

Single Stop USA’s Community College Initiative

Intervention Report | Supporting Postsecondary Success Topic Area

WHAT WORKS CLEARINGHOUSE™
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Earning a college degree is one of the primary pathways to economic success. Median weekly earnings of full-time workers with an associate degree in 2017 were 17 percent higher than full-time workers with a high school diploma only. Yet, over two-thirds of students who enroll in community college do not either graduate or transfer within three years.¹ Many programs and practices aim to improve college persistence and completion, including *Single Stop USA’s Community College Initiative*, hereafter referred to as *Single Stop*. *Single Stop* supports community college students with screening and applications for public benefits and other wraparound services that can include housing, food

assistance, tax preparation, child care, financial and legal services, and immigration consultations.²

This What Works Clearinghouse (WWC) report, part of the WWC’s Supporting Postsecondary Success topic area, explores the effects of *Single Stop* on persistence in college and academic achievement. The WWC identified three studies of *Single Stop*. Two of these studies meet WWC standards. The evidence presented in this report is from studies of the impact of *Single Stop* on first-time community college students—including Black, Hispanic, and White students—in urban, suburban, and rural settings.

What Happens When Students Participate in *Single Stop*?³

The evidence indicates that implementing *Single Stop*:

- may increase college persistence
- may increase academic achievement

Findings on *Single Stop* from two studies that meet WWC standards are shown in Table 1. The table reports an effectiveness rating, the improvement index, and the

number of studies and students that contributed to the findings. The improvement index is a measure of the intervention’s effect on an outcome. It can be interpreted as the expected change in percentile rank for an average comparison group student if that student had received the intervention.

Table 1. Summary of findings on *Single Stop* from studies that meet WWC Standards

Outcome domain	Effectiveness rating	Study findings	Evidence meeting WWC standards (version 4.0)	
		Improvement index (percentile points)	Number of studies	Number of students
Progressing in college	Potentially positive effects	+8	2	10,231
Academic achievement	Potentially positive effects	+3	2	10,213

Note: The improvement index can be interpreted as the expected change in percentile rank for an average comparison group student if that student had received the intervention. For example, an improvement index of +8 means that the expected percentile rank of the average comparison group student would increase by 8 points if the student received *Single Stop*. The improvement index values are generated by averaging findings from the outcome analyses that meet WWC standards, as reported by Daugherty et al. (2016) and Zhu et al. (2018). A positive improvement index does not necessarily mean the estimated effect is statistically significant. Progressing in college outcomes reported in these studies include persistence in college for at least one year, persistence in college for at least three years, and college-level credits earned after two semesters. Academic achievement outcomes reported in these studies include the percentage of attempted college credits that were completed among first-time community college students and cumulative grade point average. The effects of *Single Stop* are not known for other outcomes within the Supporting Postsecondary Success topic area, including college enrollment, college attendance, postsecondary degree attainment, credential attainment, employment, and earnings.

BOX 1. HOW THE WWC REVIEWS AND DESCRIBES EVIDENCE

The WWC evaluates evidence based on the quality and results of reviewed studies. The criteria the WWC uses for evaluating evidence are defined in the [Procedures and Standards Handbooks](#) and the [Review Protocols](#). The studies summarized in this report were reviewed under WWC Standards (version 4.0) and the Supporting Postsecondary Success topic area protocol (version 4.0).

To determine the effectiveness rating, the WWC considers what methods each study used, the direction of the effects, and the number of studies that tested the intervention. The higher the effectiveness rating, the more certain the WWC is about the reported results and about what will happen if the same intervention is implemented again. The following key explains the relationship between effectiveness ratings and the statements used in this report:

Effectiveness rating	Rating interpretation	Description of the evidence
Positive (or negative) effects	The intervention is <i>likely</i> to change an outcome	Strong evidence of a positive effect, with no overriding contrary evidence
Potentially positive (or negative) effects	The intervention <i>may</i> change an outcome	Evidence of a positive effect with no overriding contrary evidence
No discernible effects	The intervention <i>may result in little to no change</i> in an outcome	No affirmative evidence of effects
Mixed effects	The intervention <i>has inconsistent effects</i> on an outcome	Evidence includes studies in at least two of these categories: studies with positive effects, studies with negative effects, or more studies with indeterminate effects than with positive or negative effects

How is *Single Stop* Implemented?

The following section provides details of how *Single Stop* was implemented. This information can help educators identify the requirements for implementing *Single Stop* and determine whether those implementation requirements would be feasible at their institutions. Information on *Single Stop* presented in this section comes from the studies that meet WWC standards (Daugherty et al., 2016 and Zhu et al., 2018), a separate implementation study of *Single Stop* (Goldrick-Rab, Broton, & Frank, 2014), the developer’s website, and correspondence with the developer.

- **Goal:** *Single Stop* is a national nonprofit organization dedicated to helping low-income students address nonacademic barriers to college. *Single Stop* helps connect students and their families to public benefits by offering screening and application support. They also connect students and their families to wraparound services, such as tax preparation, child care, and immigration consultation through “one-stop shops” located within community colleges. These supports are designed to increase college persistence and completion.
- **Target population:** *Single Stop* services are open to all students enrolled at the community colleges in which they are located. Since 2009, the program has expanded to 30 colleges across the United States and has served over 250,000 students.

Comparison group: In the two studies that contributed to this intervention report, students in the comparison group did not have access to any *Single Stop* services but could access other resources both on campus and off campus.

- **Method of delivery:** Site coordinators meet with students at the local *Single Stop* office on campus. Site coordinators assess students’ needs and connect them to a variety of programs and services. Students may also choose to self-serve through the use of *Single Stop* software.
- **Frequency and duration of service:** The intensity of *Single Stop* supports depends on the needs of each student.
- **Intervention components:** *Single Stop* site coordinators offer benefits screening, wraparound services, and case management. Refer to Table 2 for additional details.

Table 2. Components of *Single Stop*

Key component	Description
Benefits screening	<p><i>Single Stop</i> uses a web-based benefits screening program called Single Stop Technologies 3.0 that incorporates thousands of pages of regulations and statutes into a single screening tool, provides a case management platform for handling student cases, and offers a comprehensive mapping tool to connect students to resources in their area.</p> <p><i>Single Stop</i> site coordinators or volunteers conduct a preliminary screening of students' needs using the benefits screening software to determine whether they qualify for federal, state, or local benefits. For qualifying students, site coordinators then collect more in-depth information to determine a student's eligibility for the programs flagged in the preliminary screening and provide application assistance. Benefits may include food stamps; the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); and Medicaid; as well as assistance with housing, unemployment, child care, transportation, and utilities.</p>
Wraparound services	<i>Single Stop</i> works with its college partners to identify additional wraparound services that may benefit their student populations, including legal services, financial counseling, and transportation programs. <i>Single Stop</i> also offers free tax preparation services and ensures students claim all credits for which they are eligible, such as the Earned Income Tax Credit and the American Opportunity Tax Credit.
Case management	<i>Single Stop</i> staff follow up with students through the benefits application process and will advocate with agencies if a student is wrongly denied. Staff also help students access other programs and services on campus.

What Does *Single Stop* Cost?

This preliminary list of costs is not designed to be exhaustive; rather, it provides educators an overview of the major resources needed to implement *Single Stop*. The program

costs described in Table 3 are based on the information available as of April 2020.

Table 3. Cost ingredients for *Single Stop*

Cost Ingredients	Description	Source of funding
Personnel	<i>Single Stop</i> sites have dedicated staff and site coordinators, paid for by the community college. Staff are expected to have experience and degrees in social work, counseling, student services, or other related fields. The number and responsibilities of the staff depend on the size of the campus and needs of the students. Site coordinators are trained through an eight-week online launch curriculum led by the national office. Site coordinators receive ongoing support through a national learning platform that connects partners engaging in similar activities, webinars, and access to data that summarizes site-specific performance.	Community college; <i>Single Stop's</i> national office
Facilities	<i>Single Stop</i> establishes an office on each college campus that provides a range of services to students. These may be small, private offices or they may be embedded within other support services.	Community college
Equipment and materials	<i>Single Stop</i> uses a software program called Single Stop Technologies 3.0. The cost of a Single Stop Technologies 3.0 software license ranges from \$5,000 to \$45,000 annually depending on the scope of services, the number of schools in a cohort, and whether or not there is a statewide license.	Community college
Direct assistance	<i>Single Stop</i> does not provide any direct financial assistance to students.	N/A
Other	College administrators and site coordinators are supported in planning the model at each site and in setting up the Single Stop Technologies 3.0 software. They also receive technical assistance throughout the implementation process.	<i>Single Stop's</i> national office

For More Information:

About *Single Stop*

123 William Street, Suite 901

New York, NY 10038

Attn: Sarah Crawford

Email: scrawford@singlestop.org Web: singlestop.org Phone: (919) 230-1693

About the cost of the intervention

Web: <https://singlestop.org/newpartners>

Research Summary

The WWC identified three studies that investigated the effectiveness of *Single Stop* (Figure 1):

- Two studies meet WWC group design standards with reservations
- One study does not meet WWC group design standards

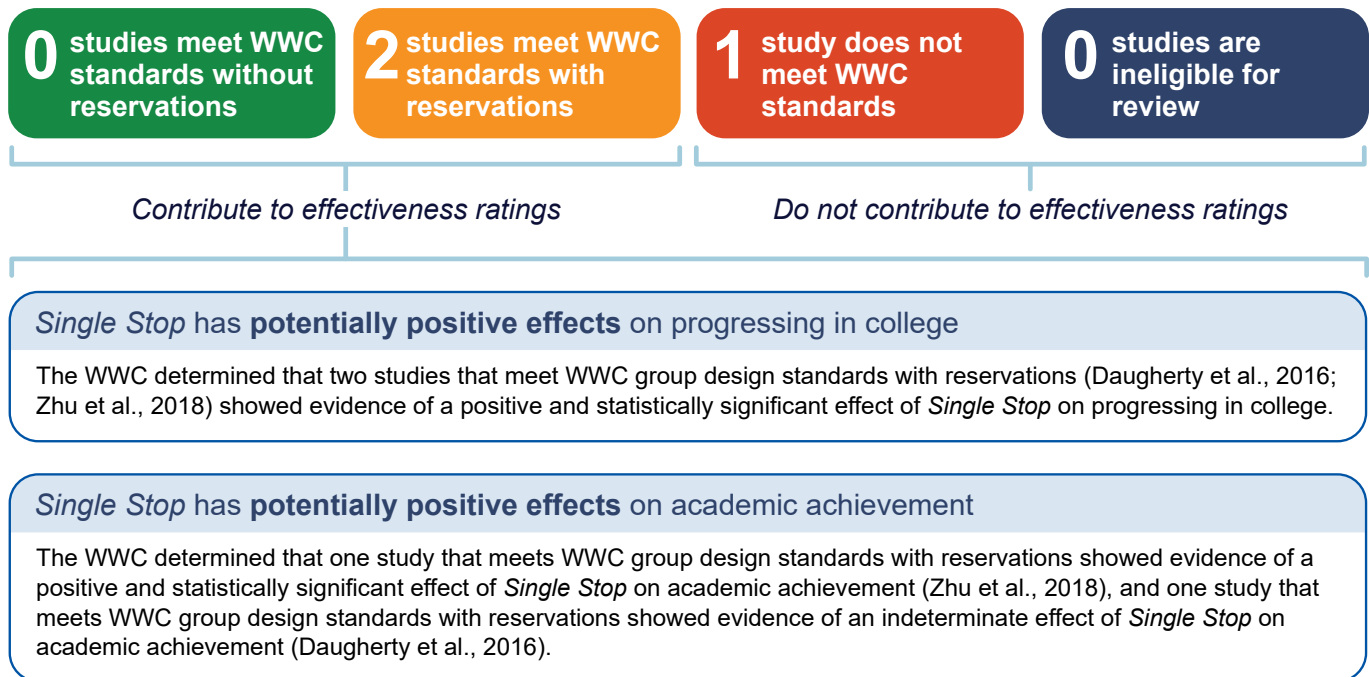
The WWC reviews findings on the intervention's effects on eligible outcome domains from studies that meet standards, either with or without reservations. Based on this review, the WWC generates an effectiveness rating, which summarizes how the intervention impacts, or changes, a particular outcome domain. Findings from studies that either do not meet WWC standards or are ineligible for review do not contribute to the effectiveness ratings. The WWC reports additional supplemental findings, such as

persistence in college after one term, on the WWC website (<https://whatworks.ed.gov>).

These supplemental findings and findings from studies that either do not meet WWC standards or are ineligible for review do not contribute to the effectiveness ratings.

The two studies of *Single Stop* that meet WWC group design standards reported findings on progressing in college and academic achievement. No other findings in the studies meet WWC group design standards within any outcome domain included in the Supporting Postsecondary Success topic area.⁴ Citations for the three studies reviewed for this report are listed in the References section, which begins on page 10.

Figure 1. Effectiveness ratings for *Single Stop*



Main Findings

Table 4 shows the findings from the two *Single Stop* studies that meet WWC standards. The table includes WWC calculations of the mean difference, effect size, and performance of the intervention group relative to the comparison group. Based on findings from the two studies that meet WWC standards, the effectiveness rating for progressing in college is *potentially positive effects*, indicating

evidence of a positive effect with no overriding contrary evidence. These findings are based on 10,231 students. The effectiveness rating for academic achievement is *potentially positive effects*, indicating evidence of a positive effect with no overriding contrary evidence. These findings are based on 10,213 students.

Table 4. Findings by outcome domain from studies of *Single Stop* that meet WWC standards

Measure (study)	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
College-level credits earned after 2 semesters	First-time college students	9,621	17.90 (8.60)	17.50 (8.60)	0.40	0.04	+2	.07
One-year persistence (%)	First-time college students	9,621	54.90	51.80	3.10	0.08	+3	< .01
Outcome average for progressing in college (Daugherty et al., 2016)^a					0.06	+2	Statistically significant	
Three-year persistence (%)	First-time college students	610	25.40	15.80	9.60	0.36	+14	<.01
Outcome average for progressing in college (Zhu et al., 2018)^b					0.36	+14	Statistically significant	
Outcome average for progressing in college across all studies					0.21	+8		
Percentage of attempted college credits that were completed	First-time college students	9,621	78.70	78.70	0.00	0	0	.80
Outcome average for academic achievement (Daugherty et al., 2016)^a					0	0	Not statistically significant	
Percentage of attempted college credits that were completed	First-time college students	592	52.80	46.50	6.30	0.18	+7	.03
Cumulative GPA	First-time college students	526	2.59	2.41	0.18	0.16	+7	.05
Outcome average for academic achievement (Zhu et al., 2018)^b					0.17	+7	Statistically significant	
Outcome average for academic achievement across studies					0.08	+3		

Notes: For mean difference and effect size values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). An indicator of the effect of the intervention, the improvement index can be interpreted as the expected change in percentile rank for an average comparison group student if that student had received the intervention. For example, an improvement index of +8 means that the expected percentile rank of the average comparison group student would increase by 8 points if the student received *Single Stop*. A positive improvement index does not necessarily mean the estimated effect is statistically significant. Some statistics may not sum as expected due to rounding.

^a Daugherty et al. (2016) did not require corrections for clustering nor difference-in-differences adjustments. A correction for multiple comparisons was needed for progressing in college but did not affect whether any of the contrasts were found to be statistically significant. Adjusted group means for all outcomes presented here were provided in response to an author query. The p-values for college-level credits earned after 2 semesters and the percentage of attempted college credits that were completed were calculated by the WWC. The study is characterized as having a positive effect on progressing in college because the estimated effect is positive and statistically significant. The study is characterized as having indeterminate effects on academic achievement because the estimated effect is not statistically significant.

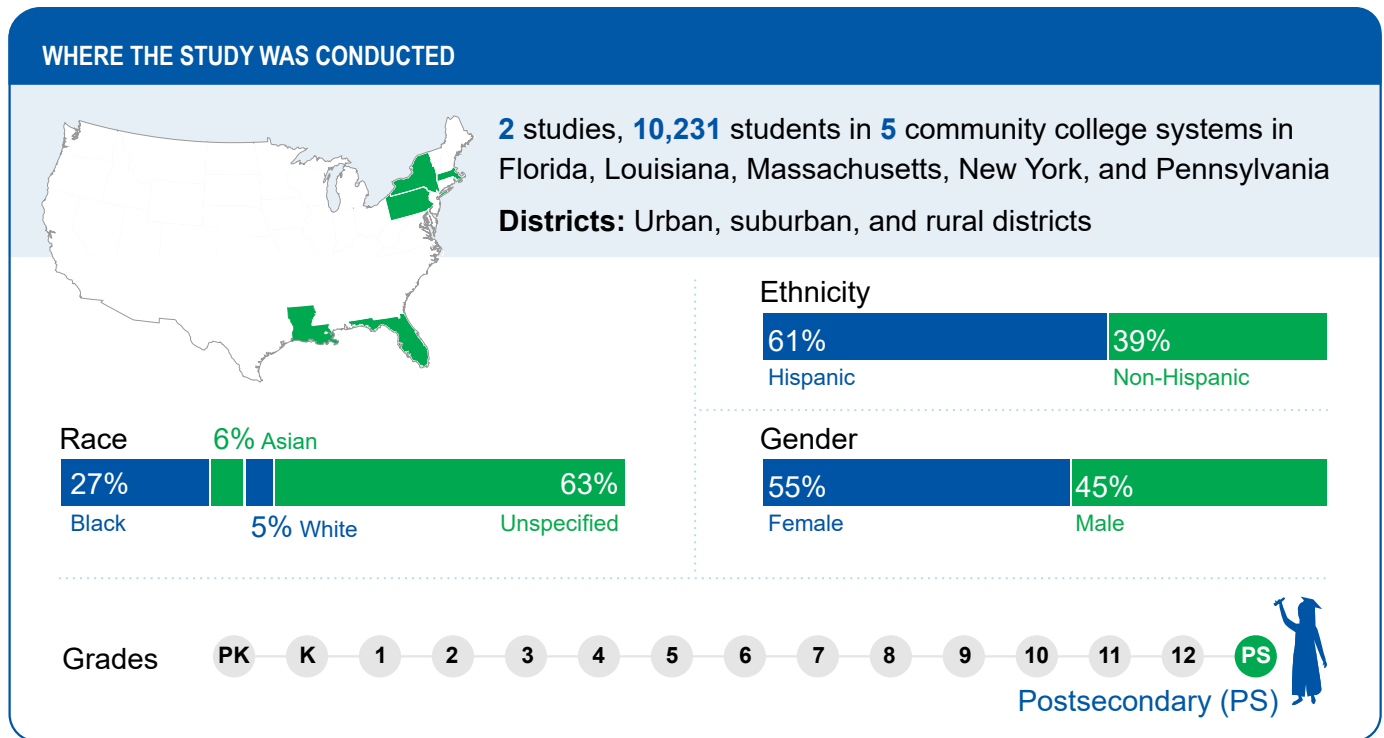
^b Zhu et al. (2018) did not require corrections for clustering, multiple comparisons, nor difference-in-differences adjustments. Effect sizes and p-values were reported by the authors. Although authors did not report standard deviations of academic achievement outcomes in the original study, they did report the effect size using the Hedges' g formula and conducted a Benjamini-Hochberg correction for multiple comparisons. The study is characterized as having a positive effect on progressing in college and academic achievement because the estimated effects are positive and statistically significant.

For more information, please refer to the WWC Procedures Handbook, version 4.0, page 22.

In What Context Was *Single Stop* Studied?

The following section provides information on the setting of the two studies of *Single Stop* that meet WWC standards, and a description of the participants in the research. This information

can help educators understand the context in which the studies of *Single Stop* were conducted, and determine whether the program might be suitable for their setting.



Details of Each Study that Meets WWC Standards

This section presents details for the studies of *Single Stop* that meet WWC standards. These details include the full study reference, findings description, findings summary, and description of study characteristics. A summary of domain findings for each study is presented below, followed by a description of the study characteristics. These study-level details include contextual information about the study setting, methods, sample, intervention group, comparison group, outcomes, and implementation details. For additional information, readers should refer to the original studies.

Research details for Daugherty et al. (2016)

Daugherty, L., Johnston, W.R., & Tsai, T. (2016). *Connecting college students to alternative sources of support: The Single Stop Community College Initiative and postsecondary outcomes*. Santa Monica, CA: RAND Corporation. Retrieved from <https://eric.ed.gov/?id=ED570946>

Findings from Daugherty et al. (2016) show evidence of a statistically significant positive effect of *Single Stop* on progressing in college. The study showed evidence of an indeterminate effect on academic achievement (Table 5). These findings are based on an outcome analysis that includes 9,621 students.

Table 5. Summary of findings from Daugherty et al. (2016)

Outcome domain	Sample size	Meets WWC group design standards with reservations		
		Study findings		
		Average effect size	Improvement index	Statistically significant
Progressing in college	9,621 students	0.06	+2	Yes
Academic achievement	9,621 students	0	0	No

Table 6. Description of study characteristics for Daugherty et al. (2016)

WWC evidence rating	Meets WWC Group Design Standards With Reservations. This is a quasi-experimental design (QED) with baseline equivalence established on the analytic sample. ⁶ For more information on how the WWC assigns study ratings, please see the WWC Procedures and Standards Handbooks (version 4.0) and WWC Standards Briefs , available on the WWC website.
Setting	The study took place at eleven community college campuses: Bunker Hill Community College, six City University of New York (CUNY) campuses, Delgado Community College, and three Miami Dade College campuses.
Methods	The study used a quasi-experimental design that included a sample of students enrolled at 11 community college campuses in fall 2014. Participants in the <i>Single Stop</i> and comparison groups were drawn from the <i>Single Stop</i> database and administrative records from each institution. Students who participated in <i>Single Stop</i> were matched to students who did not receive the intervention using Coarsened Exact Matching. The matched comparison group was constructed using data on gender, age, race/ethnicity, campus of attendance, household income, financial aid receipt, high school GPA, dependency status, dependents, and whether the students were in college for the first time. Students were placed into strata based on these variables, and then multiple comparison students were matched to each student in the intervention group within each strata. <i>Single Stop</i> students were given a weight of one and comparison students within strata were given proportional weights so the sum of their weights added to one.
Study sample	<p>The analytic sample includes 2,477 students in the intervention group and 7,144 students in the comparison group. All students were freshmen attending college for the first time.</p> <p>The analytic sample included 56 percent females and had an average age of 20 years old. Five percent of the students were White, 24 percent were Black, six percent were Asian, and 64 percent were Hispanic. Eighty-three percent of students received financial aid, and their average household income was \$27,865. Forty percent of students were the first in their families to attend college.</p>
Intervention group	Campuses that implemented <i>Single Stop</i> were expected to establish and run the intervention according to the program requirements set out in <i>Single Stop</i> 's site manual. Students who entered a <i>Single Stop</i> office met with a site coordinator who conducted a needs assessment and collected data to register the student in the program's case management system. Site coordinators then connected students to services and benefits for which they were eligible. This included benefit screening and application support, tax preparation services, financial counseling, legal services, and referrals to wraparound services. Wraparound services might include immigration consultations; mental health counseling; resources for housing, food, taxes, child care, or textbooks; and financial and legal services. <i>Single Stop</i> services were also available to families of enrolled students. The percentage of students who opted to use <i>Single Stop</i> services ranged from 5.7 percent in Delgado Community College to 22.9 percent in Miami Dade College.
Comparison group	Comparison students were eligible but did not receive <i>Single Stop</i> services. They were free to access other campus services and public benefits.
Outcomes and measurement	<p>Study authors reported findings on three outcome measures that are eligible for review under the Supporting Postsecondary Success topic area. These outcomes are from the 2014-2015 academic year. Two eligible outcomes were in the progressing in college domain: college-level credits earned after two semesters and one-year persistence. One eligible outcome was in the academic achievement domain: the percentage of attempted college credits that were completed.</p> <p>The study also reported findings for one-term persistence. A summary of these findings is available on the WWC website (https://whatworks.ed.gov). The supplemental findings do not factor into the intervention's rating of effectiveness.</p> <p>Other findings were included in the study that were not eligible in the Supporting Postsecondary Success topic area, including credits attempted.</p>
Additional implementation details	Implementation was funded under a Social Innovation Fund grant provided by the Corporation for National and Community Service to New Profit, an organization that provides financial support to <i>Single Stop USA</i> . In summer 2014, the national <i>Single Stop</i> office provided additional training to institutions that participated in the study to ensure that benefits screening and referral data were being collected in a standard fashion.

Research details for Zhu et al. (2018)

Zhu, J., Harnett, S., and Scuello, M. (2018). *Single Stop final impact and implementation report*. New York: Metis Associates. Retrieved from https://www.metisassociates.com/wp-content/uploads/2020/03/Metis_09-18_Single_Stop_Final_Impact_and_Implementation_Report.pdf

Findings from Zhu et al. (2018) show evidence of statistically significant positive effects of *Single Stop* on progressing in college and academic achievement (Table 7). These findings are based on an outcome analysis that includes 610 students.

Table 7. Summary of findings from Zhu et al. (2018)

		Meets WWC group design standards with reservations		
		Study findings		
Outcome domain	Sample size	Average effect size	Improvement index	Statistically significant
Progressing in college	610 students	0.36	+14	Yes
Academic achievement	592 students	0.17	+7	Yes

Table 8. Description of study characteristics for Zhu et al. (2018)

WWC evidence rating	Meets WWC Group Design Standards With Reservations. This is a quasi-experimental design (QED) with baseline equivalence established on the analytic sample. ⁶
Setting	The study took place in the Community College of Philadelphia (CCP), a community college that serves over 28,000 students.
Methods	Among the 1,152 CCP students served by <i>Single Stop</i> between May 2014 and May 2015, 367 were attending college for the first time and the remaining 785 had previously enrolled in college. Of the 367 eligible students in the intervention group, study authors formed 305 matched comparison pairs using propensity score matching. The full set of matching variables included student baseline characteristics such as age, gender, race/ethnicity, full/part time enrollment status, marital status, financial aid receipt, student loan receipt, first generation to attend college, 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, FAFSA filing status, FAFSA financial dependency status, FAFSA personal income, FAFSA household income, prior cumulative GPA and prior cumulative credits passed. Propensity score matching was conducted for each outcome using a nearest neighbor method with a caliper of .25 standard deviations, and matching was done without replacement. Outcome data were collected for the spring and fall 2017.
Study sample	<p>The analytic sample for the three-year persistence outcome included 305 students in the intervention group and 305 students in the comparison group. The analytic sample for the percentage of attempted college credits that were completed outcome included 296 students in the intervention group and 296 students in the comparison group. The analytic sample for the grade point average outcome included 263 students in the intervention group and 263 students in the comparison group. All students were attending college for the first time.</p> <p>The sample included about 72 percent Black students and eight percent Hispanic students. About 39 percent were full time, while the remaining were part-time students. About 36 percent of students were the first in their families to attend college, and about 70 percent of students received student loans. The average student age at baseline was 26 years old and 46 percent were female.</p>
Intervention group	<i>Single Stop</i> provided students with five major services, including benefits screening and application assistance, tax preparation services, financial counseling (launched May 2014), legal assistance (launched June 2014), and immigration consultations (launched fall 2014). All intervention students received at least one of these five services during the study period. Students who received benefits screening met with <i>Single Stop</i> staff to determine what government benefits they were eligible for and received help applying for those benefits. These benefits included health insurance, food stamps, cash assistance, unemployment, child care, WIC, and Social Security funds, among other supports.
Comparison group	All students at CCP were eligible to receive <i>Single Stop</i> services. Comparison students did not receive <i>Single Stop</i> services during the study period, but they were free to access other campus services and public benefits.
Outcomes and measurement	<p>Study authors reported findings on three outcome measures that are eligible for review under the Supporting Postsecondary Success topic area. These outcomes are from spring 2017 and include one outcome in the progressing in college domain: three-year persistence. Two outcomes were in the academic achievement domain: the percentage of attempted college credits that were completed, and cumulative GPA.</p> <p>The study also reported findings from fall 2017 for persistence through year 4 (progressing in college domain), the percentage of attempted college credits that were completed, and cumulative GPA (academic achievement domain). A summary of these findings is available on the WWC website (https://whatworks.ed.gov). The supplemental findings do not factor into the intervention's rating of effectiveness.</p>
Additional implementation details	Implementation was funded under a Social Innovation Fund grant provided by the Corporation for National and Community Service to GreenLight Fund, an organization that provides financial support to <i>Single Stop USA</i> . <i>Single Stop</i> had support from CCP administrators, which allowed it to be integrated into the college community.

References

Studies that meet WWC group design standards

None

Studies that meet WWC group design standards with reservations

Daugherty, L., Johnston, W.R., & Tsai, T. (2016). *Connecting college students to alternative sources of support: The Single Stop Community College Initiative and postsecondary outcomes*. Santa Monica, CA: RAND Corporation. Retrieved from <https://eric.ed.gov/?id=ED570946>

Additional source:

Goldrick-Rab, S., Broton, K., and Frank, V.M. (2014). *Single Stop USA's Community College Initiative: Implementation assessment*. Madison, WI: Wisconsin Hope Lab. Retrieved from <https://hope4college.com/wp-content/uploads/2018/09/SSUSA-Implementation-Assessment.pdf>

Zhu, J., Harnett, S., & Scuello, M. (2018). *Single Stop final impact and implementation report*. New York: Metis Associates. Retrieved from https://www.metisassociates.com/wp-content/uploads/2020/03/Metis_09-18_Single_Stop_Final_Impact_and_Implementation_Report.pdf

Study that does not meet WWC group design standards

Wirt, J.A. (2017). *Assessing resources of Single Stop: A mixed methods study on GPA, retention, and student stress at a North Carolina community college* (Publication No. 10685929) [Doctoral dissertation, University of Wingate]. ProQuest Dissertations Publishing. The study does not meet WWC group design standards because equivalence of the analytic intervention and comparison groups is necessary and not demonstrated.

Studies that are ineligible for review using the Postsecondary Success Protocol

None

Recommended Citation

What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (November 2020). *Single Stop USA's Community College Initiative*. Retrieved from <https://whatworks.ed.gov>.

Endnotes

- ¹Bureau of Labor Statistics. (2018). Measuring the value of education. Washington, DC: Author. Retrieved from <https://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm>
- ²The descriptive information for this intervention comes from the developer's website, from the studies that meet WWC standards, and from an implementation study by Goldrick-Rab, Broton, & Frank (2014). The What Works Clearinghouse (WWC) requests developers review the intervention description sections for accuracy from their perspective. The WWC provided the developer with the intervention description in April 2020 and the WWC incorporated feedback from the developer. Further verification of the accuracy of the descriptive information for this intervention is beyond the scope of this review.
- ³The literature search reflects documents publicly available by February 2020. Reviews of the studies in this report used the standards from the WWC Procedures and Standards Handbook (version 4.0) and the Supporting Postsecondary Success review protocol (version 4.0). The evidence presented in this report is based on available research. Findings and conclusions could change as new research becomes available.
- ⁴The effects of *Single Stop* are not known for other outcome domains within the Supporting Postsecondary Success topic area, including college enrollment, college attendance, postsecondary degree attainment, credential attainment, employment, and earnings.
- ⁵WWC reviewers were able to establish baseline equivalence on all eligible outcomes based on additional data provided by the author in response to a WWC author query.
- ⁶WWC reviewers were able to establish baseline equivalence on all spring 2017 outcomes. Additional outcomes were available for fall 2017 that are reported as supplemental findings.