



metis associates
partners for meaningful change

Community
College
of Philadelphia



BACKGROUND ON SINGLE STOP



More than **20 million** students enroll in college every year.

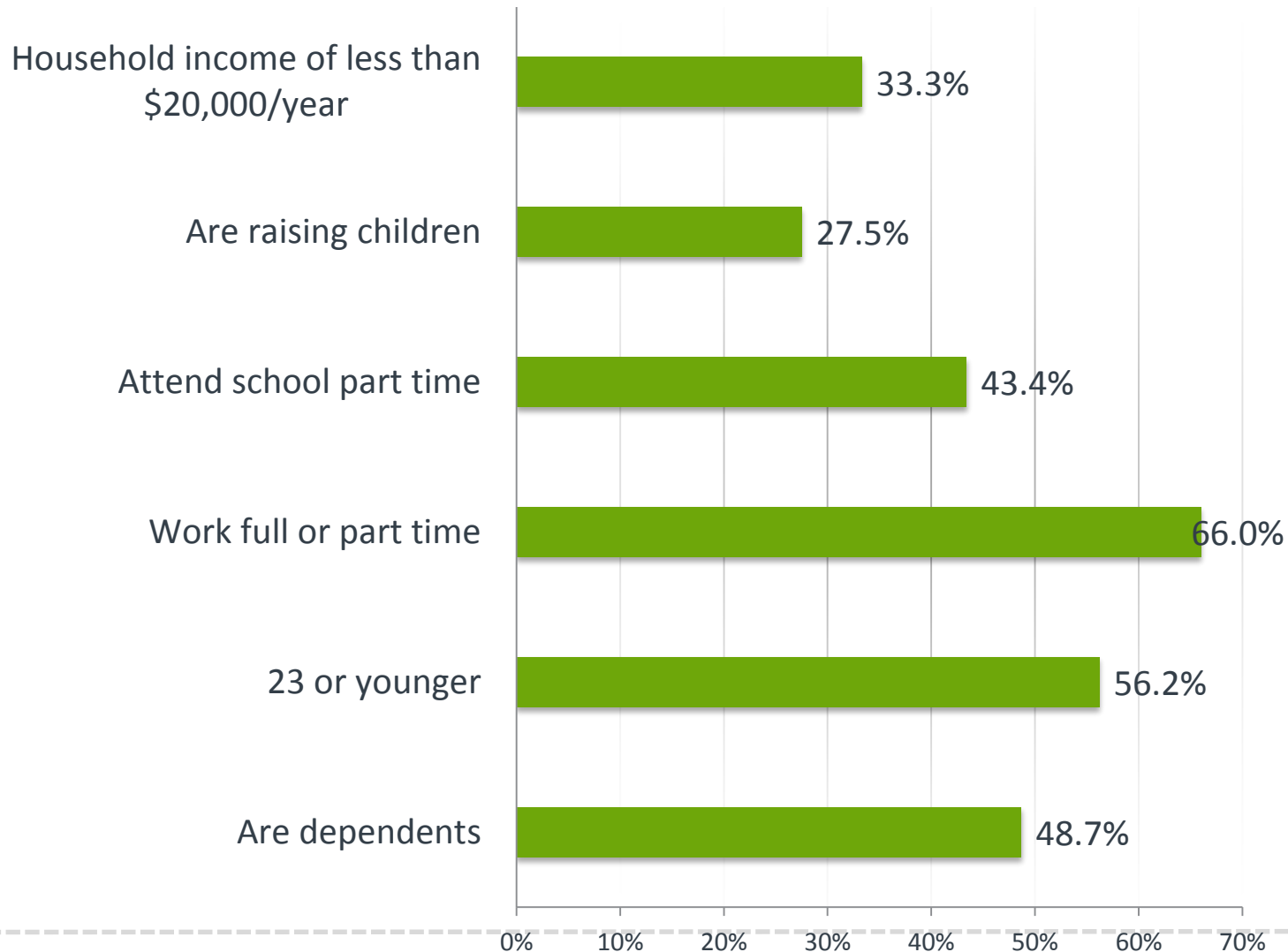
More than **40%** will drop out.

Discussion: What, in your experience, prevents students from staying in school?

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 12-month Enrollment component (provisional data).
2014-15 dataNY Times "Who Gets to Graduate" 2014



Students Can't **Afford** to Stay in School.



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 12-month Enrollment component (provisional data). 2014-15 data



Many students are **one financial emergency** away from dropping out.

Small amounts of financial assistance can be enough for students to **stay in college**.



Programs that provide **quick infusions of money** through emergency aid scholarships and programs can be the difference between whether a student stays in school or drops out.

Single Stop also functions as a **stop gap for students who have immediate needs** to keep them in school. College sites have helped students access benefits and services at an average value per household of \$3,297. We also connect college students to other resources to meet their immediate and longer-term needs.



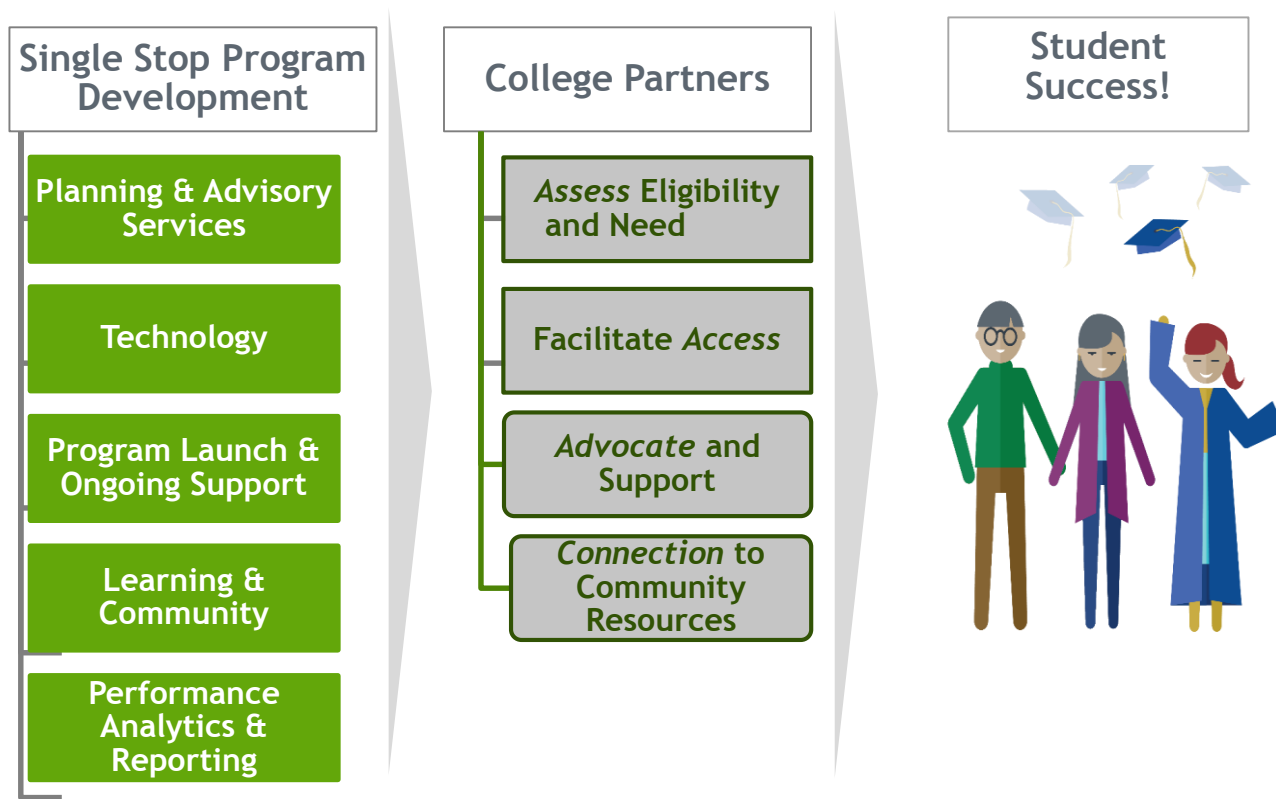
Single Stop helps colleges connect low-income students and their families to the resources they need to attain stability. Enabling those individuals to complete their education, obtain good jobs, and achieve financial self-sufficiency by providing:

- Connection to existing **safety net** resources.
- Support in identifying **wrap around services**.
- Direct support **services**.



Single Stop Program Model

Single Stop provides technology, training and technical assistance to community college staff to assist them in their work connecting low-income students to untapped underutilized resources and services.



SINGLE STOP TECHNOLOGY



Benefits Screener

- The user is guided through four pages of questions that affect benefit eligibility.
- Each time new information is entered, the pane on the right details the client's possible eligibility, with a breakdown by benefit.

The screenshot shows the 'About You' step of the benefits screener. The user is editing as a 'Single Stop Internal'. The progress bar shows Step 1 (About You) is active, followed by Step 2 (Your Household), Step 3 (Household Finances), and Step 4 (Review). The main content area contains a form for 'Basics' with fields for 'First name', 'Last name', 'Gender' (Male, Female, Other), and 'Date of birth'. To the right, a summary pane shows 'So far, you may be eligible for as much as \$0 per year in assistance!' and lists eligible benefits: FOOD (FNS, \$0/month in aid), TAX REFUNDS (EITC, \$0/year in federal aid; Child Tax Credit, \$0/year in federal aid), and HEALTH.

The screenshot shows the 'Your Household' step of the benefits screener. The user is editing 'Client, Suzette' as a 'Single Stop Internal'. The progress bar shows Step 2 (Your Household) is active, followed by Step 1 (About You), Step 3 (Household Finances), and Step 4 (Review). The main content area contains a form for 'Household Member' with a dropdown for 'What is their relationship to you?' (Child/Stepchild), and fields for 'First Name' (Abby), 'Date of birth' (01-01-2016), and 'Gender'. To the right, a summary pane shows 'So far, you may be eligible for as much as \$9,428 per year in assistance!' and lists eligible benefits: FOOD (SNAP, \$357/month in aid), TAX REFUNDS (EITC, \$3,069/year in federal aid; \$821/year in NY state aid; \$153/year in NEW YORK CITY city aid), and Child Tax Credit (\$1,000/year in federal aid).



Client Management Suite

Single Stop™ (TEST) Clients Reports Support Desk Sign Out

Signed in successfully. X

Single Stop Internal

New York, NY • 3472797501

Search clients Search Single Stop Internal Manage Provider Accounts

Active Clients (78) | View Archived Clients | View Providers | + Create a New Client

1 2 3 4 Next >

Actions	Name	Assigned to	Date of birth	Phone	Last updated
	Smith, Sam		01/01/1991		12/06/2016
	Client, Suzette	Sonal Chauhan	01/01/1985		12/06/2016
	Cohen, Seth		01/01/1990		12/01/2016
	QuickReferral, Joi		01/01/1986	987-546-2310	11/30/2016
	TexasDemo, Sarah	Sarah Crawford	07/02/1991		11/22/2016
	James, Kelly	Sonal Chauhan	01/01/1991		11/22/2016

- The Client Management Suite is a space where providers can manage their client list and track assistance provided to each client.

Single Stop™ (TEST) Clients Reports Support Desk Sign Out

Client, Suzette

CLIENT INFO

✉ sclient@email
 📍 NEW YORK CITY, NY, 10038
 Language: English

SEEKING

Food, Legal

REFERRED FROM

Other referral

OTHER REFERRAL

Outreach event held on campus in December

INTERNAL INFO

Assigned to Sonal Chauhan
 Last visited Update date
 Created 12/06/2016
 Follow-up
 From BEN
 Edit client details

<< Back to clients

HOUSEHOLD CLIENT CASES

Open Benefit Cases + Add a Case

Food Assistance | SNAP 2016-12-05 \$300 MONTHLY ENROLLED

DECEMBER 06, 2016 Add an Activity ▾

DECEMBER 5, 2016 Screened ▾

DECEMBER 1, 2016 Outcome ▾

DECEMBER 1, 2016 Assessment ▾

DECEMBER 1, 2016 Application Submission ▾

Client

Deeksha Sharma - Single Stop Internal

Deeksha Sharma - Single Stop Internal

Deeksha Sharma - Single Stop Internal

Outcomes at **Colleges** since 2009



248,715 students served



over **\$511 million** in drawdown



105,000 tax returns



24,000 served by legal or
financial counseling





BACKGROUND ON CCP

Community
College
of Philadelphia



Community College of Philadelphia

About The College:

- More than 70 associate's degree, academic and proficiency certificate programs offered.
- 78% percent of graduates are employed in Philadelphia, and 93% work in the Greater Philadelphia region.
- Open access campus.
- **Locations:**
 - Main Campus
 - Northwest
 - Northeast, and
 - West Regional Centers

Community College of Philadelphia

Student Body:

- **Enrollment (2015-2016 academic year):**
 - Approx. 30,194 Taking credit and non-credit courses
 - 14,504 full-time
 - 26,846 enrolled in credit classes.
- **Student Characteristics:**
 - 54% are 24 y/o or older
 - Median age is 24
 - Approx. 75% are minority students

Single Stop at CCP

Established:

- October, 2013.
- Expanded to Regional Centers October, 2017

Implementation:

- Students Affairs → Academic and Student Success
- Part of student supportive services along with counseling, academic advising, financial aid, Center for Male Engagement, Women Outreach and Advocacy Center
- Five Year Grant → Institutionalized in 2018

Single Stop at CCP

- **Services Offered:**

- Public Benefits Screening, Application and Advocacy
- Legal Aid
- Tax Preparation
- Financial Counseling
- Immigration Consultations
- Assistance with Healthcare Exchange Marketplace Enrollment
- Emergency Funds, Food Resources and Transportation
- Referrals to Community Resources and Social Services

Program Outcomes

Students screened for Benefits: 9,200

Tax Returns: 4,285

Financial Counseling: 1,910

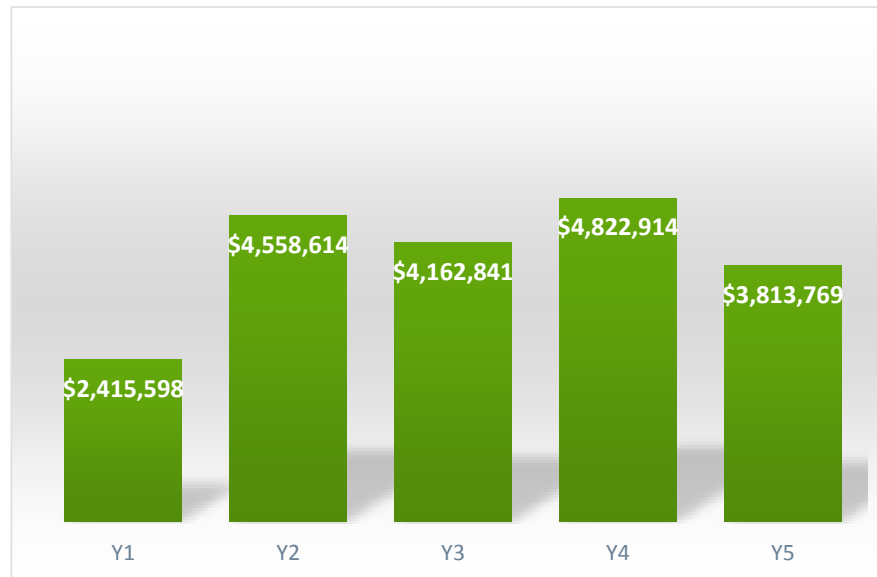
Legal Aid(including immigration): 660

Estimated Student Return

Cash and Non-Cash Benefits: \$14.2 Million

Tax Returns: \$6.8 Million

Total Student Return: \$21 Million



RESEARCH STUDY



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Focus of the Evaluation

- **Impact**

- Well-matched comparison group design to examine the impact of Single Stop services on students' academic performance

- **Implementation**

- Qualitative activities designed to help understand quantitative results and add richness to the findings

Research Questions

- **Confirmatory Impact**
 - Consecutive semester-to-semester persistence rates
 - Completed to attempted degree bearing credits
 - Grade point average (GPA)
- **Implementation**
 - Student perceptions of impact
 - Best practices

Impact Study Design

- Propensity score matching (PSM)
 - Rigorous method used to generate a comparison group
- Matching variables
 - Age, gender, race/ethnicity, marital status, first generation to attend college
 - FAFSA filing status, FAFSA financial dependency status, FAFSA personal income, FAFSA household income, financial aid receipt, student loans status
 - Full/part time enrollment status, high school GED/diploma, enrollment in remediation, academic/occupational major, area of academic focus, number of years since first enrolled in college, placement test score, prior cumulative GPA, prior cumulative credits passed

Impact Study Design: Samples

- Treatment Students
 - CCP students who had received at least one major Single Stop service from May 11, 2014 to May 10, 2015
- Comparison Students
 - Non-participating CCP students who match treatment students on baseline demographic, academic, and income characteristics
- Two Study Samples
 - First time freshmen (FTIC) vs. Students with prior college experience (non-FTIC)

Implementation Study Design: Activities

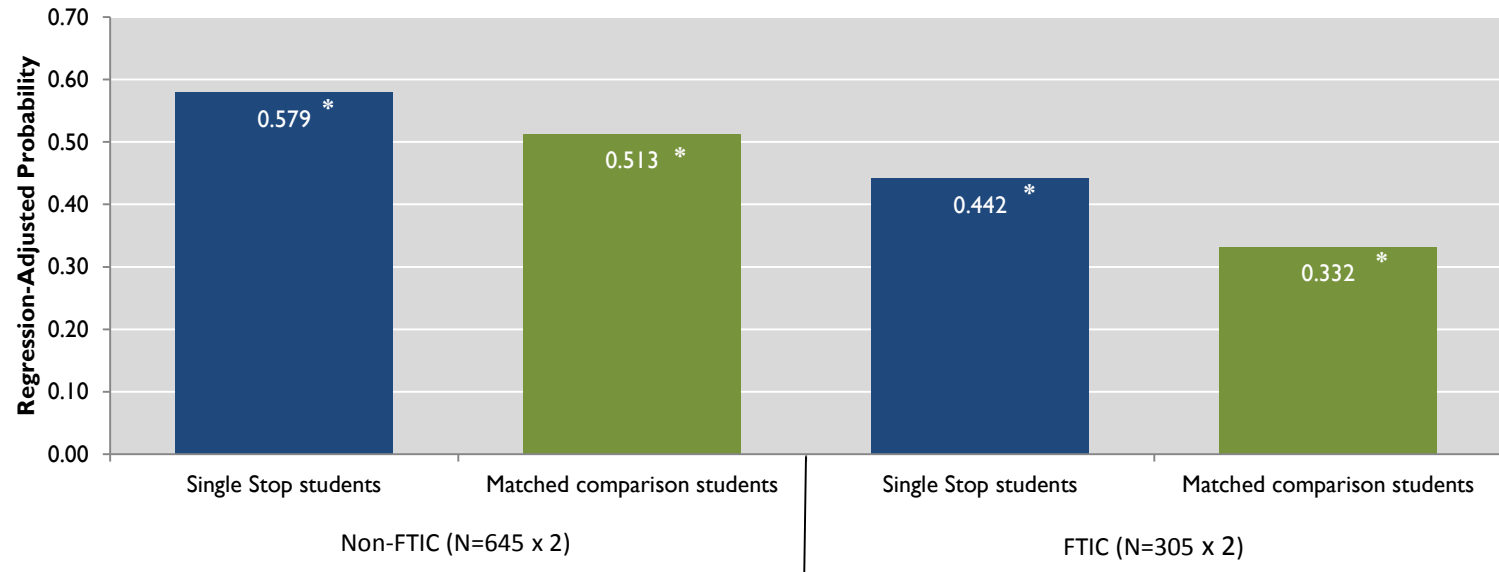
- Student focus groups and individual interviews
 - A total of 17 students
- Staff interviews
 - Five CCP administrators and faculty members

All activities conducted in fall 2016

Impact Study Findings: Definitions

- **Statistical Significance**
 - The significance level indicates how rare the results are when the null hypothesis is true, typically expressed as a “ p -value.” The lower the p -value, the less likely the results are due purely to chance.
 - Statistically significant results are indicated by p -values < 0.05 , which means the risk of obtaining such results by chance is less than 5%.
- **Effect Size (ES)**
 - Measures practical importance, regardless of statistical significance
 - The What Works Clearinghouse (WWC) considers findings with effect sizes larger than 0.25 as “substantively important.”
- **Positive and Negative Association**
 - The relationship/association between a given predictor and the target outcomes can either be positive or negative:
 - Positive – the higher the predictor, the better the outcome
 - Negative – the lower the predictor, the better the outcome

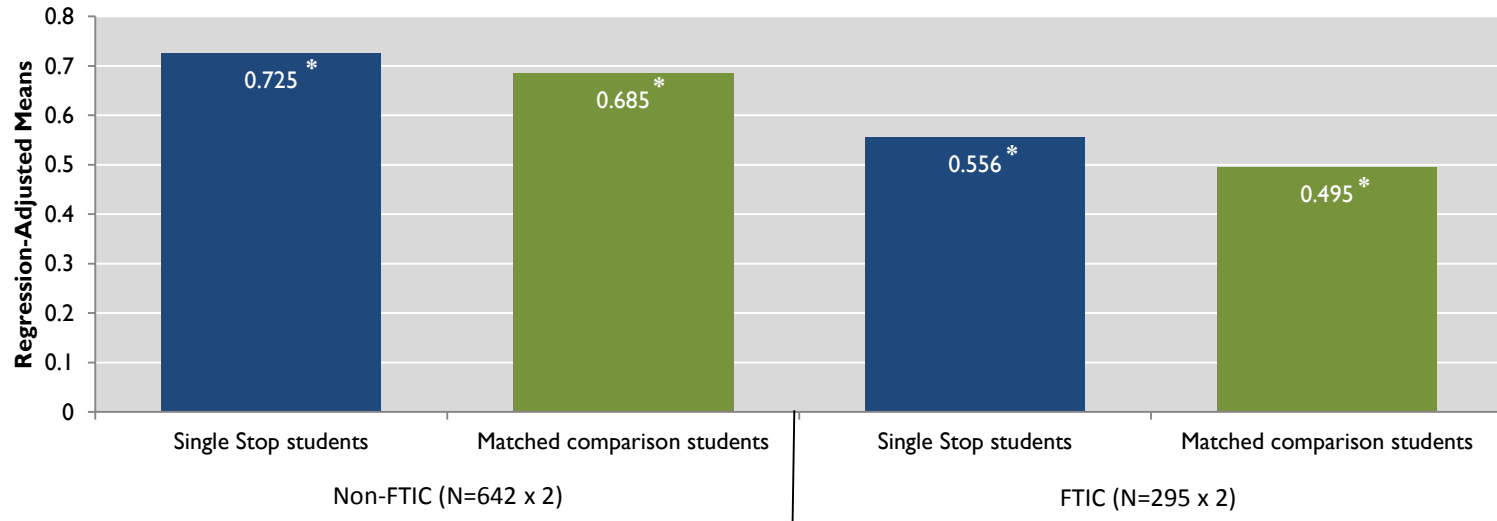
Semester-to-Semester Persistence Confirmatory Analyses



*Statistically significant, $p < .05$.

- **Non-FTIC:** Single Stop students **outperformed** the matched comparisons by **6.6 percentage points** on consecutive semester-to-semester persistence rates.
- **FTIC:** Single Stop students **outperformed** their counterparts by **11.0 percentage points** on consecutive semester-to-semester persistence rates.

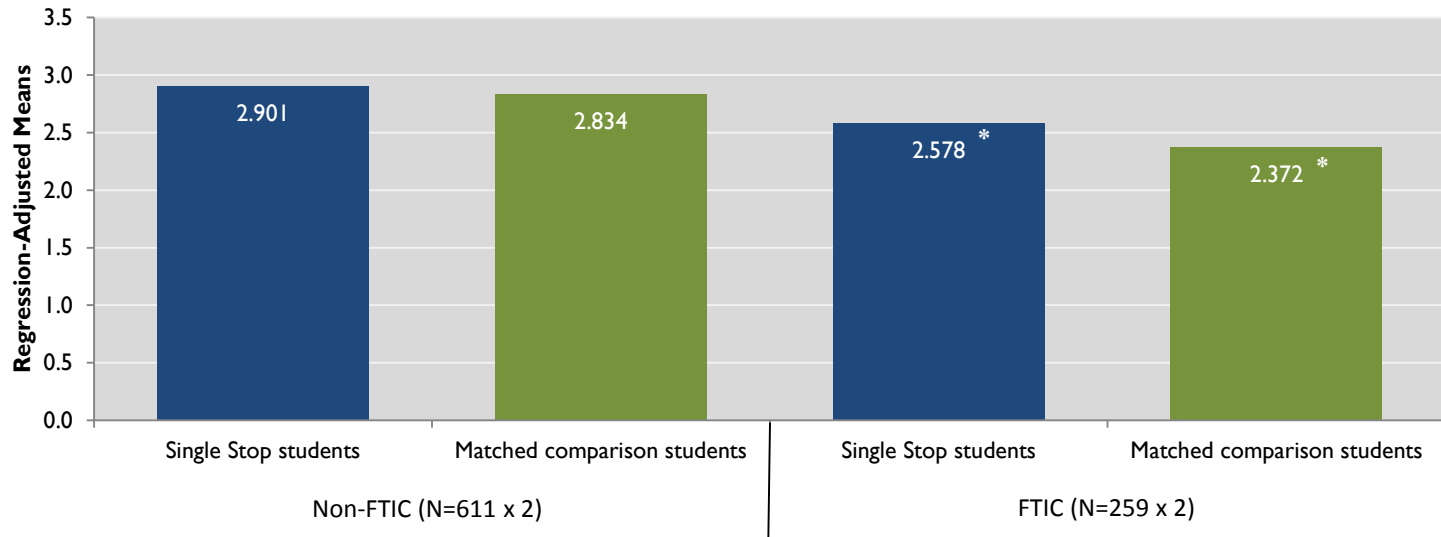
Degree Bearing Credit Pass Rate Confirmatory Analyses



*Statistically significant, $p = <.05$.

- **Non-FTIC:** Single Stop students **outperformed** the matched comparisons by **4.0 percentage points** on degree bearing credit pass rate.
- **FTIC:** Single Stop students **outperformed** their counterparts by **6.1 percentage points** on degree bearing credit pass rate.

Grade Point Average Confirmatory Analyses



*Statistically significant, $p = <.05$.

- **Non-FTIC:** Single Stop students were not significantly different from the matched comparisons on cumulative GPA (0.067 points higher).
- **FTIC:** Single Stop students **outperformed** their counterparts by **0.206 points** on cumulative GPA.

Student Perceptions of Impact

- Single Stop staff members take care of complicated processes so students can just be students.

“[Single Stop] definitely relieved stress for me, I have five exams this week, and now I can just worry about those exams and not everything else!” -Student

- Single Stop advocates for students in a system where they otherwise may be ignored or mistreated.

“Before I got health care, I used to pay \$500 for an emergency visit and an extra \$250 or \$300 for medication. I had pretty much written off the system. I said, ‘I’m done.’ But they said, ‘No, no. Take a look at this, we can help you.’ And they were right. I have awesome health care coverage now.”-Student

Student Perceptions of Impact

- Single Stop answers questions that students indicate that they were afraid to ask or just did not have enough information to even think to ask.

“I had no idea that you could still file taxes as a student. I ended up filing for two or three years through Single Stop, and I was able to get back taxes owed to me. And here you get every last dollar of your refund. You don’t have to pay the service.” -Student

- Ultimately, the service fills a critical need for students to be able to stay in school.

“I was just a few credits away from graduating. But I was going to have to get another job—work two jobs—and [therefore] drop out of school. But the Single Stop people said, ‘we’re going to find a way to help you stay in, you’re only a few credits away from graduating.’ And they did. And now I’m about to graduate!” -Student

Discussion: What questions does this research raise for you? What do you think should be next steps for the research?

FOR MORE INFORMATION CONTACT:

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