



U.S. Department of Health and Human Services  
Administration for Children and Families  
Office of Family Assistance

## **National Responsible Fatherhood Clearinghouse (NRFC) Technical Assistance Webinar**

**Tuesday June 22, 2010 — 2:00 – 3:45 PM (ET)  
Using Data Evaluation to Improve Program Performance  
and Outcomes**

**Moderator:**

**Nigel Vann:** NRFC Director of Training & Technical Assistance

**Presenters:**

**Steve Nordseth:** Drop-In Center Program Manager, Bill Wilson Center, San Jose, CA

**Ted Strader:** Executive Director, Council on Prevention and Education: Substances. (COPES), Louisville, KY

**Jennifer Miller:** Operations Associate, MDRC, Oakland, CA



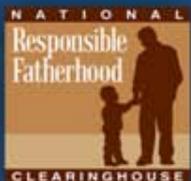


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# Show Me the Results! Monitoring Data for the Purpose of Program Improvement

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Fatherhood WORKS Program





# Topics to be Covered

- #1 Framing your Program
  - Logic Model
- #2 Data Collection
  - Surveys, Case Notes, Assessments
- #3 Interpretation of Data Collected
  - Metrics, Dashboards
- #4 Putting Data to Good Use
  - Program Improvement



# #1 -- Framing your program

- Create a Project Abstract
  - Overall design for the program, the who, what, where, when, and why of the specific program or contract
- Use your Project Abstract to create a Logic Model
  - Include Project Goals, Short Term Objectives, and Long Term Objectives
- Have an agency that supports your program goals, and is involved in all levels of the evaluation process
  - Administration
  - Board of Directors



# Project Abstract

**GOAL:** To assist and support young parents in developing Economic Stability as a pathway to promoting responsible fatherhood and healthy marriages.

<b>Measurable Objectives:</b>	Desired Outcome
<b>Key Activities (Steps):</b>	Service Delivery
<b>Responsible Person:</b>	Staff Responsible for Delivery
<b>Completion Dates:</b>	Contract Period End Date
<b>Outreach Activities:</b>	Recruitment Strategies
<b>Evaluation Methods:</b>	How Success will be Measured



# Sample of Project Abstract

<b>Action Plan and Activities:</b>					
<b>GOAL STATEMENT</b>	To assist and support young parents in developing Economic Stability as a pathway to promoting responsible fatherhood and healthy marriages.				
<b>MEASURABLE OBJECTIVES</b>	<b>Key Activities (Steps)</b>	<b>Responsible Person(s)</b>	<b>Completion Date(s)</b>	<b>OUTREACH ACTIVITIES</b>	<b>EVALUATION METHODS</b>
A. By October 1, 2009, 80% of 100 transition-age youth (80) participating in <i>Fatherhood Works</i> will increase their level of employment-readiness skills by 70%.	<p>1.a1 Job Developer will provide weekly Independent Living Skills Workshops (e.g. resume writing, appearance, applications, communication skills)</p> <p>1.a2 Staff/volunteers will provide peer-to-peer contacts weekly to <i>Fatherhood Works</i> participants.</p> <p>1.a3 Job Developer/CM will provide monthly access to Job Fairs, tours of businesses, colleges, employment services.</p> <p>1.a4 Job Developer/CM will provide access to educational linkages, including scholarships / grants.</p> <p>1.a5 Job Developer/CM will provide a weekly series of Financial Readiness Workshops.</p> <p>1.a6 Outreach Workers will make 200 outreach contacts per month.</p> <p>1.a7 DIC will assist 100 young parents to obtain food, clothes, laundry, hygiene, transportation, health care, phone/email access.</p> <p>1.a8 Case management with employment focus will be provided to 100 youth (employment readiness, placement and aftercare; parenting skill workshops, housing, health, legal, training, HIV testing,</p>	Job Developer, Case Manager, Outreach Worker, Job Coach, LACY legal staff, Volunteers/Mentors	Ongoing/Sept. 09	<p>1.a1 Staff to contact community groups and service providers to set up presentations.</p> <p>1.a 2 Staff to contact youth oriented events and places and set up activity.</p> <p>1.a 3 Outreach workers to do street outreach to targeted sites/areas and community agencies</p> <p>1.a 4 DIC staff to refer youth/young parents to case management services.</p>	<p>1.a1 Evaluation surveys.</p> <p>1.a2 Case notes.</p> <p>1.a3 Youth surveys.</p> <p>1.a4 Review of Street Outreach forms</p> <p>1.a5 Daily Contact Logs.</p> <p>1.a6 Charts, Daily Contact Sheets.</p> <p>1.a7 Attendance Sheets.</p>



# Logic Model

- **Inputs**
  - Who and or what is involved in the program
- **Interventions**
  - What specific services will be provided, includes contract goals
- **Outputs**
  - How the interventions will be administered
- **Short Term Objectives**
  - Objectives to be measured by program staff
- **Long Term Objectives**
  - Desired long term impact of services, may be difficult to measure



# Sample Logic Model

## Inputs ----- Interventions ----- Outputs ----- Short Term Objectives ----- Long Term Objectives

Staff

- 1 Program Manager
- 1 Job Developer
- 1 Job Coach
- 1 Case Manager
- 1 Volunteer Coordinator

Target Population

- Youth age 12-25
- Parolees
- Teen parents
- Homeless Youth
- Teens in THP
- Partners of THP residents
- Foster Care Youth
- Any person with significant ties to children

Project Objectives

- Participation
- Increased Education
- Increased Knowledge
- Increased Skills
- Increased Employment
- Increased Parenting Skills

Target Numbers

- 100 Youth Served During Year
- 48 Job Readiness Workshops
- 200 Job Skills Sessions
- 600 Case Management Sessions
- 12 Tours of Businesses, Job Fairs
- 8 Colleges & Trade Schools tours
- 3 Financial Workshops Series
- 50 GED Study & Testing Service
- 200 Referrals to Services

Individual Services

- 1 on 1 Job Coaching Services
  - Skill Building
- 1 on 1 Case Management
  - Assessments
  - Individualized Case Plan
- Job Development in Community
  - Jobs Placement
- 1 on 1 Legal Consultation
  - Paternity / Visitation
- Parenting Role Modeling

Group Services

- Job Readiness Workshops
  - Got Jobs
- Parenting Education Workshops
  - Proud Parenting / Sista
- Financial Readiness Workshops
  - Money Matters

Phase I

- Intake and enrolment
- Initial Assessment
- Employment and Voc. Assessment
- Access to all Drop-In Center services
- Referral

Phase II

- Role Modeling
- Participation in Group Activities and Tours
- Peer Education
- Cognitive Skills Workshops
- Parenting Skills Workshops
- Financial Readiness Workshops

Phase III

- Individual Case Management
- Individual Job Coaching
- Job Fairs
- Job Placement
- Graduation
- Guest Facilitation
- GED Program
- Legal Services

Measurable Objectives

- 80% of youth participating will increase level of employment readiness by 70% (Measured through pre-post tests).
- 65% of youth receiving intensive job development services will have gained employment.
- 65% of clients having educational goals will have participated in GED program, gotten a high school diploma, participated in a training program, or enrolled in college.
- those completing healthy marriage activities will increase knowledge of healthy parenting and relationships by 70%.
- 70% of those completing program will report increased knowledge of strengthening families.

Long Term Objectives

- Increased responsibility and participation from young parents in all aspects of family life.
- Increased numbers of youth from the risk population achieving gainful employment leading to increased financial responsibility.
- Stronger families due to increased investment from parents
- Healthier and more well adjusted children due to increased participation from parent and parent figures.

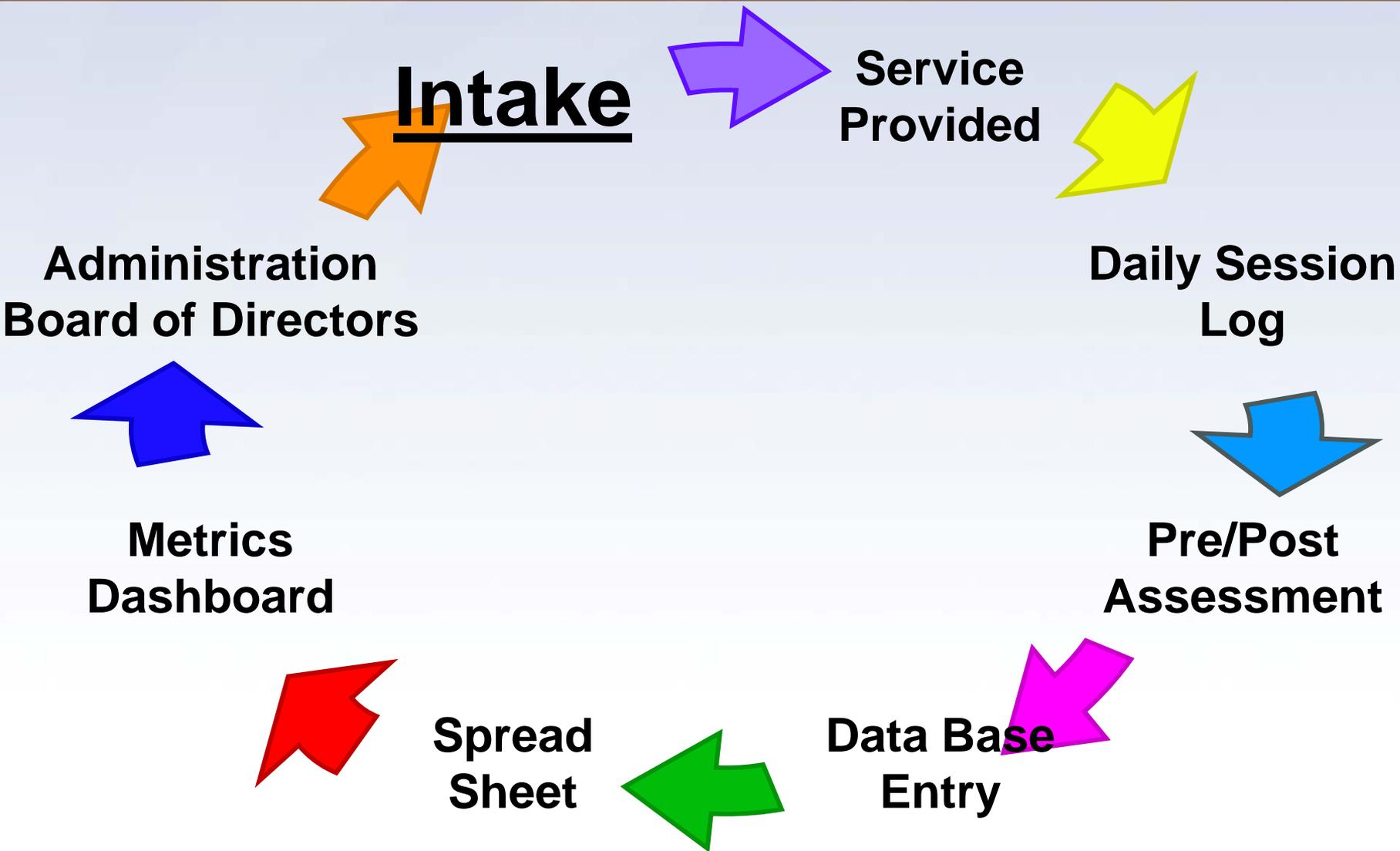


## #2 -- Data Collection

- Development of Data Collection Materials
  - Pre/Post Surveys, Assessments, Case Notes
  - Use of Logic Model and Abstract to determine values to be measured
- Training of Staff
  - Staff are the critical link in data collection
- Use of a Database that can produce result materials
  - Spreadsheets indicating progress towards specific Goals and Outcomes



# Tracking the Flow of Data





# Development of Data Collection Tools

- Tools can be created in-house, or can be used from already established surveys such as the Casey Life Skills Assessment
- Tools should fit the population, be easy for clients to use, and be kept as short as possible to solicit honest responses.
- Questions can include a range of response in order to gauge levels of change and to better interpret data being collected.

## How I feel about my Job Skills

Scale of 1 -5 (Strongly Agree to Strongly disagree)

- I feel extremely confident in my employment skills, and can get hired for a job easily
- I know what things are appropriate and important to discuss during a job interview
- I know how to professionally deal with conflicts that may arise with my co-workers or my supervisor.
- I know several places to search for current job openings.
- I know how to talk about the negative employment experiences in my past



# Sample Survey Layout

## **HOW I FEEL ABOUT MY JOB SKILLS**

1. Please read carefully and circle the number rating how much you agree or disagree:

	<b>Strongly Agree</b>	<b>Agree A Little</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree A Little</b>	<b>Strongly Disagree</b>
I feel extremely confident in my employment skills, and can get hired for a job easily	1	2	3	4	5
I know what things are appropriate and important to discuss during a job interview	1	2	3	4	5
I feel that I am in control of my employment situation and needs.	1	2	3	4	5
I know how to create a résumé, cover letter, and thank you letter.	1	2	3	4	5
I know how to professionally deal with conflicts that may arise with my co-workers or my supervisor.	1	2	3	4	5
I know what jobs are in demand in my area	1	2	3	4	5
I know several places to search for current job openings	1	2	3	4	5
I know how to talk about the negative employment experiences in my past	1	2	3	4	5
If I do not know how to do or find something related to employment, I know where to go for help.	1	2	3	4	5



# More Survey Examples

## HOW I FEEL ABOUT MY FINANCIAL SKILLS

(Please fill out only if you attended the DAY 5 Financial Readiness Workshop, Thanks)

2. Please circle the number rating how much you agree or disagree:

	Strongly Agree	Agree A Little	Neither Agree Nor Disagree	Disagree A Little	Strongly Disagree
I know the importance of good credit, and how to obtain a credit history report and credit score	1	2	3	4	5
I know the difference between a checking, savings, credit, and CD account and how to apply for each.	1	2	3	4	5
I know how to balance a check book, and create a budget for my current income and needs.	1	2	3	4	5
Using my money wisely and planning for the future financially is important to me.	1	2	3	4	5



# Development of Data Collection Tools – Self Sufficiency Matrix

<b>Client Name:</b> _____  <b>Client Date Of Birth:</b> _____		<b>Pre / Post Exam?</b> _____ <b>Date Given:</b> _____  <b>Score 15-75:</b> _____			
<b><i>SELF-SUFFICIENCY MATRIX</i></b>					
<b><i>DOMAIN</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Income</b>	No income.	Inadequate income and/or spontaneous or inappropriate spending.	Can meet basic needs with subsidy; appropriate spending.	Can meet basic needs and manage debt without assistance.	Income is sufficient, well managed; has discretionary income and is able to save.
<b>Employment</b>	No job.	Temporary, part-time or seasonal; inadequate pay, no benefits.	Employed full time; inadequate pay; few or no benefits.	Employed full time with adequate pay and benefits.	Maintains permanent employment with adequate income and benefits.
<b>Housing</b>	Homeless or threatened with eviction.	In transitional, temporary or substandard housing; and/or current rent/mortgage payment is unaffordable (over 30% of income).	In stable housing that is safe but only marginally adequate.	Household is in safe, adequate subsidized housing.	Household is safe, adequate, unsubsidized housing.
<b>Food</b>	No food or means to prepare it. Relies to a significant degree on other sources of free or low-cost food.	Household is on food stamps.	Can meet basic food needs, but requires occasional assistance.	Can meet basic food needs without assistance.	Can choose to purchase any food household desires.
<b>Childcare</b>	Needs childcare, but none is available/accessible and/or child is not eligible.	Childcare is unreliable or unaffordable, inadequate supervision is a problem for childcare that is available.	Affordable subsidized childcare is available, but limited.	Reliable, affordable childcare is available, no need for subsidies.	Able to select quality childcare of choice.
<b>Children's Education</b>	One or more eligible children not enrolled in school.	One or more eligible children enrolled in school, but not attending classes.	Enrolled in school, but one or more children only occasionally attending classes.	Enrolled in school and attending classes most of the time.	All eligible children enrolled and attending on a regular basis.
<b>Adult Education</b>	Literacy problems and/or no high school diploma/GED are serious barriers to employment.	Enrolled in literacy and/or GED program and/or has sufficient command of English to where language is not a barrier to employment.	Has high school diploma/GED.	Needs additional education/training to improve employment situation and/or to resolve literacy problems to where they are able to function effectively in society.	Has completed education/training needed to become employable. No literacy problems.
<b>Legal</b>	Current outstanding tickets or warrants.	Current charges/trial pending, noncompliance with probation/parole.	Fully compliant with probation/parole terms.	Has successfully completed probation/parole within past 12 months, no new charges filed.	No active criminal justice involvement in more than 12 months and/or no felony criminal history.
<b>Health Care</b>	No medical coverage with immediate need.	No medical coverage and great difficulty accessing medical care when needed. Some household members may be in poor health.	Some members (e.g. Children) on AHCCCS.	All members can get medical care when needed, but may strain budget.	All members are covered by affordable, adequate health insurance.



# #3 – Interpretation of Data

## DATABASE or SPREADSHEETS

Raw data formulated into easy to use and organized formats

## METRICS

Formulating service delivery data into easy to use graphs and or charts to measure ability to meet **Contracted Goals**

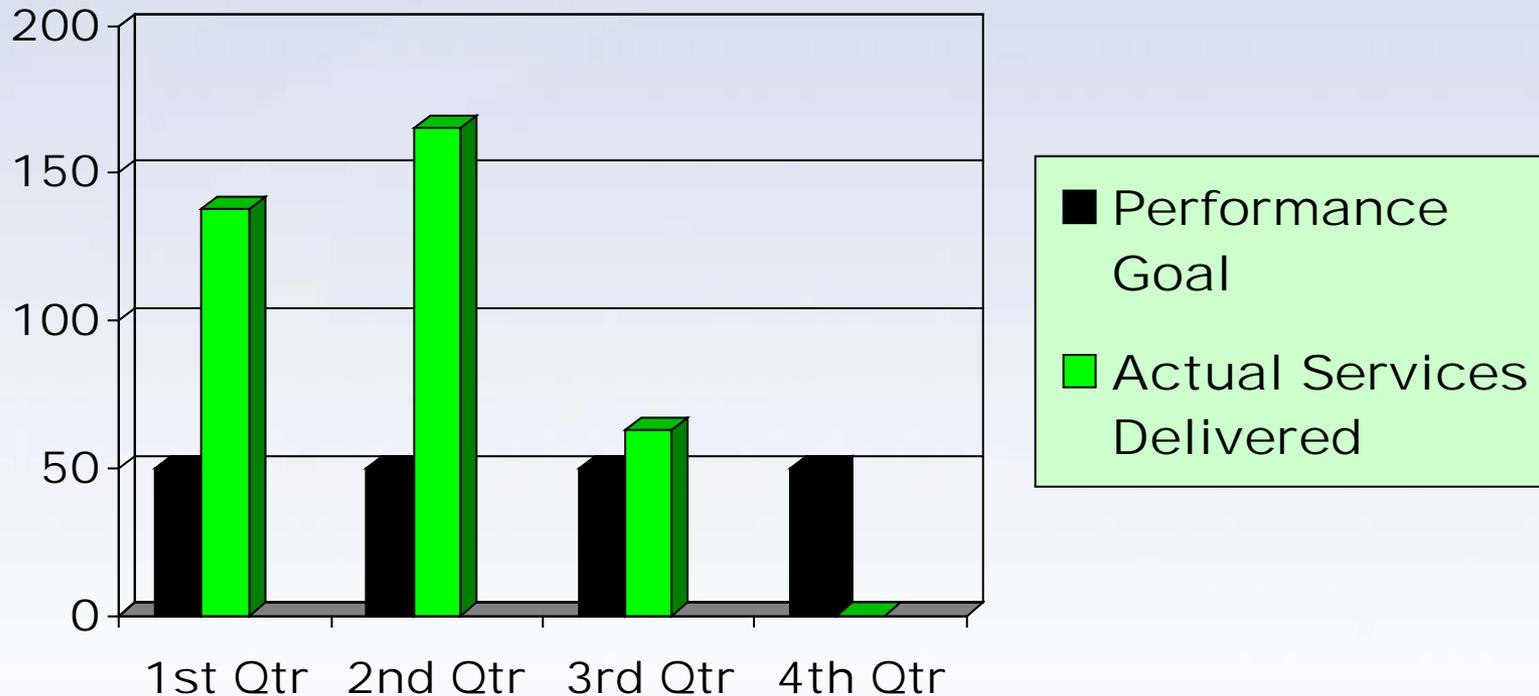
## DASHBOARDS

Easy to read, color coded, data assessment tools for tracking progress towards **Measurable Objectives**

Goal is to design tools that can both verbally and visually highlight successes as well as areas in need of improvement from raw spreadsheet data



# Tracking Performance Goals Through Metrics



Job Development Sessions Delivered by Quarter



# Monitoring Outcome Measurements Through Dashboards

Fatherhood Works Program	Act Now	Monitor	Satisfactory	Goal	Current Progress
% of youth participating will increase level of employment readiness by 70%	<69%	70%-79%	80%>	Goal 80% Measured by pre/post surveys and assessments.	100%
% of youth receiving intensive job development services will have gained employment.	<54%	55%-64%	65%>	Goal 65% Measured by pre/post surveys and assessments.	85%
% of clients having educational goals will have participated in GED program, gotten a high school diploma, participated in a training program, or enrolled in college.	<54%	55%-64%	65%>	Goal 65% Measured by pre/post surveys, case notes, and assessments.	Yet to be Measured
Those completing healthy marriage activities will increase knowledge of healthy parenting and relationships by 70%.	<59%	60%-69%	70%>	Goal 70% Measured by pre/post surveys, case notes, and assessments.	Yet to be Measured
% of those completing program will report increased knowledge of strengthening families.	<59%	60%-69%	70%>	Goal 70% Measured by pre/post surveys, case notes, and assessments.	81%



## #4 – Putting Data to Good Use

- Using data to ensure you will be meeting contracted goals
- Using satisfaction surveys to understand clients perspective of service delivered
- Using Metrics and Dashboards to determine which aspects of program need additional attention
- Using data to track long term or far reaching effectiveness of interventions



# Examples of Program Change as a Result of Evaluation

## Challenge: Recruitment and Retention

- Prior to changes implemented only 1/3 of clients served self identified as Father Figures (Pre/Post)
- Prior to data collection less than 40% of clients participating in course were able to graduate the full 10 week parenting cycle. (Raw)

## CHANGES MADE:

- Explained definitions
- Targeted outreach
- Condensed class size
- Controlled environment
- Fatherhood retreat (100% Retention)

**RESULT: Percentages rose to 3/4ths and 65%-100% respectively**

## Explanation of Results:

- Young men did not consider relationships with adolescent family members, non custodial children, children of significant others, etc as qualifying them for the role of a Fatherhood Figure, hence they did not identify themselves as such.
- In the beginning recruitment was focused on filling the doors with as many bodies as possible, therefore non-parents who attended did not have a particular commitment to the class and dropped out leaving a significantly low retention rate.

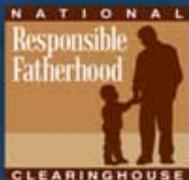


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# Using Data Evaluation to Improve Program Performance and Outcomes



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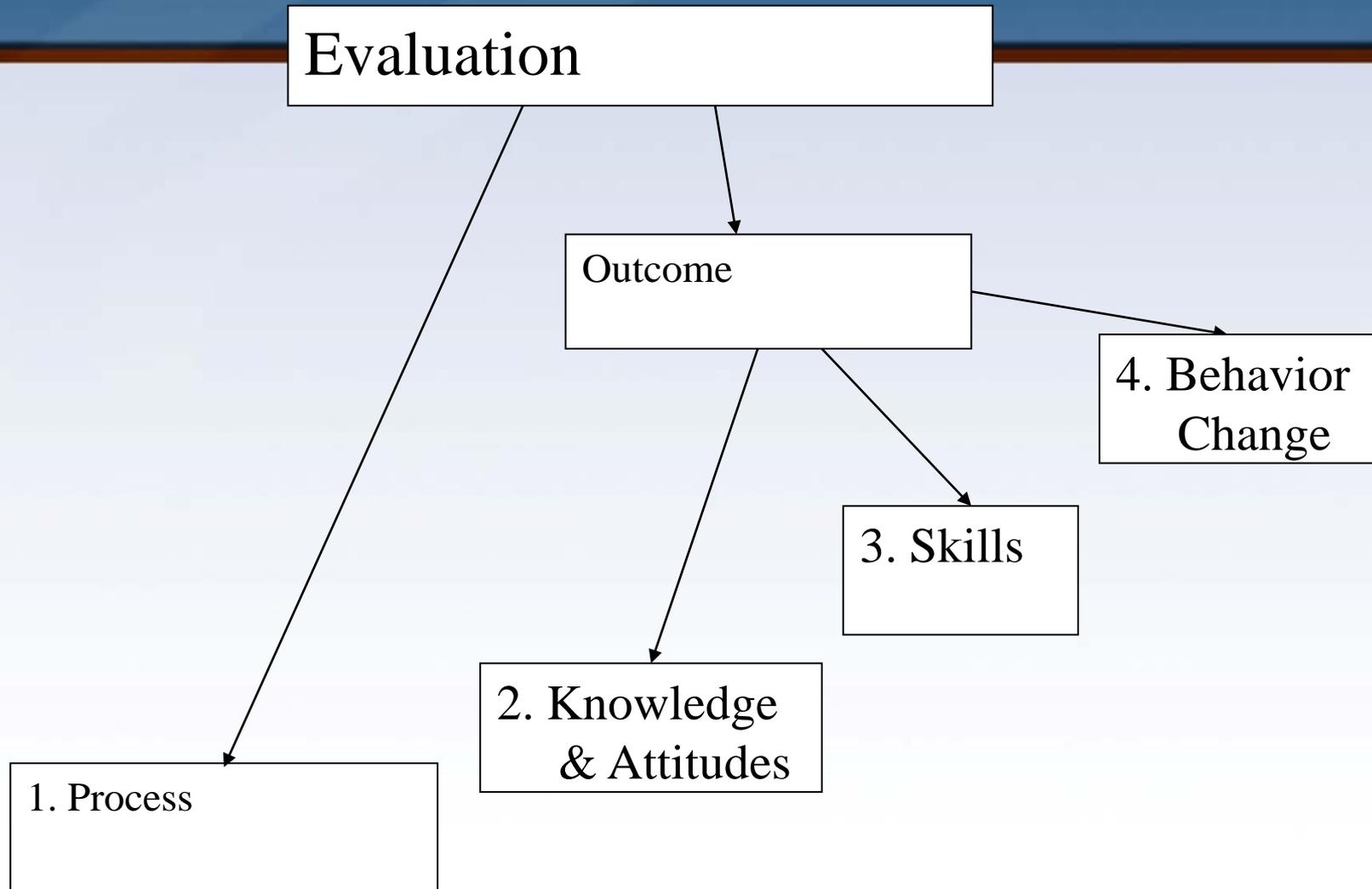




# First order of business

- Project Director/Management Team (including evaluator) name the goals and objectives in behavioral terms.
- Select strategies, curricula, services, or conditions that will help to cause those changes to occur for participants. (Show evaluator.)
- Select and train staff to conduct the approach.
- Bring the Management Team, staff and evaluators together to design team approach to conduct program and evaluation in tandem.
- Together create or select the right instruments, surveys, questionnaires, etc. to measure Processes (staff actions) and Outcomes (Participant changes in knowledge, attitudes, skills or behaviors).
- Together agree on the who, what, when, where and how of survey administration, who will compile and analyze the results, and who will get what info when and how (at least yearly).
- Review evaluation results together and adapt program, project, or processes if necessary based on results.

# Overview of Evaluation Proces



NOTE: Listed in order of ascending value and meaning in social research.



# Process Evaluation (Did we do what we planned to do?)

Example questions:

- Did the facilitators cover the material (curriculum)?
- Did participants feel positive about coming?
- Did participants feel cared about?
- What attendance rates did the participants have?



# Knowledge Outcomes

Did we increase the participants' knowledge?

Sample knowledge items:

- To increase participant knowledge/attitude/perception from pre-test to post-test that children prosper with unconditional love and appropriate attention from both fathers and mothers.
- To increase participant knowledge/attitude/perception from pre-test to post-test that parental relationship stability is a critical component for families and children to prosper.



# Attitude Outcomes

Did we improve important attitudes?

Sample items:

- To increase the number of parent participants from pre-test to post-test who express a desire to spend more time as a couple with their children?
- To increase the number of parent participants from pre-test to post-test who desire to give their children clear expectations and follow through with planned consequences?



# Skill Outcome Examples

- To increase the number of parents who report the ability to use the I-message skill in their family from pre-test to post-test.
- To increase the number of parents who report the ability to use conflict resolution skills from pre-test to post-test.
- To increase the number of parents who report the ability to use expectations and consequences skills with their children from pre-test to post-test.



# Behavioral Outcome Examples

- To increase the number of program parents and children who report the actual use of I-messages in their family from pre-test to post-test.
- To increase the number of parents and children who report the actual use of expectations and consequences skills from pre-test to post-test.
- To increase the number of parents who report the actual use of effective conflict resolution skills in their relationship from pre-test to post-test.



# Retrospective Survey

- A Retrospective Survey is administered only after the program (intervention) has been delivered to the target population.
- Retrospective Surveys simply ask two similar time-based questions about program knowledge, attitudes, skills or behaviors.
- Retrospective Surveys can be integrated into up-and-running projects that have not yet developed more comprehensive evaluation practices.



# Example of Pair of Retrospective Survey Questions

1. Before I participated in the program, I was able to manage my children well.  
Strongly Agree  
Agree  
No Opinion  
Disagree  
Strongly Disagree
2. Now, after the program, I am able to manage my children well.  
Strongly Agree  
Agree  
No Opinion  
Disagree  
Strongly Disagree

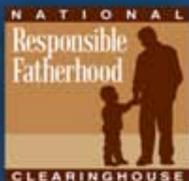
NOTE: Retrospective surveys can be used anytime after the program or service delivery -- as long as you can find the program recipients!



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# Managing for Performance: Early Lessons from the Supporting Healthy Marriage Project

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# What is the Supporting Healthy Marriage (SHM) project?

- National random assignment study of voluntary, preventive marriage education programs in 8 sites
  - Interventions aimed at improving outcomes for low-income children and adults by improving health and stability of parents' relationship
  - Created and funded by Administration for Children and Families, U.S. Department of Health and Human Services
  - Conducted by MDRC, Abt Associates, Child Trends, Optimal Solutions Group, in partnership with Public Strategies, Inc., with additional experts and consultants



# Theory of Change - based on previous research

- See *“SHM Program Flow and Expected Changes for Families”* handout
- Preventive marriage education programs can improve relationship quality and stability, and thereby improve conditions for children (marriage education component)
- Positive program effects tend to decrease over time; couples may need more opportunities to practice (12 month program; supplemental activities)
- Low-income couples may face more stressors that make participation difficult over time (family support)
- Direct, intermediate, and longer-term goals defined as shown in handout



# The SHM program model

- Three mutually reinforcing components:
  - Marriage education curriculum (24 to 30 hours, over 10 to 15 weeks)
  - Supplemental marriage education activities
  - Family support services
- Services delivered over 12 months
- Domestic violence protocols developed in consultation with local domestic violence agencies



# Steps in managing for performance

- Build a “theory of change,” then a program model and curricula
- Set quantitative and qualitative benchmarks
  - SHM’s quantitative benchmarks focused on enrollment, engaging couples, and continued participation over time
  - Qualitative benchmarks focused on delivering quality services with fidelity to curricula and protocols, and in a couple-centered and strengths-based manner



# Steps in managing for performance – continued

- Monitor staff performance on benchmarks
  - Collect real-time data using a management information system
  - Observe staff working with participants
- Give staff frequent feedback on quantitative and qualitative goals
  - Use staff meetings as a time to assess progress toward benchmarks, and find creative solutions for engaging participants
  - Do frequent one-on-one supervision
  - Routinely review every person/family on staff caseloads
    - Going beyond managing day-to-day crises
  - Hold staff accountable for individual and team benchmarks



# Hiring and training staff

- Managing for performance may take more management and supervisory staff than programs might normally hire
  - One full-time program manager
  - Supervisors for each main function
- Staff training is a continual process
  - Delivering curricula with fidelity
  - Group facilitation
  - Protocols for other program components
  - Working with couples (a new way of thinking for many programs)



# Possible future directions\*

## Fatherhood and marriage programs as part of a comprehensive preventive service strategy:

- Embed fatherhood and relationship skills programs in systems as one tool for promoting family well-being. For example:
  - Better connections between child support and fatherhood practitioners can help Dads navigate the system
  - Combining fatherhood services with innovative job training approaches could help improve labor market prospects for very disadvantaged men
- Include partners/spouses in programs that are currently for individuals
  - Evidence this can increase participation and outcomes
- Curriculum developers increasingly looking at how to apply skills taught in relationship programs to work, parenting, and other domains
  - Effective communication, problem solving, regulating emotions in difficult conversations, and understanding alternative perspectives

\*From the working paper *Policies That Strengthen Fatherhood and Family Relationships: What Do We Know and What Do We Need to Know?* by Virginia Knox, Philip A. Cowan, Carolyn Pape Cowan and Elana Bildner, 2009.



# For more information

- [www.supportinghealthymarriage.org](http://www.supportinghealthymarriage.org)
- [www.mdrc.org](http://www.mdrc.org)
- [jennifer.miller@mdrc.org](mailto:jennifer.miller@mdrc.org)



# Appendix

- The SHM evaluation
- The SHM target population
- The SHM sites and host agencies
- Early sample characteristics



# The SHM evaluation

- Eight study sites across the country, in a range of local organizations
- Total sample enrolled is 6,300 couples.
- Impact study will examine effects on marital quality, parenting/co-parenting, mental health of each partner, and outcomes for children
- Implementation study will describe program characteristics, quality and intensity of services, management practices, and couple perspectives



# SHM target population

- Married couples with children
- At least 18 years old
- Speak and understand English or Spanish
- No evidence of domestic violence
- Family income less than 200% of poverty
- Both spouses volunteer to enroll



# SHM sites and host agencies

- The eight sites are housed in four types of organizational settings:
  - Community based non-profit (5 sites)
    - Includes faith based organizations
  - For-profit with marriage education as primary service (2 sites)
  - Hospital (1 site)
  - University (1 site)



# SHM sites and host agencies - continued

Agency Type	State	Agency Name and City
Community based non-profit	KS	Catholic Charities, Wichita
	PA	Community Prevention Partnership, Reading and Family Answers, Bethlehem
	TX	Family Services Agency, San Antonio and El Paso Center for Children, El Paso
	WA	Center for Human Services, Shoreline
For-profit	OK	Public Strategies, Inc., Oklahoma City
	WA	Becoming Parents Program, Seattle
Hospital	NY	University Behavioral Associates, Bronx
University	FL	University of Central Florida, Orlando



# Early sample characteristics

- Couples married 7 years, in their early 30's
- Average of 2 children
- 34% currently pregnant
- 24% stepfamilies
- Race/ethnicity:
  - 50% Hispanic; 30% White, non-Hispanic; 16% Black, non-Hispanic; 7% Other
- 74% at or below 200% of poverty