

## **Feasibility Study for Evaluation of One Million Degrees/Chicago Housing Authority Partnership to Support Students in City Colleges of Chicago**

### *FINAL REPORT*

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### **Overview**

The Chicago Housing Authority (CHA), One Million Degrees (OMD), and the City Colleges of Chicago (CCC) are partnering to help more public housing residents matriculate into the City Colleges and successfully attain credentials and/or degrees. This effort builds on the Partners in Education (PIE) program operated by CHA for more than a decade.

This feasibility study assesses the current PIE program, including its relationship to the current OMD program, to examine the formation of the upcoming expansion. As requested, this report focuses on five domains: program maturity, program impact, program participation, data, and evaluation acceptability. We consider ways to strengthen the new program and prepare for rigorous evaluation, and also offer recommendations for next steps.

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## Methodology

The conclusions in this report are based on qualitative and quantitative data, including two site visits in January and February 2019. Those visits included interviews with the following 43 individuals:

- 19 PIE students and three CCC students, all of whom attended an information session about PIE. More than 80% were women, nearly all were African American, and most were in their 30s and had children. Several had significant physical disabilities and a few said they had experienced domestic violence. Nearly all were ineligible for Title IV financial aid (due to SAP violations or lifetime limits) and almost all were enrolled in CCC part-time.
- Three CHA Education Navigators and five CHA case managers, all of whom work for PIE and other CHA education programs, and interact daily with current and potential CCC students who reside in CHA housing;
- Three administrators who oversee and operate PIE; two working for CCC and one working for CHA;
- Five OMD program coordinators who work directly with students;
- Three OMD program administrators;
- Two CCC administrators.

In addition, we observed a PIE information session, examined administrative data provided by CCC and CHA, and reviewed documents provided by all partners.

## Program Maturity

### *Partners in Education*

PIE is more than 10 years old and has a coherent program model in place, including standard operating procedures, backed by a strong theory of change. The program supplements financial aid provided by CCC, filling in gaps in tuition and fees, costs of books and supplies, and uniforms where they exist. For example, a participant we interviewed who is working on an associate degree in Applied Sciences of Baking and Pastries had to purchase a \$400 knife, a \$250 textbook, and a uniform. PIE also provides summer tuition.

It is uncommon to offer this type of support to students who are ineligible for financial aid, often because they did not meet Satisfactory Academic Progress (SAP) standards or because they have reached their lifetime aid limit. As a participant noted, “It is a blessing to be able to go to school without being able to get any financial aid and still not have to worry about paying for books.” It is also unusual to provide summer tuition. Compared with many other financial aid programs (including the Pell Grant), PIE serves a more academically vulnerable and diverse population.

### *One Million Degrees*

OMD has an established coaching program that is proving efficacious in an ongoing, randomized trial led by Urban Labs. While most college coaching programs focus on high school students or are devoted to students at four-year colleges, OMD serves community college students and has some experience working with public housing authorities.

### *Joint Program*

As of February 2019, there is not yet a coherent joint program in place through which OMD serves PIE participants, but over the current academic year one is being developed. Leaders are working together to figure out the terms of that program, and in particular to refine the existing OMD program to ensure that it can and will support PIE participants. The relationship between partners is clearly stable. The almost entirely female leadership teams communicate well, coordinate their progress, articulate shared goals, and work through problems and opportunities together. Their relationships are positive and friendly, and the fact that they are willing to share their different perspectives openly and honestly is a testament to that.

Since there is not yet a joint program in place, it is difficult to assess if the program will be staffed and resourced appropriately. Program staffing on the PIE side is fairly limited and some staff indicate that it may affect program accessibility. However, the limited CHA staff allotted to PIE are vocally and strongly committed to the program, and are respected and liked by the PIE participants. This stands out as quite unusual, in our experience.

The OMD staff are experienced at coaching, though they have not coached many CHA students, let alone those in the PIE program. They described a fairly heavy current workload and an awareness of their limited background coaching students facing role conflicts (studying while also working and parenting), academic issues (lower grades), and lengthier enrollments (attending school part-time). One OMD staff member stated, “We are really not sure how to work with part-time students...and returning students.”

As discussed later in this report, OMD staff articulated a need for more support and professional development to prepare to work with PIE students. It may be especially important to ensure that a students’ busy schedule and multiple roles in life are not interpreted to mean that they lack commitment to college or interest in support offered by OMD.

The composition of program staff is another consideration. CHA's frontline staff is predominately African American, while OMD's frontline staff is a more diverse mix, but still mainly people of color. Staff from both CHA and CCC, as well as PIE participants, expressed a strong interest in ensuring that OMD staff working with PIE have experience attending CCC and/or living in public housing. This is experienced possessed by nearly all of CHA's frontline staff. There was also a desire to ensure that "coaches look like the students they support."

In terms of program resources, the PIE program has sufficient funding to continue to provide the financial benefits it now offers students and has room to expand. CHA staff, however, face constraints on their time and indicated the importance of helping students get guidance from OMD staff.

## **Program Impact**

### *Partners in Education*

By delivering substantial monetary support above and beyond the standard financial aid package at CCC, the existing PIE program offers a sufficient contrast to the status quo. Table 1 provides examples of the benefits offered to PIE participants as compared with CHA residents attending CCC without PIE. These benefits may reach \$5,000 per student per year. Full-time students who are not receiving financial aid but have substantial expenses for books and supplies receive the most financial support. Students already receiving financial aid typically benefit primarily from summer tuition support or books and other expenses not fully covered by the Pell Grant. This tends to add up to \$1,000–\$1,300 in costs for PIE.

CHA uses an appeal essay from the student and a degree audit from CCC to evaluate how many courses remain and estimate the prospective cost to the PIE program prior to pledging support. Many participants are ineligible for aid because they did not meet the SAP standard associated with federal aid. These participants often require one to four courses until they can raise their GPA to at least a 2.0 in order to

regain financial aid eligibility. Other participants are ineligible for aid because they have exceeded the lifetime limit on federal aid. These students typically need four to 10 additional courses to complete their degrees. Finally, participants who possess a previous degree but need retraining may receive PIE support for up to 10 courses to receive a certificate; they cannot receive support for an associate degree.

The PIE program is therefore offering substantial financial benefits to its participants, reducing the annual price of college by \$1,000 or more. Researchers tend to find that price reductions of this magnitude are associated with higher rates of retention and degree completion.<sup>2</sup> In addition to the evident benefits of price reductions, PIE students are expressly not allowed to accept additional loans. Thus, it is highly likely that overall debt is lower for PIE students.

**Table 1. PIE Program Experience vs. Status Quo**

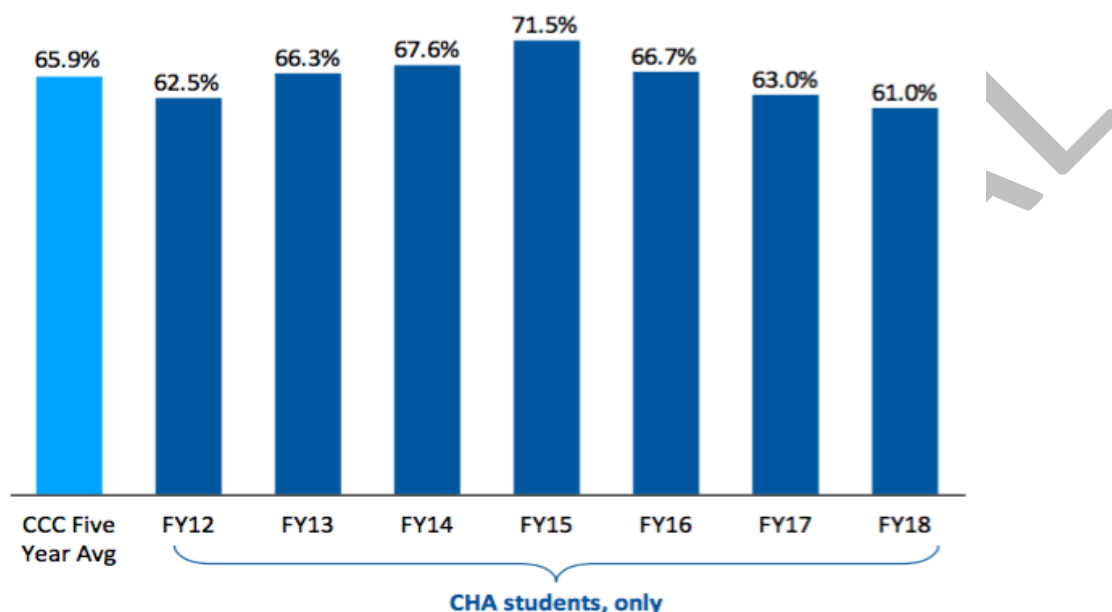
Student	Status Quo	PIE Experience
A: Eligible for financial aid (typically Pell Grant)	Tuition and fees are covered; other academic expenses sometimes covered.	Typically \$1,000–\$1,300 in additional support
B: Ineligible for financial aid	Nothing covered	Tuition, fees, books, supplies, and uniforms are covered, up to \$5,000

Figure 1 shows that retention rates of PIE participants are similar to those for CCC students overall, despite the fact that PIE participants have some characteristics associated with lower rates of academic success (see the later section on Program Participation).

<sup>2</sup> For example, see this recent study on impacts of tuition reductions at Michigan community colleges. <https://sites.google.com/view/rileyacton/research>

**Figure 1.**

### Fall to Spring Retention Overall and among CHA Students, by Year



*Note: Figure provided by CCC; here, CHA students are PIE participants, per CHA.*

### One Million Degrees

OMD also provides considerable value-added to the CCC students it coaches. The program delivers academic, personal, professional, and financial support to nearly 800 students attending 10 community colleges across Chicago and suburban Cook County. Full-time program coordinators are embedded at community colleges and serve caseloads of approximately 60 students each. These “OMD Scholars” are also matched with a volunteer coach for personal and career guidance. Some students are coached weekly, others monthly, in addition to participating in ongoing activities.

OMD is in the third year of a randomized, controlled trial led by the University of Chicago Urban Labs. Preliminary results from the second year indicate that OMD Scholars are significantly outpacing their peers in the control group in the areas of college enrollment, full-time enrollment, and persistence. The magnitude of these

findings is larger for the second study cohort than the first, and are larger than the first-year findings from MDRC's evaluation of the CUNY ASAP program, the community college student success model most closely related to OMD's in terms of program design.

### *Joint Program*

Interviews with frontline workers and participants suggest several key strengths of the current PIE program that could be built upon in the joint program, as well as some areas for improvement. The positive feelings that program participants express seem to have a lot to do with the offer of "grace" when it comes to their financial support and academics. PIE program leaders effectively offer second chances to participants for a semester, while also clearly conveying the need to take responsibility for their performance and improve over time.<sup>3</sup> As one CHA staff member explained:

"Well, we say we are not case managers, we are not counselors, but we—through this process—are providing some really tight guide rails to say, 'Okay, great, like you failed out once before, you are going to need two classes. Take them both and pass them both and we will give you the next semester.'"

Program participants also report that the application is explained well, both in written and verbal form, and complemented by informational sessions that the students who opt into the program seem to value and appreciate. One woman described what she learned:

"I went down to orientation and the presentation was just so breathtaking and beautiful and I was startled....Everything was broken down where you can

<sup>3</sup> Several participants we spoke with sought consideration of an extended grace period for those with pre-specified extenuating circumstances, including severe disabilities and domestic violence. They feel staff do not currently have sufficient room to use judgment in relaxing requirements for those circumstances.



understand it, like, as far as the programs and what Partners in Education covers. And how they care about you and they will work with you....She was saying that each person there, they pay attention to you. Like anytime you need somebody, they are always there, which is cool. Then it was like, 'you don't have to worry about the financial aspect. If you do your part, we will do our part.'”

The application process is also generally fast, with students reporting few hiccups in that process. This appears to be at least in part because students are encouraged to fill out their information immediately at the information session and then go straight to the financial aid office.

Yet there remains room for improvement. While some students find the informational session useful, other prospective program participants do not make it to or through the session (for more information see the *Joint Program-Outreach* section below).

Participants would also like to turn to each other for support via peer networking, and would welcome opportunities to get together quarterly to share their experiences and also exchange tips on how they cover expenses (e.g. internet, transportation) and navigate their colleges.

PIE participants express a strong desire for more navigational and one-on-one support, and are eager to be coached. In order to support participants in the joint program, OMD will need to be prepared to support students who are most often returning to college, rather than entering college for the first time. Some of these individuals will have negative prior academic experiences to overcome. In addition, the majority of the students OMD will coach in the new program will be part-time rather than full-time, and thus experiencing greater role conflict and stress. Part-time students are often part-time for a reason. Many PIE participants spoke of being part-time because of the need to juggle work and childcare, and some said they simply could not handle more academic work given their current skill levels. They feel stigmatized at CCC for “only” taking a few courses at a time, and worry that they receive less support from CCC and CHA than they feel they need and/or deserve.

PIE participants repeatedly expressed a desire for coaches who have experienced life in City Colleges and public housing, and noted that male students often benefit from male coaches.

CHA frontline workers emphasized that it is important for coaches to go to students, and not simply wait for them to come forward. In particular, they emphasized the need for home visits. While they feel that the on-campus presence of OMD will be useful, they feel that coaches should take advantage of the opportunity to visit students in public housing and collaborate with community partners to knock on doors. They find that email and texting is insufficient, and a joint effort with FamilyWorks could allow OMD coaches to visit PIE participants at their homes and speak with them for a short period of time, mainly in their doorways. This effort might be targeted to participants who are not attending classes or are otherwise unresponsive.

## Program Participation

### *Student Characteristics: PIE and OMD*

The CCC student body is large and diverse, consistent with urban community colleges around the nation. The PIE program and OMD currently serve segments of that population that are largely distinct from one another. While participation in PIE is primarily restricted based on whether students are CHA residents, OMD requires that students attend full time, have a 2.0 GPA or better, and be Pell-eligible or a STAR recipient. As a result, PIE participants have characteristics associated with lower-than-average graduation rates, while OMD participants have characteristics associated with higher-than-average graduation rates.

Fully 82% of PIE participants are female, compared with 58% of CCC students overall. Similarly, PIE participants are overwhelmingly African American, 90% compared with 29% for CCC students overall. The typical PIE participants is an African American woman in her late 20s or 30s with at least one child.<sup>4</sup> She may never have worked

<sup>4</sup> The profile in this section is a composite based on interviews.

outside the home, and if she did her experience was unstable. She has also had difficulty with college, attempting courses one or more times but not reaching the finish line. She often says “it didn’t happen for me” because of childcare availability, too little money, or not enough time. She is returning to CCC to get a credential, and hopes after that “long road” the PIE program will offer sufficient financial support to make that possible. It is likely that she no longer has access to financial aid (as one CHA staff member put it, “that’s our niche—students returning to college, have below a 2.0, and need some classes to start and work to regain access to aid”). She wants to become an early childhood teacher or a human resources specialist or a medical assistant and dreams of a “job with benefits” that pays “some real money.” And she is determined:

“You have to keep going regardless of what people say. They're going to talk, but it's up to you to listen to the positive because people are taking bets on when you are going to quit....I know I can do this because I have people in this program that believe in me enough to pay for this program, this is how they spent their money. Let me go ahead and make them proud. That's the way I look at it.”

Two-thirds of PIE participants attend part-time, as do 61% of CCC students. More than one in five CCC students and 33% of PIE participants have a GPA of less than 2.0. Indeed, 11% of CCC students and 18% of PIE participants have a GPA of less than 1.0. More than half of CCC students and PIE participants do not receive Pell or STAR. As a result, if the joint program used OMD’s current criteria, just 15% of PIE participants would be eligible.

## Applications: Partners in Education

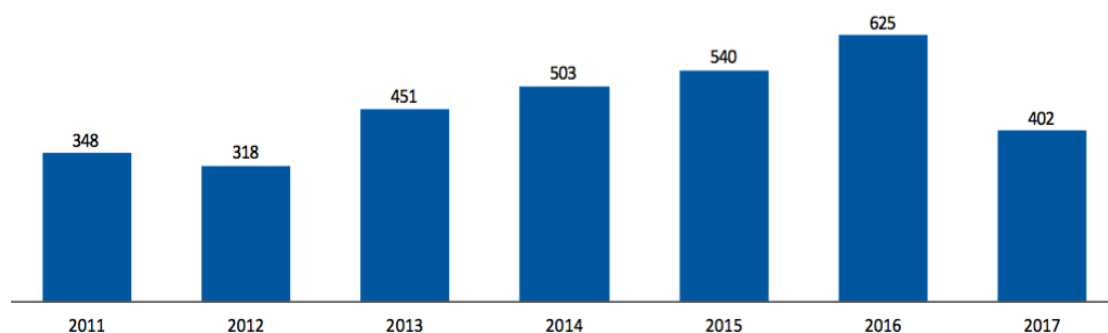
There is substantial, and reportedly growing, interest in PIE among CHA residents. CHA case managers noted that they have seen an uptick in interest in attending college among CHA residents over the last two years.

From 2011 to 2019, there were 5,772 CHA residents who attended at least one PIE information session. From 2012–2015, between 1,000 and 1,200 individuals attended information sessions each academic year; from 2015–2017 that number rose to between 1,200 and 1,400; and in the 2018–2019 academic year, 735 individuals have attended information sessions so far.

From 2011 to 2019, just over 40% (2,428) of the individuals who attended information sessions became PIE participants. Figure 2 displays the number of CHA residents identified by CCC as currently enrolled from 2011 to 2017. After years of growing participation, from a low of 318 in 2012 to a high of 625 in 2016, the number of PIE participants dropped to 402 in 2017. CHA frontline staff and CCC can only speculate as to the causes but some suggest this decline may correspond to reduced staffing capacity, while others point to declining CCC enrollment overall.

**Figure 2.**

Total CHA Enrollment, by Year



*Note: Figure provided by CCC; here, CHA students are PIE participants, per CHA.*

### *Joint Program—Eligibility*

We spoke with all partners about their desired eligibility criteria for the joint program. While they agree on the importance of serving part-time students, and those who are not Pell-eligible or STAR eligible, there are two remaining sticking points: OMD's minimum 2.0 GPA requirement and its three-year graduation requirement. OMD staff indicated that they understood that these criteria are based on an understanding, derived from correlational research, that academic momentum promotes completion. They seek to meet OMD performance standards which are based on completion within 150% of the expected degree timeframe.

Some OMD program coordinators are also concerned that students with low GPAs require substantial academic tutoring that neither OMD nor CCC are prepared to offer. Finally, several OMD program coordinators voiced a concern that they may not have the skills required to help part-time students stay in college.

On the other hand, those program coordinators emphasized that they often find that students deemed "low touch" are more assertive and ask for help more often. "High touch" students, classified by OMD based on their anticipated need for more support, tend to seek less time from the staff members. Reaching these students necessitates more extensive outreach by OMD staff than is typical in the current program.

CCC staff stressed that increasing overall community student success requires reaching those on a slower track to graduation and those with lower grades. CHA staff, including the Education Navigators and case managers who work with PIE participants, agree that it is important to adapt supports to benefit part-time students. They also stated that the timeframe goal for completion should be four years rather than three. They emphasized that a student's GPA does not necessarily reflect their abilities or skills. As one Navigator put it, "a student's grades can reflect a mismatch with teaching styles used by the college, the sorts of assignments given, the types of classes they are taking, the need for support with better study habits, or time management challenges." In other words, it may be possible for OMD program coordinators to help improve grades even when academic tutors are not available.

### *Joint Program—Outreach*

There are some gaps in current PIE program outreach efforts that could be improved with a joint program. Many students say that they found the program by happenstance, and too many do not find it at all. One student discovered the program on a flyer in a CHA waiting area, some found it on the CHA's website, and several others read about it in a CHA newsletter, which not all residents claim to read. Others heard about it from case managers or friends. No one said they remembered getting a flyer delivered to their homes, being called by CHA or CCC, or learning about the program from a CCC staff member. Most participants clearly enrolled in CCC *only because* of the program and would not be attending CCC otherwise.

#### **Meet Salina, A Prospective PIE Participant**

**Salina** is in her early 20s. She went to Western Illinois University right out of high school and did not know about the PIE program. She admits that her mom could have gotten information about it in the mail but not said anything because her mom did not attend college and would now know what the program was. Salina recommends that the program send info directly to teens for this reason.

Salina was in her second year of college when she learned about the program in a CHA office during a required session. She used the program to take summer courses and liked it. In fact, she found she liked CCC better than university and felt the material taught was more practical. "If I had known about this program I would have come to City Colleges first and then transferred," she said.

But then Salina got pregnant and stopped out of college. Her daughter is now one year old and Salina wants to finish her degree. She says it is "time to move on." She returned to another information session to get back into the program and complete a degree at CCC. She says, "If they are willing to help and it's free why not?" She is also encouraging her younger sister in high school to participate in the program.

Outreach could be substantially improved by capitalizing on the administrative data CCC and CHA already have and use. For example, additional outreach efforts could involve CCC sending information to its students based on evidence that they need financial support (e.g. they SAP'd out or timed out). Most effectively, CCC could identify potentially eligible students through their college applications, an option which partners are exploring. CHA could send information about PIE to its residents with children aged 15–35, and emphasize support for summer courses and eligibility even when financial aid is no longer available.

Males are notably in the minority among PIE participants. Of course, they are also under-represented in public housing and in CCC, but the PIE participants suggested that there are other reasons men do not join the program as often. They recommended that program materials be revised to include more pictures of men. They also suggested that descriptions of available programs offer accessible names of vocational certificates and emphasize that a high school diploma is not required to join the program. A clear indication of whether students with criminal records may participate in the program would also be useful.

After students learn of the program, they are required to attend an information session offered at campuses throughout the city and at multiple points during the semester. As noted earlier, many students find this useful. However, like the GPA criteria, it appears to serve as a barrier to participation. Frontline workers at CHA reported that residents have difficulty making it to the pre-scheduled sessions and arriving on time. The common belief, reportedly enforced by written materials, is that the doors are locked as the session starts. Individuals therefore believe that there is no point showing up late and, if a bus or train is delayed, may forgo program participation until a later information session fits into their schedule, or miss out entirely. In the information session we observed, at least one person arrived after the session began and the door did not appear locked.

Participation in PIE might be broadened by also making the information sessions available online. Currently, some CHA residents who do not live in Chicago (i.e. they are away at a university) are allowed to participate online and communicate questions

via a chat. However, while CHA case managers suggested offering that option to everyone, they also recommended adding requirements to ensure that students digest the material offered, perhaps through a quiz.

### **Meet Janice, A Prospective PIE Participant**

**Janice** is in her early 40s and has four children, aged 7 to 22. She first enrolled in Malcolm X College in her early 20s when her oldest daughter was three years old. That child is about to have a child of her own. The first time Janice tried college, she took a few courses and then stopped out. She found a job as a laborer with the city water treatment plant and it paid well (she was making \$80,000 a year in 2018), so she did not seek to finish the degree. But she kept taking classes from time to time. She participated in the PIE program three times to pay for courses, but twice she didn't meet the terms/rules and ended up having to pay for the classes out of pocket. In April 2018 she was laid off and has been unable to find another job that pays as much. She is currently working as a home health aide, it pays badly, and she is gaining weight as it is less strenuous than the labor job.

Janice wants to finish her associate degree and move ahead to a bachelor's degree. While in the past she took a class or two at a time, she now wants to "push it." She was motivated to try again with this program after seeking help from the Heartland Alliance for an issue with her youngest child. She came to a PIE information session to be sure she fills out the paperwork and complies with the rules correctly this time.

Janice thinks that everyone in CHA should be required to enroll in the PIE program to better themselves. While some may view it as "uppity," she thinks education is important.



## Data

The primary administrative data required to assess the joint program outcomes is held by CCC and focuses on students' academic performance and degree information. This information is available from CCC as long as lawyers agree to the terms of an MOU-DUA, and as long as the relevant CCC offices view participation in the evaluation as a priority.

In addition, the following information would be used in assessing how the program's impact varies for different groups of students and what aspects of the program are most important to generating impact:

- Student financial aid eligibility and package information from CCC (PeopleSoft);
- Student application information from CCC (PeopleSoft and Google Docs);
- PIE application information from CHA (Salesforce);
- PIE program information (on resources provided) from CHA (Salesforce);
- Student information file from OMD (Salesforce).

This information could be compiled with the administrative outcome data using a third-party vendor to merge and de-identify the information. The third-party could be a survey firm if additional program outcomes on areas of student wellbeing, including food and housing security and/or health, were to be assessed.

## Evaluation

All partners seek rigorous evaluation of the joint program and understand its importance. They raised a series of questions to be addressed in a study, including:

1. Whom does the program work well for? How do program effects vary based on whether the student has a large, moderate, or small number of barriers upon program entry?
2. How do program impacts vary based on GPA at program entry? Enrollment intensity at entry? Age at entry?
3. How are program impacts moderated by the frequency and type of interactions with coaches? In other words, what is the minimum effective dosage—do coaches need to meet weekly (vs. monthly) to be effective? Does interaction need to go beyond emails to include texting and even home visits? How do the program costs vary based on how coaching is delivered? What is the optimal ratio of coaches to students? (CCC is 500:1, the Education Navigators have 125–150:1, and the CHA caseworkers have 125 families:1, or about 300:1).

OMD is in the midst of a challenging randomized controlled trial (RCT) that requires program coordinators to personally deny services to students. Those individuals do not wish to submit to another RCT of that type. The other partners are comfortable with an RCT, particularly where randomization is used to distinguish PIE program participation from PIE+OMD program participation. There is less comfort with using randomization to distinguish PIE participation from no program participation, which would mean that a CHA resident enrolled in CCC would be denied the supports offered by PIE. However, in the event that demand exceeds supply of PIE supports, partners would be comfortable with randomization.

At this time, however, oversubscription does not exist as program applications are down as noted above (see Figure 2). An alternative form of evaluation using

regression discontinuity was discussed by the partners and the authors of this report. This approach would rely on the use of a clear GPA cutoff for both PIE and PIE+OMD. Unfortunately, it seems it would be logistically difficult and fail to provide answers to key evaluation questions. The analysis would only reveal program impact for students on the margin of the GPA cutoff. In addition, the cutoff is not clean: grace offered by both programs would result in a “fuzzy RD.” This in turn would require much larger sample sizes for estimating program impact than appear to be available.

Partners are aware of this challenge and are friendly towards a form of RCT that places the randomization in CHA’s domain and leaves all students receiving at least some form of support. This effort could include a set-aside of a small number of coaching slots for students handpicked by the partners prior to randomization.

## Recommendations for the Joint Program

We appreciate the transparency and openness with which all of the partners approached the feasibility study, and offer the following recommendations as support for the joint expansion effort.

1. Establish program eligibility criteria that work for CCC students, in general, and PIE participants, in particular. Seek to include as many students as possible and adapt the OMD coaching model to meet their needs. Consider setting a 1.5 cumulative GPA requirement and waiving it if a student has a prior term with a high GPA or has been out of college for a long time.
2. Expand program outreach to include new efforts from all partners. Amend the existing PIE materials to include “supplemental coaching for a limited number of students” and indicate that it is delivered as resources allow. OMD may simply offer those materials to any students from CHA who attend their informational sessions and urge them to apply via CHA, as they will receive additional *financial* support in addition to potential access to coaching. Send program materials to residents’ homes, especially if they have children. Emphasize that full-time college enrollment

will make them lease compliant, as will part-time college enrollment combined with volunteering. Modernize the informational session to include online webinars with quizzes to indicate completion and chat available for Q&A. Examine trends in applications by month to assess improvements.

3. Funnel the joint program's applications via CHA rather than OMD. The current PIE application is unusually well constructed and well received and should be used—it is not clear that modifications are required. Selection of students for OMD support can occur among qualified PIE participants.
4. Further develop the staff of OMD program coordinators to include graduates of CCC and current and former residents of CHA. Train them in strategies to support students with role conflict (time management, prioritization), academic challenges, etc. Practice how to conduct home visits. Pilot the coaching, use student surveys to see how it is going, and iterate.

### **Proposed Next Steps for Evaluation**

As the joint program launches in 2019, partners will begin working more closely together. As the program matures, eligibility criteria and coaching approaches will solidify, and staff will develop their assessments of students' needs and the best ways to provide support. The Hope Center is interested in continuing this feasibility study, assessing that maturity, and offering feedback. Additional data collection might include two more site visits, perhaps in fall 2019 and again in early 2020. Those site visits would include interviews with participants in both the evolved PIE program and the joint PIE+OMD program.

In addition, the Hope Center would like to work with CHA and CCC to examine administrative data on students who attended information sessions but did not participate in PIE and consider their viability for serving as a comparison group.

Together, these efforts would lay the groundwork for a possible RCT (with randomization implemented by CHA not OMD) in fall 2020.