may include developing partnerships, mobilizing residents & encouraging local organizations to address the identified needs and gaps in the community.

Develop advocacy strategies to address issues.

**CAAs will measure and monitor progress of activities, objectives and goals using output and outcome-oriented measures.**

The process of measuring helps focus attention on how the chosen actions make a difference because what we measure is what we pay attention to.

**5. CAAs will evaluate success toward meeting goals/objectives and the impact of activities.**

A comprehensive evaluation will help assess the implementation process and outcome of the community action plan.

**6. CAAs will involve key members of the community, agency (staff and board), and low-income consumers in the planning process (conducting a community assessment; developing goals, objectives and activities; and evaluation of results) to effectively and accurately address community issues.**

A community action plan should recognize cultural, linguistic, ethnic, economic diversity and other issues in the community.

A community action plan should represent the view points of persons affiliated with all program options and locations.

Planning involves sharing ideas and strategies and updating those as circumstances change in your community.

**Guidelines for Conducting a Community Assessment for CAAs**

**Community Assessment Process**

1. Identify who will be responsible for the process.
2. Determine what steps you want to take and what stakeholders (individuals and organizations) should be included in the assessment.
3. Set a timetable to complete the assessment or update the process.
4. Set up sub-committees to complete the work – including collecting data, conducting surveys and/or focus groups of parents, community agencies, educators, etc.
5. Collect information or data from a variety of sources.
  - a. Include data, information and/or survey results compiled by respected organizations in your community that is timely and appropriate to the process.
  - b. Consider partnering or participating with local organizations and/or businesses (such as a United Way, Chamber of Commerce, college, etc.) to develop community-wide surveys that will benefit many constituents.

6. Review and analyze the collected information.
7. Identify and prioritize community issues to be addressed
8. Develop possible solutions.
9. Create a plan to address community issues, including measurable goals, objectives, strategies/actions and responsible parties and timeline.
10. Implement plan, policies and programs.
11. Monitor and measure progress
12. Evaluate actions.
13. Revise plan as appropriate.

## **Community Assessment Components (Needs & Assets/Resources)**

### **1. Types of Information to Collect**

#### **a) Existing Data**

Descriptive statistics that provide information about the well-being of people

- i) Community data (**see Attachment 1 for some suggested data resources that may be used as part of the community assessment.**)
- ii) Client/Agency data
- iii) Community resources

#### **b) Attitude Surveys**

Information gathered from a representative sample of community residents about issues (Needs, Quality of Life, Performance) via personal interviews, phone surveys, mail questionnaires.

May choose to use surveys or results of surveys conducted by other community organizations (as appropriate and/or timely); develop and conduct own surveys (especially for staff, clients, and other stakeholders); and/or partner/collaborate with other community organizations to conduct a community-wide survey.

#### **c) Interviews/Discussions with Key Informants, Focus Groups and/or Community Forums**

Identify priority concerns/needs/issues/solutions on specific topics with individuals, small groups and large groups.

May choose to use results of interviews/focus groups/forums conducted by other community organizations (as appropriate and/or timely); develop and conduct own interviews/forums (especially for staff, clients, and other stakeholders); and/or partner/collaborate with other community organizations to conduct a community-wide forum.

## **2. Tools for Community Assessment (See Attachment 2 for samples or links)**

### **a) Maps**

Present information at a glance, connecting data with locations in the community. Helps highlight areas of high need and/or gaps for better analysis, decision-making, marketing, and evaluation.

### **b.) Surveys (see above for description)**

## **Analysis of Community Assessment Information**

1. Identify Geographic and/or Programmatic areas of significant interest Needs/Gaps/Issues
2. Identify existing community and/or agency resources and priorities that focus on those Needs/Gaps/Issues.
3. Determine community and/or agency capacity to address those needs/gaps/issues.
4. Identify community partnerships/collaborations to address needs/gaps/issues.
5. List prioritized Needs/Issues that can not be addressed with existing resources.
6. Tools
  - a) **Logic Model**

The Logic Model helps systematically and logically identify needs, services, and related outcomes. The tool is especially helpful in linking the initial planning process (identifying needs) to the evaluation process.
  - b) **Maps**

Highlight geographic trends, areas of significant need, as well as changes & trends over time.
  - c) **Statistical analysis** (simple or complex)

Identify changes & trends over time.

## **Evaluating Community Assessment Actions**

1. **Measurement**
  - a) Define measurable goals and objectives to address community assessment.
  - b) Define benchmarks, parameters and indicators used to measure progress.
  - c) Set up measurement systems.

2. **Outcomes**
  - a) Define short, medium and long-term outcomes to achieve as a result of the actions/activities to meet the goals and objectives.
3. **Monitor**
  - a) Continuously collect information and compare progress to benchmarks and projected outcome.
  - b) Identify and address problems that may hinder success.
4. **Tools (see Analysis)**
  - a) Logic Models
  - b) Maps
  - c. Statistical Analysis

## Attachment 1: Community Assessment Data Collection – Existing Community Data:

The following is a list of suggested data and information resources for compiling data about your community. The data categories are based on the domains established in CSBG Section 676 and CSBG application guidelines. Additional sources and data categories may be used depending on other local community and agency issues.

Category	Data and Source	Source	What it Tells You
General Profile	Population Trends and Annual Estimates  % Growth Rate = (((2000 pop - 1990 pop)/1990pop)x100)	1990 Census of Population and Housing, STF 1, Table P001 Census 2000, SF 1, Table P1 <a href="http://www.census.gov/">http://www.census.gov/</a> Table 1. Annual Estimates of the Population for Counties of Pennsylvania, Population Division, U. S. Census Bureau <a href="http://www.census.gov/popest/estimates.php">http://www.census.gov/popest/estimates.php</a>	What are the population trends in your service area – up, down? How do the trends compare to the state, nation? Do trends differ significantly by town (e.g. older urban areas declining, rural/suburban areas growing)? What are the possible implications in terms of demand for goods and services?
General Profile	Components of Population Change	Table 6: Average Annual Estimates of Annual Rates of the Components of Population Change for Counties of Pennsylvania: April 1, 2000 – July 1, 2005 Population Division, U. S. Census Bureau <a href="http://www.census.gov/popest/estimates.php">http://www.census.gov/popest/estimates.php</a>	Is population increasing, decreasing because in-migration or out-migration? And/or because of an increase/decrease in local births? Each may tell you something different about how and why your region is changing.
General Profile	Population by Age Trends	1990 Census of Population and Housing, STF 1, Table P011 Census 2000, SF 1, Table P12 <a href="http://www.census.gov/">http://www.census.gov/</a>	What are the population trends by age? For example, an increase in the 85+ population, combined with a decrease in the 18-34 group or under 18 group may characterize a community where working people are migrating out of the area for economic opportunity. What are the implications regarding demand for education, senior services, etc.?
General Profile	Population by Race/Ethnicity	Census 2000, SF 1, Table 8 [warning: data not fully compatible with 1990 data] <a href="http://www.census.gov/">http://www.census.gov/</a>	Is the racial/ethnic composition of your area changing? Could this have an impact on service demand (e.g. ESL classes)? What impact does racial/ethnic composition of the area have on diversity issues.
General Profile	Households	1990 Census of Population and Housing, STF 1, Table P003 Census 2000, SF 1, Table P15 <a href="http://www.census.gov/">http://www.census.gov/</a>	Are households changing at the same rate as population? If they are growing faster than population, could indicate an increase in elderly, “non-family” households. Households are also a better indicator than population for demand of certain goods and services, especially housing. (e.g. if population is declining or stagnant, but households are increasing, there will still be a need for decent housing units, etc.)
Self-Sufficiency	Self-sufficiency standard for state/county	PathwaysPA – Self-Sufficiency Standard for Pennsylvania <a href="http://pathwayspa.org/">http://pathwayspa.org/</a>	How do average wages for low-income persons in your area compare to actual wages needed to be self-sufficient?
Poverty	Poverty By Age Poverty Estimates, People and Children	1990 Census of Population and Housing, STF 3, Table P117 Census 2000, SF 3, Table P87 <a href="http://www.census.gov/">http://www.census.gov/</a>	What are your poverty rates? Are they increasing, decreasing? How do they compare to the state? Are there differences by age? Gender? Race?

	<p><b>Number of Children Assisted by School District, Temporary Assistance for Needy Families (TANF)</b></p> <p><b>Cash Assistance Statistics</b></p> <p><b>Percentage of School Enrollment from Low Income Families</b></p>	<p>US Census Small Area Income and Poverty Estimates (SAIPE)  <a href="http://www.census.gov/hhes/www/saie/saie.html">http://www.census.gov/hhes/www/saie/saie.html</a></p> <p>Pennsylvania Department of Public Welfare, Office of Income Maintenance  <a href="http://www.dpw.state.pa.us/general/aboutdpw/dpworga_nization/oim/default.htm">http://www.dpw.state.pa.us/general/aboutdpw/dpworga_nization/oim/default.htm</a></p> <p>See PA Department of Education, Pre-K – 12 Statistics  <a href="http://www.pde.state.pa.us/k12statistics/cwp/view.asp?a=3&amp;Q=70724&amp;k12Nav= 1146 ">http://www.pde.state.pa.us/k12statistics/cwp/view.asp?a=3&amp;Q=70724&amp;k12Nav= 1146 </a></p>	<p>How many persons are receiving cash assistance compared with poverty rate? (Especially useful in areas with high number of college students not living in dormitories.)          Watch for trends in cash assistance.</p> <p>Level of enrollment of low-income families is another indicator of number of low-income children. However, this statistic may not reflect actual number due to process of calculation based on applications for free &amp; reduced meals.</p>
<p><b>Education</b></p>	<p><b>Public, Private and Nonpublic Schools: Enrollment</b>  <b>Public, Private and Non-Public Schools: High School Grads</b>  <b>Public Secondary School Dropouts in Pennsylvania</b>  <b>Enrollment Projections</b>  <b>High School Graduates and Post-Secondary Rates</b>  <b>Public Secondary School Dropouts by School</b>          (includes info by county, gender, race)</p> <p><b>School Achievement and Average SAT Scores for Public Schools</b></p> <p><b>Highest Indication of the Education Attainment for the Population 18-24</b></p>	<p>PA Department of Education, Pre-K – 12 Statistics  <a href="http://www.pde.state.pa.us/k12statistics/cwp/view.asp?a=3&amp;Q=70724&amp;k12Nav= 1146 ">http://www.pde.state.pa.us/k12statistics/cwp/view.asp?a=3&amp;Q=70724&amp;k12Nav= 1146 </a></p> <p>PA Department of Education, State, District, &amp; School Report Cards  <a href="http://www.pde.state.pa.us/pas/cwp/view.asp?a=3&amp;Q=95497&amp;k12Nav= 1146 ">http://www.pde.state.pa.us/pas/cwp/view.asp?a=3&amp;Q=95497&amp;k12Nav= 1146 </a></p> <p>Census 2000, SF 3, Table PCT25  <a href="http://www.census.gov/">http://www.census.gov/</a></p>	<p>Enrollment trends, dropout rates are an important indicator regarding population trends, workforce readiness, etc.          Do rates in your area differ from the state's? Why?          And what are the implications?</p>
<p><b>Housing</b></p>	<p><b>Total Housing Units</b>  <b>Housing Vacancies, Vacancy Rates (Owner-Occupied and Renter-Occupied)</b></p> <p><b>Fair Market Rent and Affordability to Minimum Wage Earners</b></p>	<p>1990 Census of Population and Housing, STF 1, Tables H001, H003, H005          Census 2000, STF 1, Tables H1, H4, H5  <a href="http://www.census.gov/">http://www.census.gov/</a></p> <p>National Low Income Housing Coalition, Annual Out of Reach Reports <a href="http://www.nlihc.org/">http://www.nlihc.org/</a></p>	<p>Is the housing stock increasing?          Is it increasing on par with household growth changes?          How have vacancy rates changed over time? How do they compare with the state's? (Be careful if your area has a lot of seasonal homes), or if vacant homes aren't readily identified as for sale or for rent).</p>

	<p><b>Gross Rent, Gross Rent as Percentage of Household Income</b></p> <p><b>Household Income By Gross Rent as a Percentage of Household Income</b></p> <p><b>Median Selected Monthly Owner Costs for Specified Owner-Occupied Housing Units by Mortgage Status</b></p> <p><b>Household Income By Selected Monthly Owner Costs as Percentage of Household Income</b></p> <p><b>Age of Housing (Good Proxy for Condition, Likelihood of Lead Paint)</b></p>	<p>Census 2000, Summary File 3 (SF 3) – Sample Data, Table H63, H69, H70 <a href="http://www.census.gov/">http://www.census.gov/</a></p> <p>Census 2000, Summary File 3 (SF 3) – Sample Data, Table H73 <a href="http://www.census.gov/">http://www.census.gov/</a></p> <p>Census 2000, Summary File 3 (SF 3) – Sample Data, Table H97 <a href="http://www.census.gov/">http://www.census.gov/</a></p> <p>Census 2000, Summary File 3 (SF 3) – Sample Data, Table H36, H37 <a href="http://www.census.gov/">http://www.census.gov/</a></p>	<p>How affordable is the housing to low earners, especially decent housing? What does it cost as a percentage of median income? How does this compare to the state? (Your housing may be lower in cost in terms of dollar amount, but higher as a percent of area median income).</p> <p>How old is it? How likely is the housing stock to have lead paint problems (built before 1978)?</p>
<b>Emergency Assistance</b>	<p><b>Utility costs</b> <b>Utility defaults/shut-offs</b></p> <p><b>LIHEAP</b></p> <p><b>Energy Assistance</b></p>	<p>Public Utility Commission – Publications &amp; Reports <a href="http://www.puc.state.pa.us/general/publications_reports/publications_reports.aspx">http://www.puc.state.pa.us/general/publications_reports/publications_reports.aspx</a> Utility Companies</p> <p>Campaign for Home Energy Assistance <a href="http://www.liheap.org/">http://www.liheap.org/</a></p>	<p>What are the costs of utilities in the area? How do they compare with housing cost and income levels? Is the incidence of utility defaults/shut offs increasing or decreasing? What are the peak times of year for shut-offs?</p>
<b>Community Participation</b>	<p><b>Volunteers</b></p> <p><b>Dollar Value of Volunteers etc.</b></p>	<p>United Way or other volunteer organizations in area Independent Sector <a href="http://www.independentsector.org/programs/research/volunteer_time.html">http://www.independentsector.org/programs/research/volunteer_time.html</a></p>	<p>May indicate level of community participation.</p> <p>Help track impact and return on investment of volunteer time</p>
<b>Youth</b>	<p><b>Child Abuse</b></p> <p><b>Teen Pregnancy</b></p> <p><b>Juvenile Delinquency</b></p>	<p>Child Abuse Annual Reports, Pennsylvania Department of Public Welfare <a href="http://www.dpw.state.pa.us/Child/ChildAbuseNeglect/ChildAbuseAnnualRpts/">http://www.dpw.state.pa.us/Child/ChildAbuseNeglect/ChildAbuseAnnualRpts/</a></p> <p>PA Department of Health, Vital Statistics <a href="http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;q=201638">http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;q=201638</a></p> <p>PA Department of Health, Healthy People 2010 <a href="http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;q=229393">http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;q=229393</a></p> <p>Pennsylvania Uniform Crime Reporting System <a href="http://ucr.psp.state.pa.us/UCR/ComMain.asp">http://ucr.psp.state.pa.us/UCR/ComMain.asp</a></p>	<p>What are the problems facing children and youth in our communities? What is the incidence of abuse and types of abuse that impact families?</p> <p>What is the incidence (numbers &amp; rates) of teen pregnancy in the community? Is it growing or decreasing? These statistics also include prenatal care, which may indicate access to health care issues and potential low-birth weights, etc.</p> <p>Indicates types of juvenile crimes in counties. For more local data, contact local municipal police.</p>

	<p><b>Blood Lead Levels (also relates to housing)</b></p> <p><b>Miscellaneous Youth data</b></p>	<p>Centers for Disease Control and Prevention, CDC Surveillance Data for PA (Region 3) <a href="http://www.cdc.gov/NCEH/lead/surv/stats.htm">http://www.cdc.gov/NCEH/lead/surv/stats.htm</a></p> <p>Annie E. Casey Foundation KIDS COUNT 2006 Data Book Online <a href="http://www.aecf.org/kidscount/sld/databook.jsp">http://www.aecf.org/kidscount/sld/databook.jsp</a></p>	<p>May indicate problems with lead poisoning in children, potential housing problems. Lead poisoning has a direct impact on educational disabilities.</p> <p>State of the Child in the county.</p>
<b>Crime</b>	<b>Crime Rates</b>	<p>Pennsylvania Uniform Crime Reporting System <a href="http://ucr.psp.state.pa.us/UCR/ComMain.asp">http://ucr.psp.state.pa.us/UCR/ComMain.asp</a></p> <p>State of the Cities Data System (FBI crime stats) <a href="http://socds.huduser.org/index.html">http://socds.huduser.org/index.html</a></p> <p>State police, local police</p>	<p>Indicates types of crimes in counties. For more local data, contact local municipal police.</p>
<b>Food &amp; Nutrition</b>	<p><b>Food Stamp Participation (Number of Eligible Households and Persons by County)</b></p> <p><b>School Lunch Eligible – (Free and Reduced price meals)</b></p> <p><b>Congregate Meals – Senior Centers &amp; Home delivered meals</b></p>	<p>Pennsylvania Department of Public Welfare, Office of Income Maintenance <a href="http://www.dpw.state.pa.us/general/aboutdpw/dpworganization/oim/default.htm">http://www.dpw.state.pa.us/general/aboutdpw/dpworganization/oim/default.htm</a></p> <p>Pennsylvania Department of Public Welfare Food Stamp Four Year Case Characteristics Report (state) <a href="http://www.dpw.state.pa.us/LowInc/FoodStamps/003673736.htm">http://www.dpw.state.pa.us/LowInc/FoodStamps/003673736.htm</a></p> <p>Pennsylvania Department of Education – Food &amp; Nutrition Programs <a href="http://www.pde.state.pa.us/food_nutrition/cwp/view.asp?a=5&amp;Q=45622">http://www.pde.state.pa.us/food_nutrition/cwp/view.asp?a=5&amp;Q=45622</a></p> <p>Local Area on Aging office</p>	<p>Number of eligible households and persons may indicate need for food assistance, lack of good nutrition, etc. What are the trends in number of eligible households/persons in county compared with state? Is number growing or decreasing?</p> <p>Indicator of child nutrition/food needs</p> <p>Indicator of older adult nutrition/food needs. Note congregate meal statistics may be duplicated counts.</p>
<b>Health</b>	<p><b>Health Care Accessibility (Health Professional Shortage) (Medically Underserved Areas)</b></p> <p>-Immunization rates for Young Children -Percentage of Babies with low birth weight -Rates of early pre-natal care</p> <p><b>Rates of births to single mothers under 18 (also relates to Youth)</b></p>	<p>U.S. Department of Health and Human Services – Health Resources and Services Administration (HRSA) <a href="http://bhpr.hrsa.gov/shortage/">http://bhpr.hrsa.gov/shortage/</a></p> <p>PA Department of Health – Bureau of Health Statistics and Research <a href="http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;Q=228721&amp;healthRNavradE4078=#">http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;Q=228721&amp;healthRNavradE4078=#</a></p> <p>PA Department of Health, Vital Statistics <a href="http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;q=201638">http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;q=201638</a></p> <p>PA Department of Health, Healthy People 2010 <a href="http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;q=229393">http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;q=229393</a></p>	<p>Is the area medically underserved or shortage of medical professionals that may impact access to health care. Does not indicate number of health professionals that do not accept medicare or Medicaid.</p> <p>What are health indicators for the area for all populations, especially infants and children, teen pregnancy rates, etc. Look at trends over time and compare with other regions and state levels.</p>

	<p><b>Medical Assistance participation</b></p> <p><b>Behavioral Health</b></p> <p><b>Drug &amp; Alcohol</b></p> <p><b>Mental Health</b></p> <p><b>Etc.</b></p> <p><b>State Health Improvement Plan (SHIP) providers</b></p>	<p>Pennsylvania Department of Public Welfare, Office of Income Maintenance  <a href="http://www.dpw.state.pa.us/general/aboutdpw/dpworganization/oim/default.htm">http://www.dpw.state.pa.us/general/aboutdpw/dpworganization/oim/default.htm</a></p> <p>Behavioral Health Risk Factor Surveillance System (state level, limited county level)  <a href="http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;q=201869">http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;q=201869</a></p> <p>PA Department of Health, Healthy People 2010  <a href="http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;Q=229393">http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=175&amp;Q=229393</a></p> <p>Limited information. Mostly state or national statistics. Contact County Health Department Offices, local D&amp;A and MH/MR programs for general statistics.</p>	<p>Number of persons participating in the medical assistance program</p> <p>Levels of behavioral health issues may have connections to family and community dysfunctions.</p>
<p><b>Transportation</b></p>	<p><b>Households w/ vehicles (Tenure by Vehicles Available; Tenure by Age of Householder by Vehicles Available)</b></p> <p><b>Means of Transportation to Work</b></p> <p><b>Travel Time to Work</b></p>	<p>Census 2000, Summary File 3 (SF 3) – Sample Data, Table H44, H45, HCT33A – HCT33I  <a href="http://www.census.gov/">http://www.census.gov/</a></p> <p>Census 2000, Summary File 3 (SF 3) – Sample Data, Table P30; PCT 65A - 65I, <a href="http://www.census.gov/">http://www.census.gov/</a></p> <p>Census 2000, Summary File 3 (SF 3) – Sample Data, Table P31, P32, P35 <a href="http://www.census.gov/">http://www.census.gov/</a></p>	<p>Accessibility and mobility of population has impact on employment opportunities for low-income, access to health care, food needs, etc.</p> <p>May need to compare with area public transportation opportunities for low-income, medical assistance and seniors.</p>