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Students attending community colleges often face financial and other barriers when they graduate. These challenges include balancing work and school priorities, managing finances, raising children or supporting themselves and their families. In order to help students cope with these challenges, Single Stop has developed a program that provides a comprehensive approach to student assistance, in addition to the support offered by colleges in the past. By providing numerous integrated services at school facilities, Single Stop, in partnership with the community colleges in which the program is located, can address many of the needs of students by connecting students and their families with multiple health and social services programs. Rather than focusing solely on educational financial aid, narrowly defined as being part of traditional college student assistance programs, Single Stop addresses student needs more broadly. The program assesses whether students are eligible for various government assistance programs, provides legal assistance when needed, and provides financial advice to help students and their families on a tight budget meet household needs. Since one school in 2009, the program expanded to 17 colleges in seven states by 2012, helping more than 32,000 students receive more than $60 million in benefits and services.70 Single Stop continues to expand the number of community colleges it serves. In its early form, the programme relied on a community group to coordinate programme activities. However, the process of one stop to select schools and administer the program has evolved over time. Single Stop is currently working with the Association of Community College Trustees to identify potential new sites and strengthen relationships with school chancellors. Single Stop evaluates the ability of each candidate school to manage the program, willingness to make changes, and other key features of the local environment. As a result of this environmental scanning, among other things, it is determined whether similar services are provided by other organizations, what public goods are provided in a given state and localities, and the need for services for students. If Single Stop and the school decide that a community college will act as a new site, they enter into a contract that requires the school to hire a site coordinator. Single Stop then works with local organizations and contracts with a financial advisor, legal adviser, and tax provider. While the school directly hires a site coordinator, Single Stop provides initial training, as well as ongoing training and support, with the aim of institutionalizing Single Stop typically provides initial funding to cover costs, with schools making more funding over time and eventually paying most of the program's costs. As colleges see the program achieving positive results, they often invest to invest resources to build capacity and make these initiatives more visible. Because they are heavily embraced by college leadership, these programs are becoming institutionalized as a permanent part of college life, increasing the willingness of students to use the services they offer. In practice, Single Stop usually begins its work with a student who faces a particular problem that is brought to the attention of school officials, such as the threat of eviction. It is often clear that a student's struggle is not limited to a single representation of the issue. A student with one financial problem often faces other problems, such as food insecurity, debt and legal problems, or inability to afford health care. Rather than simply addressing one perception issue, Single Stop recognizes the potential overlapping needs that cross many aid programs. Students are often unaware of the many services available and cannot search for this information on their own. By teaching students about these programs and helping them apply, Single Stop leads many students to receive the basic services to which they are entitled. Schools still routinely refer students to the Single Stop office when a specific financial issue arises. Single Stop's college offices are considered part of the college, as are other campus offices that provide student services. As soon as students enter the Single Stop office, employees use the Benefits Registration Network (BEN), the Online Single Stop Screening, and the Eligibility For Competition tool to gather student information, quickly assess the student's needs, and identify the benefits a student can claim. The staff then explain the various benefits to which the student appears to be entitled. If possible, the program helps the student to apply electronically for benefits. If electronic applications are not possible, for example, because a specific program does not allow online applications, the site coordinator helps the student to personally apply for the benefit. Employees make sure that students have all the necessary forms, send the student to the appropriate office of social services, and in some cases even provide transportation. To facilitate this process, site coordinators often develop relationships with local offices, administering applicable benefit programs.72 In some cases, local social services staff attend college to help students and their families enroll. Most of Single Stop's work, including the Community College program, is funded by grants from the Robin Hood Foundation and other charities. Single Stop also received two grants (the first million and the second at $1 million, with a matchup from the Community College of Philadelphia from the White House Social Innovation Fund. Single Stop, in turn, provides grants grants sites and seeking additional support from host colleges and local community organizations. While charitable funding helps start the program on community college sites, the colleges themselves are making a significant contribution to funding that grows over time.73 Go to Content Go to Content Architects of Software Information Technology Solutions and database specialists who work in a specific organization designing their computer systems and user applications. While this computer interface design is very complex, the goal is to create an interface that any employee in the company can use easily. The software architect has similar responsibilities to an IT consultant or computer systems analyst. The architect of software solutions often has a degree in computer science, information technology or a closely related field. In addition, extended certificates are often held in the major programs used at the time. Computer software is constantly revolutionizing, and the role of software solution architects is to stay up to date with the latest options and decide which upgrades are beneficial to the company. Enhanced skills and understanding of how internal and external networks work are needed by the software architect to make small changes to customize the code to meet the company's needs. The common coding languages that need to be mastered are HTML, C, and JavaScript. An example of changes that can be made is the transition to a relational database or database that can be searched through a few terms, such as a last name, account number, or product. In addition to these technical skills, the solution architect must have strong communication skills. It should be able to clearly understand what the ultimate business needs to make technology the most useful. Day by day, the work of a software solution architect consists mainly of time at the computer with some time at meetings. The architect is responsible for the design, implementation, security and performance of the company's software. A large company may have a whole department dedicated to information technology, and the solution architect will be in the upper tiers of this. In this scenario, the architect will assign implementation and testing tasks to lower-level employees and focus on overall performance. If the work includes a customer database, such as an online shopping system, it can work with a web design and marketing team on a common concept. According to the Bureau of Labor Statistics, the architect of the computer network earned an average salary of $75,660 in 2010. It's a rapidly growing field though with a large number of service automation businesses develop online databases that require functionality and security. The BLS predicts that from 2010 to 2020, the employment of these IT workers will increase by 22 percent. The largest number of jobs in the are located in major cities or near the headquarters of a particular company. About grace Bordelon is a public relations specialist, teacher and writer. She owns her own boutique public relations firm that specializes in the advertising, gaming and software industries. She also teaches at a large school of design for fine artists, commercial artists and graphic designers. Bordelon holds a bachelor's degree in international economics and a bachelor's degree in English from Bard College. Software testers are used to check for user errors or other problems in the new software. The software tester evaluates the program, goes through its typical use and citing any problems that arise. They work together and often share responsibilities with programmers who make applications with the aim of making the program without problems before being released to the public. A software tester often has a similar training to a software developer, such as a bachelor's degree in information technology, web development, or software development. They should be able to analyze the causes of the problems they are finding, so it is important to have a strong understanding of the basic languages of computer programming and awareness of the range of applications available to know how the subject should be ranked. A software tester may require certification in software analysis and testing from a professional organization such as the Institute for Quality Assurance. The software tester should have a clear understanding of computer programming and awareness of the types of related applications available in this area. In addition to the problems within the program, they also consider what it lacks and how it compares with its competitors. Knowing the structure of the software will allow the tester to analyze it more thoroughly and make recommendations about the necessary changes. The tester should also be able to clearly inform other programmers as well as non-essential staff about what is needed. Day-to-day, the software tester's work involves meeting with customers for step-by-step testing software. The tester meets a testing plan that covers all features and potential user actions. Once the test competes, for the software maker who evaluates it on such important factors as usability, functionality, design and field comparison. The report is also likely to be contained or updated. According to the Bureau of Labor Statistics, the average salary of app developers in 2010 was $87 Software testers getting into specialized are the industry. The industry as a whole is growing rapidly compared to others. The software tester needs advanced knowledge and experience in this area for proper software evaluation, so they can be on the top tier of the revenue range. Software developers earned an average annual salary of $102,370 in 2016, according to the Bureau of Labor Statistics. At the low end, software developers earned a 25th percentile salary of $78,570, meaning 75 percent earned more than that amount. The 75th percent salary is $129,310, or 25 percent earn more. In 2016, 1,256,300 people were employed as software developers in the United States. About grace Bordelon is a public relations specialist, teacher and writer. She owns her own boutique public relations firm that specializes in the advertising, gaming and software industries. She also teaches at a large school of design for fine artists, commercial artists and graphic designers. Bordelon holds a bachelor's degree in international economics and a bachelor's degree in English from Bard College. 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