

Prepping Colleges for Parents: Strategies for Supporting Student Parent Success in Postsecondary Education

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About the Institute for Women's Policy Research

The Institute for Women's Policy Research (IWPR) conducts rigorous research and disseminates its findings to address the needs of women, promote public dialogue, and strengthen families, communities, and societies. The Institute works with policymakers, scholars, and public interest groups to design, execute, and disseminate research that illuminates economic and social policy issues affecting women and their families, and to build a network of individuals and organizations that conduct and use women-oriented policy research. IWPR's work is supported by foundation grants, government grants and contracts, donations from individuals, and contributions from organizations and corporations. IWPR is a 501(c)(3) tax-exempt organization that also works in affiliation with the women's studies and public policy and public administration programs at The George Washington University.

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Introduction

Almost one in four (3.9 million) students who are enrolled in postsecondary education programs in the United States is also raising a dependent child (Miller, Gault, and Thorman 2011). These parents are preparing themselves to compete in an American economy in which high skill levels are required to earn a wage sufficient to support a family (Rakesh 2012). It is important that college campuses are prepared to recognize and support student-parents on their path to educational success. Many postsecondary leaders are looking for promising strategies that match the needs and resources of their institutions and students.

This brief is a product of the Student Parent Success Initiative (SPSI) at the Institute for Women's Policy Research (IWPR). It provides a framework for thinking about the range of supports student parents typically need and example programs. It draws from information and lessons learned collected by IWPR from initiatives supporting student parents at two- and four-year colleges and universities across the country. SPSI resources may be used to inform the decisions of leaders on campuses, in communities, and among policymakers to promote better success rates and stronger families for student parents in postsecondary education.

Survey and Methodology

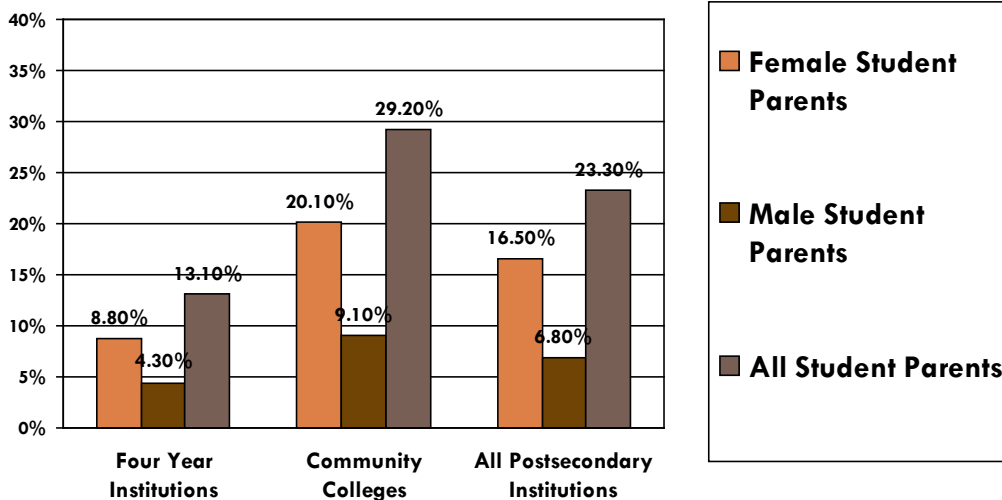
The information and examples included in this report are drawn from several sources, including an online survey, internet research, and interviews with program leaders. In the Summer and Fall of 2011, IWPR solicited survey responses through several organizations affiliated with student parent initiatives, including: the Student Parent Support Network, the Higher Education Alliance for Students with Children (<http://www.heasc.org/>), and organizations that have participated in an annual conference hosted by the ACCESS Collaborative at Ohio State University. Over 80 respondents completed the survey, including program directors, staff, community leaders, and students from programs hosted by four- and two-year colleges, community based organizations, advocacy groups, and foundations. While not representative of all such programs in the country, the survey is the first to begin to describe student parent support programs on this scale (See Appendix Two). In collaboration with IWPR, the author identified models representing a wide array of student support strategies for inclusion in this paper.

Why is it Important to Focus on Student Parents?

“Non-traditional” students are becoming more the norm. Close to half (47 percent) of college students no longer fit the “traditional” student model; meaning they are: 24 years or older; married; responsible for legal dependents other than a spouse; orphaned, wards of the court, or grew up in that system; or United States veterans. Many students are balancing work and school; including almost a third (32 percent) who are working 35 hours or more a week (Center for Law and Social Policy 2011). Students of color are especially likely to be among the almost one in four (3.9 million) students with dependent children, (Miller, Gault, and Thorman 2011) with 37 percent of African American, 33 percent of Native American, and 25 percent of Latino students raising children. At community colleges, 29 percent of students are also parents; at four-year colleges, the figure is 13 percent (Figure One) (U.S. Department of Education 2009).

Students with children face financial challenges to academic success, and are less likely to earn a degree or certificate within six years compared to non-parents. Over half (57 percent) of student parents have incomes less than 200 percent of the Federal Poverty Level. Among single parents – who make up half of student parents – 78 percent are heads of low-income families. Student parents are more likely than non-parent students to enter school with lower standardized test scores, less likely to have parents who have a college degree, and more likely to work full time (U.S. Department of Education 2009). National U.S. Department of Education data indicate that just 40 percent of student parents earn a degree or certificate within six years, compared to 54 percent of non-parent students (U.S. Department of Education 2003).

Figure 1. Substantial Proportions of Postsecondary Students are Parents



Source: IWPR calculations of data from the U.S. Department of Education, National Center for Education Statistics. 2009. National Postsecondary Student Aid Survey.

Student parents spend significant time caring for dependents and need assistance to balance that responsibility with study and school time. Fifty-six percent of single student parents in community colleges and 68 percent of married student parents report they spend 30 hours per week or more caring for dependents. Additional data from the Community College Survey of Student Engagement indicate that single student parents especially struggle to balance these responsibilities with their education goals. Forty-two percent of single student parents say it is likely or very likely they would have to withdraw from school due to their dependent care responsibilities (Miller, Gault, and Thorman 2011).

When student parents achieve their education goals, their achievements can improve the lives of their children as well. Researchers have found that the language skills of three-year-old children increase as their mothers further their education (Ryan and Siebens 2012). National data on children entering kindergarten have consistently shown a relationship between parental education and young children's reading and math scores (Mulligan, Hastedt, and McCarroll, 2012). In the United States, parental education is a stronger predictor of children's future economic, educational, and socio-emotional outcomes than in most European nations (Pew Economic Mobility Project 2011).

Student Supports Develop in Different Ways

There is no one way to support student parents. Campus and community leaders are building supports for student parents in multiple ways, both through independent student parent centers and through strategically placed resources where student parents may be reached. Respondents to the IWPR survey represented this variety, including those from:

- student service centers
- women's centers
- early education services/departments
- financial aid
- academic services
- offices designed to support working students
- student diversity and inclusion support centers
- on-campus housing
- academic department
- collaborations with community-based organizations and
- local government agencies.

Getting Started: How Can Colleges Support Student Parents?

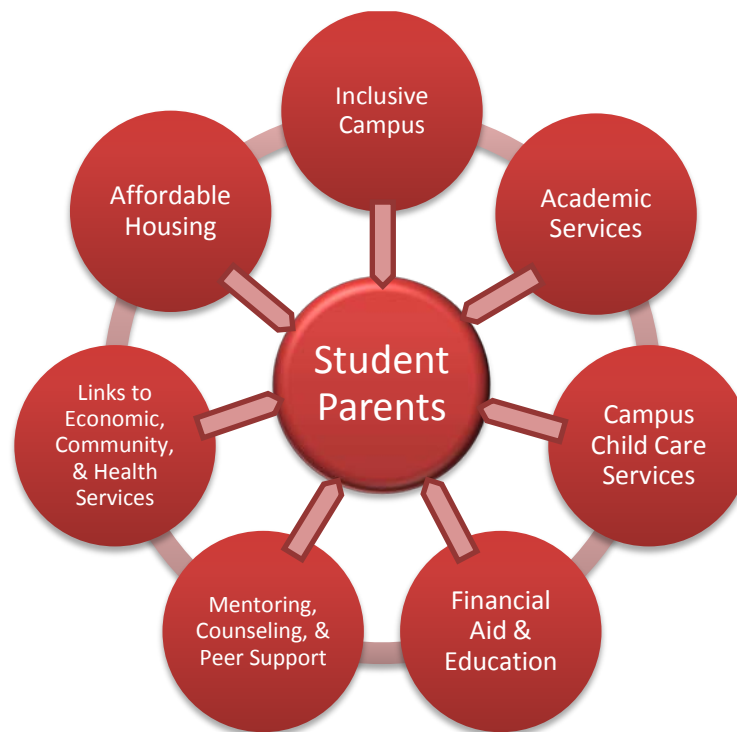
To increase the odds that student parents are successful in postsecondary education, it is critical that administrators, faculty, student services, and other students come to recognize and welcome them and the unique challenges and opportunities they bring. Leaders should consider how best to:

- **Make campuses welcoming and responsive to student parents.** Increase recognition and responsiveness to needs of student parents on campus through existing structures, e.g. outreach, admissions, financial aid, coursework scheduling and advising, campus life and social supports.
- **Provide access to a range of services to support low-income families.** Expand the continuum of services student parents can gain access to on campus to address child and family needs.
- **Integrate supports for academic and family success.** Make it easier for student parents to access services they need to be successful academically while also meeting their responsibilities as parents.

Colleges and universities must examine their current student populations, practices, and existing resources to develop their own strategies for supporting student parent success. For example, IWPR's survey (see Appendix) found that support initiatives are developed in a variety of ways and can be anchored in a range of on- and off-campus offices, departments, or programs (see Box: **Student Parent Supports Develop in Different Ways**).

This section of the brief outlines seven specific strategies to support student parents and illustrative examples from around the country. The profiled initiatives may employ multiple strategies, although highlighted in just one category. These seven strategies, when integrated, form an educational, economic, and social support system for student parents and their families in postsecondary education. For readers just beginning to plan their approach to supporting student parents, this full continuum may not seem immediately possible. In fact, several of the veteran program leaders interviewed for this brief say that their programs have slowly developed over years and even decades. What is important is that all higher education institutions with student parent populations consider which of the following strategies are possible in the short- and longer-terms to increase the odds that student parents achieve educational success. Figure Two is a visual representation of the array of strategies to consider.

Figure 2. A Support System for Student Parents in Postsecondary Education



Inclusion of Student Parents on Campus

One often overlooked barrier to parents enrolling in and completing college-level education is intangible: feeling unwelcome and unsupported by the campus environment. Outreach to potential students, supports to help with enrollment and transition to the college environment, and ongoing activities that highlight the presence of student parents and services to support them on campus are some of the strategies being utilized to address this barrier. The majority (72 percent) of respondents to the IWPR survey said they conducted outreach to non-students, including: mentoring teen parents at local high schools, partnering with community organizations serving low-income families, and offering free workshops to demystify higher education for interested parents.

Outreach, Recruitment, and Enrollment Support

- The **Self Sufficiency Program (SSP)** offered through the Women's Studies Department at the **University of Wisconsin at La Crosse** encourages low-income parents to enroll in postsecondary education by offering a free, semester-length college preparation course. Over 14 weeks, students develop a foundation of critical thinking, writing, math and computer/technical skills; become familiar with the process of applying for admission and financial aid; and set goals for

their education. SSP graduates who enroll at the university or other local two- year colleges and are in good academic standing can qualify for a \$500 scholarship for the first four semesters of school. (<http://www.uwlax.edu/ssp/>)

- The **Single Mothers Academic Resource Team (SMART) in Oklahoma** started by traveling across the state providing workshops on what supports are available to single mothers to enroll in and complete postsecondary education. SMART staff reached out to campus parent groups, YWCA community centers, domestic violence shelters, and social service agencies to reach single mothers. Now a three year grant from the Women's Foundation of Oklahoma has allowed SMART to focus on building the capacity of two Oklahoma colleges, one 2- and one 4-year, to recruit and support student parents and become more family friendly. SMART provides training on mentoring skills and approaches to working with student parents. "Just having one person on your side can help a single mother get to graduation," says Statewide SMART Coordinator, Joanna Wall. (<http://www.smartok.org/>)

Transition Support

- **Fox Valley Technical College in Appleton and Oshkosh, Wisconsin**, offers one-on-one counseling and group Starting Point workshop. Staff counselors provide career, personal, academic, and financial counseling plus internal and external referrals to help students begin college and for retention purposes. Services are offered to help female and male displaced homemakers and single parent students become oriented to college life and expectations. Starting Point workshops include topics such as: assertiveness, goal setting, stress management, and writing successful scholarship applications, among others. (<http://www.fvtc.edu/public/content.aspx?ID=1716&PID=1>)
- **Project Independence at Portland Community College** in Oregon is a free credit-bearing course to prepare women for college life. Designed for single mothers and other non-traditional adult students, it addresses a range of topics including: Career & Life Planning; Values Clarification; Introduction to Assertiveness; College Survival & Success; and Overcoming Math Anxiety. The intent is to explore career and life options and gain self-confidence with a cohort of women in an educational setting. (<http://www.pcc.edu/resources/women/cascade/project-independence.html>)

Campus Presence and Student Parent Organizing

- The **Undergraduate and Graduate Parent Support programs** at the **University of Alabama** provide an innovative and accessible academic, social, and emotional support system for student parents. GPS and UPS help to create new programs and assistance for participants, as well as implement multiple family-friendly campus events to help student parents access campus and community resources, develop social networks of support, and have a presence on campus (Perdue and Tallin 2012). For example, they hold a Family Resource Fair every year in partnership with at least 15 partner organizations, including the public library, a local family

resource center, and the campus outdoor recreation department. They maintain a website with links to a range of services and partner agencies and hold an interactive summer camp expo each spring. In addition to resource links, the website hosts forums that provide a centralized platform for students to communicate about various topics related to balancing academics and family. Partnerships with a local child care center and two housing complexes secured discounts for student parents using those services. GPS and UPS created and implement a highly successful “Sitters for Service” program that provides student parents with 30 hours of free babysitting each semester.

- Two students at **Temple University** in Philadelphia, Pennsylvania co-founded a Non-Traditional Student Union to strengthen their presence and voice on campus. After hearing that student parent housing slots were being discontinued, student parent Syreeta Martin began an online petition against the closure that earned the attention of campus administrators. The closure stopped, and Martin was able to establish regular communication with Temple’s housing administrator regarding student parent issues and the lack of quality of housing for student parents. Martin established an official student organization on campus along with co-founder Haniyyah Sharpe.
- The **University of California at San Diego Undergrad Student Parents Network** advocates for and helps design resources to support student parents, including child-friendly study rooms in campus libraries, access to recreation and swimming facilities for families, and a student parent email list. The group sought and won a policy that allows student parents to apply for priority enrollment for classes, so they can balance their school and family schedules more easily. Student parents find out about the network through outreach at orientations to campus, the campus women's center, and flyers around campus. In addition, the founder of the group created a webpage describing available resources for student parents. UCSD's office of Health, Recreation, and Well-being supports the part-time employment of an intern to staff the network. (<http://students.ucsd.edu/well-being/wellness-resources/student-parents/index.html>)

Academic Services

Given the demographics of student parents, they may not have any previous personal or family connections to postsecondary academic environments or be returning to their studies after an extended hiatus. They have to find time to study while also meeting family and often work responsibilities. Data show that student parents are more likely to enroll in remedial education classes once they enter postsecondary institutions (U.S. Department of Education 2009). Providing specialized academic advising, skill-building supports, and flexible scheduling and online courses are some strategies that can help.

Academic Advising

- All students at the five campuses of **Central New Mexico Community College** have access to CNM Connect – coordinated services and supports to promote student success. CNM Connect

started in 2006 as a pilot focused on high need students, based on the Center for Working Families model developed with support from the Annie E. Casey Foundation. The Center for Working Families approach seeks to provide at-risk families a central location to receive key economic support services, with the goal of increasing earnings and income, reducing financial transactions costs and building individual and community wealth (Liston and Donnan 2012). Now available to all students, the CNM Connect program is designed to promote student connections to the college and access to academic supports, financial aid and asset building, and linkages to needed services (<http://www.cnm.edu/student-resources/get-help/our-story>). Support for academic achievement includes help with academic planning, study skills, and time management while balancing work and family with school. CNM also offers Assistance Centers for Education that hold small-group learning support services. Student parents make up 55 percent of the students who access CNM Connect services. The student team success leaders and achievement coaches that staff each Connect center are trained to address the concerns of student parents. A 2012 report sponsored by the Annie E. Casey Foundation identified CNM Connect as a highly successful model. For example, the retention rate for students who accessed services during the 2010–2011 school year through CNM Connect was 85 percent, compared to 71 percent for all first-time students (Liston and Donnan 2012).

- At **Endicott College** in Beverly, Massachusetts, new student parents must go to the campus academic support center starting their first semester (Pam Miles, personal communication, 2013). There they engage in appropriate tutoring until they are able to maintain a 3.0 average. The tutoring is tailored to the needs of the student, including study skills, review of specific course work, and making up for class-time lost if the parent had to miss a class due to their parental responsibilities or other issues. They also coach students to communicate with faculty about their status as a parent and explain any challenges they are having related to being a parent. Student parents may also enroll in additional courses during a January break or during the summer to spread out their course requirements over the year. Endicott Keys to Degrees staff receive regular updates on academic performance in order to flag issues and offer students support as early as possible. (<http://www.endicott.edu/Student/SingleParProg-Student.aspx>)

Building Skills Needed for College

- The **Single Mothers Achieving Real Triumph (SMART) program** at **Lakeland Community College in Ohio** uses a peer cohort model to help student parents negotiate academic life and connect to campus resources they might not otherwise find. As a group, participants take an English class and Skills for College Success, equaling six credits. The skills course covers such topics as how to interact with college professors and administrators, study skills, and the importance of note-taking and class-participation. Students also receive financial support in the form of a gas or Walmart gift card. (<http://lakelandcc.edu/comeduc/women/smart.pdf>)

Flexible Class Scheduling and Hybrid/Online Courses

Strategies that use the internet to allow more flexible access to education have potential to help student parents fit postsecondary education into their busy lives; almost a third (30 percent) of student parents took a distance education course compared to 18 percent of students without children in the 2007-2008 school year (Gatta 2013). Over half of the respondents to the IWPR survey said their college offered hybrid/online courses and 45 percent indicated that flexible course scheduling is possible.

- The **Baby Bears @ Berkeley program at the University of California** is designed specifically to provide academic flexibility so that pregnant and parenting students can continue to progress toward degree completion. Students receive help with reduced courseload planning and strategies and requesting academic accommodations. Specific campus policies exist regarding delayed admission, stopping out, withdrawal and readmission for students with parenting responsibilities. (http://prezi.com/ks5_krcmf4nr/baby-bears-cal/)
- **Rio Salado College in Tempe, Arizona**, is a leader in adapting online technologies for postsecondary education. Currently more than 100 associate degree, certificate and transfer programs are available through Rio Salado. Rio Salado does not have a student parent program per se, but allows students great flexibility to schedule their education to fit their life circumstances rather than follow a traditional academic calendar. Students can start their coursework at one of more than 40 start dates a year, and allows students to control the length of their courses with the option of eight-, twelve- or sixteen-week courses. Rio Salado also makes technical, instructional and other support services available to registered students online and available 24 hours a day. (<http://www.riosalado.edu/>)

Campus Child Care Services

Student parents need affordable, accessible, quality child care to attend class and study, and maybe to allow them to work as well. They spend significant time caring for children; 68 percent of married student parents report spending 30 hours a week on dependent care as do 56 percent of single student parents (CCSSE 2009b). There are a variety of strategies to address this barrier, including: campus-organized care, assistance finding care in the community, and help affording the cost of care (Boressoff 2012). More detailed discussion of options to help student parents with child care are discussed in IWPR's *Varieties of Campus Care Toolkit* (<http://www.iwpr.org/initiatives/student-parent-success-initiative/resources-publications/#lates%20publications>). The following examples are drawn from that toolkit unless otherwise noted.

Campus Organized Child Care Centers and Family Child Care Overall, one in five four-year and one in four two-year colleges offer on-campus child care centers. Public postsecondary institutions are more likely to offer on-campus care; 57 percent of four-year and 49 percent of two-year public colleges (Institute for Women's Policy Research 2009a). In addition to center-based child care, some colleges work with family child care homes – providers who operate a child care business in their home.

According to research conducted by IWPR, college campuses generally take one of three approaches to providing family child care— an on-campus child care network, contracts with individual community providers, or arrangements with community family child care networks. Example strategies include:

- The Oklahoma City Community College Child Development Center and Lab School provides care for children 6 weeks to kindergarten age within the Family and Community Education Center facility. The center serves students, faculty, and members of the community with a traditional full day program that receives the top state rating for child care quality and is nationally accredited through the National Association for the Education of Young Children (NAEYC). The program also offers student scheduled drop-in care for children whose parent/guardians in class by reservation at the rate of \$10 per 3-hour session. The reservations are made for a complete semester, scheduled to match the student-parent's course schedule. (<http://www.occc.edu/childdev/index.html>)
- The Family Child Care Network at California State University, Northridge, is a program of the Associated Students Children's Center. The Network Coordinator links parents to participating independently owned and operated licensed family child care homes in the community. The Network Coordinator screens the homes and works with providers to support the quality of care children receive. Eligible student parents receive state or federal aid in paying for care. (<http://www.csunas.org/childrens-center/family-care-network/>)

Assistance Finding Appropriate Child Care Student parents also need help finding child care that meets their needs for work and school, as well as the developmental needs of their children. This type of service can make it easier for parents to manage their school and family responsibilities, even without on-campus care.

- **Arizona State University (ASU)** provides child care resource and referral services as one of many family supports available through a Family Resource program on campus. Resource and referral services include support and information about on and off campus child care options; breastfeeding support; and housing information. (www.asu.edu/studentaffairs/reslife/family/)
- **Students at Lane Community College** in Eugene, Oregon have access to no-cost assistance finding child care through a child care resource and referral center located on campus. Family Connections of Lane and Douglas Counties is one of 13 community-based referral centers that are part of a statewide network supported in part by the state Child Care Division within the Department of Employment. Staff are specially trained to assist parents in finding the right child care for them. (<http://www2.lanecol.edu/lfc>)

Assistance Paying for Child Care Colleges can also help student parents by providing child care assistance themselves or helping parents access available public child care subsidies. Access to federal and state-funded Child Care and Development Block Grant child care assistance for low-income families varies according to state policies, and 23 states had waiting lists for assistance in 2012 (Schulman and Blank 2012). In at least 20 states and the District of Columbia, students cannot qualify for CCDBG subsidies

without also working a minimum number of hours set by the state. Seven states (CT, DE, GA, KY, NY, OR, and UT) do not consider postsecondary education an allowable activity for low-income parents to qualify for a child care subsidy (although some of them allow parents receiving Temporary Assistance for Needy Families to qualify for approved postsecondary education programs (Minton, Durham, and Giannarelli 2011). Student support programs use a mix of public and private resources to help student parents.

- The **University of Michigan** provides child care subsidies through the Financial Aid office. The child care subsidy is a need based program available for students who are attending school at least half time to use for licensed child care for their dependent children under 13 or special needs children under 19. In 2012, Michigan began a 2-year pilot providing a smaller subsidy for graduate students. In addition, the University offers Tuition Grants to qualifying students who place their children in their on-campus centers.
(<http://www.finaid.umich.edu/Home/HowtoApplyforAid/StudentswithChildCareExpenses.aspx>)
- The **Madison Area Technical College Child and Family Center** uses funding from a federal Child Care Access Means Parents in School (CCAMPIS) grant
(<http://www2.ed.gov/programs/campisp/index.html>), the student activity board, and the Madison College Foundation to provide some several scholarships available to qualified students. (<http://madisoncollege.edu/cfc>)

Financial Aid and Education

Student parents – especially single parents – likely need financial aid to enroll in postsecondary education. Almost two-thirds (62 percent) of single student parents who apply for federal aid have an expected family contribution of zero, meaning the government believes they are not able to contribute at all to their educational expenses. This is much higher than for students without children (20 percent) or married student parents (18 percent). Even when they receive aid, single student parents average \$5,507 a year in additional unmet costs (Miller 2012). Respondents to IWPR's survey of student parent service programs provide a wide range of financial supports to student parents beyond traditional aid, including: emergency funds, food banks, grants to purchase books and supplies, gift cards for groceries and gas, and supplies for their children, including diapers, clothes, and school supplies. In addition, financial education to help student parents manage their expenses and debts are also common.

Financial Assistance: Scholarships, Expenses, and Emergency Funds

- The **Life Impact Program at the University of WI - Milwaukee** assists disadvantaged parents in their efforts to attain a higher education. The program provides participants with a \$5,000 renewable scholarship as well as academic, professional and personal support. Program scholars work with a Life Coach team who serves as a first point of contact for all concerns and provides resources and referrals to campus and community programs. Life Impact Scholars have access to student parent workshops, family friendly events, support groups, post-graduation support and

emergency funds. To date, program efforts have resulted in 84.2% graduation and retention rate for the 142 UWM student parents that have been served. Of the program graduates, 100% have reported employment and/or are seeking advanced degrees within 6-9 months of graduation. The Life Impact Program was established in 2005 through a generous donation from the Jane Bradley Pettit Foundation. Along with their continued support, funding from Great Lakes Higher Education Guaranty Corporation has allowed Life Impact to expand and extend their program services. (<http://www4.uwm.edu/lifeimpact/>)

- The **Jeannette Rankin Women's Scholarship Fund** awarded funding to 85 women in 2012. Scholarships are available to low-income women age 35 and older who are pursuing a technical or vocational education, an associate's degree, or a first bachelor's degree. Most scholarship recipients (81 percent) are the heads of their households, and 49 percent are the first in the family to attend college. (<http://www.rankinfoundation.org>)
- The **Young Student Parent Program at the Fond du Lac Tribal and Community College** in Minnesota offers a range of concrete and social supports to student parents between the ages of 18-25. The community college partners with the Carlton County public health nurses and the Fond du Lac Reservation public health nurses. Student parents who join the program can receive academic advising, access to special workshops and presentations, free tutoring services, nutrition education, financial counseling, parenting and parent/child classes, free health screenings and immunizations, connections and referrals to on-campus and off-campus services and activities. The program activities, one-on-one sessions with the coordinator, public health nurse home visits, tutoring sessions, and involvement in student activities earn students points for rewards such as gas cards, grocery cards, bookstore gift certificates, and Wal-Mart gift cards. (<http://www.fdlcc.edu/academics/departments/special/youngstudentparent/>)

Financial Education

- **Norwalk Community College** in Connecticut operates the Family Economic Security Program (FESP) in partnership with community foundations. FESP started its work with a pilot, serving small cohorts of students with children to help them meet their personal, career, financial and academic goals through direct financial support and intensive individualized coaching. Based on the research from the pilot, the college now intends to institutionalize the best practices to serve all students with children. Students will continue to receive specialized scholarships, free financial education, achievement coaching and family friendly activities. An online resource – Cash Course – is available to help with budgeting and planning. (<http://www.cashcourse.org/ncc/>) (<http://www.ncc.commnet.edu/fesp/>)

Mentoring, Counseling, and Peer Support

Low-income parents in postsecondary education may not have strong support from their partners, families, and friends, especially if they are the first in their social network to attend college. Given that they are shouldering school and family responsibilities, student parents are also less likely to have free

time to form supportive personal connections on campus. Individualized encouragement and support are critical components of many of the student parent support programs. Almost three-quarters of the respondents to IWPR's survey say their program offers or links student parents to specialized counseling addressing one or more issues, including: mental health, substance abuse, and domestic violence. A third say they offer classes specifically for student parents, which can include child development, parenting education, food and nutrition, life skills, and stress reduction. Some example strategies are: one on one mentoring, fostering peer groups, and intensive counseling and coaching.

Mentoring

- The **Generation Hope Scholar Program** recruits community leaders, organizations, and businesses to act as mentors and sponsors for teen parents attending postsecondary education in the Washington, D.C. metro area. Sponsors commit to developing a one-on-one relationship with a matched parent Scholar until the student parent earns a college degree. Sponsors provide financial assistance of \$1,200 for a 2-year college student or \$2,400 for a 4-year college student per year. (<http://www.supportgenerationhope.org/>)

Counseling/Coaching for Student Cohort Groups

- The **Access and Success program at St. Catherine University** with campuses in Minneapolis and St. Paul, Minnesota provides a number of student parent support services, including resource information, advocacy, emergency grants, laptop loans, child-friendly study spaces, family friendly events and peer support groups. Any student at any degree level who is raising a child is eligible for Access and Success. The program is staffed by licensed social workers who provide support and connections to resources on and off-campus to facilitate academic support. A more intensive pilot program called Steps to Success received funding from the federal Pregnancy Assistance Fund (PAF) - a competitive grant program created by the Affordable Care Act (ACA) – and is evaluating the potential impact of a comprehensive package of coaching, linkages to resources on and off campus, and a \$1,350 scholarship per year on student parent success. Participants meet bi-weekly with staff to set goals and work toward academic achievement, financial stability, social connectedness, and leadership development. Positive results for the first cohort of student include higher retention rates and better grades than a comparison group of student parents (Demeules and Hamer 2012). (<http://minerva.stkate.edu/offices/administrative/access.nsf>)
- **CareerAdvance®** uses a cohort model to support parents of children enrolled in Early Head Start/Head Start as they work to earn a progression of certificates and degrees that are in demand in the local health care field. Developed by CAP Tulsa (CAP), and expanded using a \$10 million federal Health Professional Opportunities Grant (HPOG), the CareerAdvance® package includes several supportive components, including Career Coaches, performance incentives, direct links to employers, and family support workers. Career Coaches facilitate weekly peer group meetings with each cohort of student parents, and provide individualized academic and

“The peer support and networking opportunities are the best keys to our success. Many students have said that they would have had difficulty being successful and graduating without the program. We know their biggest need is child care funding, but they also find the long lasting friendships are crucial to their success. The (student parent) organization has empowered student parents to take on leadership roles which has helped them after graduation.”

- Lori Strom, Michigan State University Family Resource Center Coordinator

career counseling. CAP has formed partnerships with Tulsa Community College, the Tulsa Technology Center, the Union Public Schools district, and the Tulsa Workforce Investment Board as well as other community resources to implement CareerAdvance®. (<http://captulsa.org/our-programs/family-advancement/careeradvance/>)

Fostering Peer-to-Peer Connections

- At the **College of the Sequoias** in Visalia, California several programs are designed to help students facing educational and socioeconomic challenges – including balancing school and parenting - succeed as students. The stated goal of the Extended Opportunity Programs and Services (EOPS) initiative is to support disadvantaged students not only to succeed in community college but also to continue on to four-year universities. In addition to regular visits with program counselors, EOPS students participate in workshops together addressing personal development issues. In addition, students who are single parents and receiving Temporary Assistance for Needy Families (TANF) are enrolled in the Cooperative Agencies Resources for Education (CARE) support program. The CARE program offers special advising and mentoring, peer support, resource information, advocacy, and other collaborative services. (<http://www.cos.edu/StudentServices/StudentSupportServices/EOPS/Pages/default.aspx>)
- **Student Parent Help Center at the University of Minnesota – Twin Cities** offers a range of supports and services to parents, including voluntary weekly Parents as Students Support (PASS) group lunch meetings designed to foster peer-to-peer connections. Using input from students, HELP center staff developed a mix of support group content – some structured presentations on requested topics and some intended to facilitate conversation among students. The foundation of the SPHC model is a thorough, hour-long intake process designed to both screen each student entering the program for state-sponsored child care grant eligibility and identify any academic, family or emotional needs the student might be presenting at program entry. The SPHC also utilizes their successful college enrolled student parents to conduct teen parent college encouragement activities in the greater community, providing real world success models for single teen parents and career presentation skills to SPHC involved students. The center offers comfortable space for conversations and a licensed social worker facilitates conversation. (<http://www.sphc.umn.edu/>)

- **The Transfer, Re-Entry, and Student Parent Center at the University of California – Berkeley** promotes social connectedness of students in multiple ways. One strategy is that the University offers a trilogy of credit-bearing courses for student parents to become oriented to college life, create a collaborative learning environment, build leadership skills, foster connections, involve children, and manage the transition into work. There also is a mentoring program that matches current University students with community college student parents to encourage them in their education and link them to resources they need to transition to the University. (<http://studentparents.berkeley.edu/studentparents.shtml>)

Links to Economic, Community, and Health Services

Student parents – especially single parents – are often eligible for numerous economic benefits and tax programs. The proportion of student parents receiving economic supports is likely much less than the number who might benefit from them. Strategies to link parents to benefits programs and make it easier to navigate the process to qualify are growing around the country. In addition, there are postsecondary support initiatives targeted to specific parents already participating in benefits programs.

Coordinated Access to Benefits

- **Single Stop USA** is a non-profit organization that is helping low-income people across the country gain access to multiple economic supports in partnership with trusted local agencies, such as community colleges. Single Stop provides access to screening for a range of government resources and legal, financial and tax preparation expertise. In 2012, Single Stop USA helped almost 32,000 community college students access benefits and services – including SNAP, WIC, TANF, SSI/DI, health insurance, and child care assistance - worth more than \$60 million dollars (Kendrick 2011). The Single Stop model places a full time Site Coordinator on-campus with access to an online benefits network. Single Stop is currently working with community colleges in seven states (CA, FL, LA, MA, NJ, NM, and NY) and several multi-site community college systems - the City University of New York, Miami Dade College and the City College of San Francisco. (<http://www.singlestopusa.org/program/community-colleges/>)
- **Northampton Community College** in Bethlehem, Pennsylvania is working to integrate better understanding of low-income student needs and capacity to refer students to necessary on and off-campus resources throughout the college. (Maryann Haytmanek and Stephanie Piper, personal communication, 2013). Northampton is one of seven community colleges participating in the Benefits Access for College Completion (BACC) initiative managed by the Center for Law and Social Policy and the American Association of Community Colleges. The goal of BACC is to help develop and integrate sustainable policies and practices that connect low-income students to an array of public benefits and community resources, such as food assistance, health care, and scholarship opportunities (Amy Ellen Duke-Benfield, personal communication, 2013). Northampton staff members with experience implementing a pre-existing campus program – New Choices and KEYS - that supported student parents and other non-traditional students are

leading efforts to train campus administrators, staff, faculty, and counselors. In addition, New Choices/KEYS staff have cultivated strong connections to community and state administrators of child care subsidy, work supports, and TANF. “We act as advocates for our students so they can focus on their school work and family responsibilities,” says Maryann Haytmanek, the BACC/New Choices/KEYS Project Director, “We know their caseworkers, and they know us.”

Postsecondary Support for Current Recipients of Economic Benefits

- **The Bridge to Hope program at the University of Hawaii** is a partnership between the university and the State Department of Human Services offering on-campus employment and student support for First-to-Work public assistance participants enrolled full-time at any of the 10 University of Hawaii campuses (both CC and BA). There is no time limit for using post-secondary education activities to meet “non-core” requirements (up to 60 month TANF limit), and the State of Hawaii supports utilizing the post-secondary education option within JST (Job Skills Training). In addition to the VET (Vocational Education & Training) and JST options offered by TANF, Bridge to Hope offers a “third path” for those students unable to successfully transition to the required 20 hours of paid employment (or volunteer hours) for JST. This “third path” is a vestige of pre-2006 DRA rules changes and reduces the required “work activity” to a total of 20 hours a week of postsecondary education and on-campus work. Student parents may keep all of their on-campus wages rather than deduct them from their First-to-Work benefit. The initiative started in 2000 through a partnership between the university and the state Department of Human Services. The average student parent is a 34-year old single mother with three children. A survey of former Bridge to Hope participants found they earned a median hourly wage of \$20.70. (<http://www.hawaii.edu/bridgetohope/index.htm>)
- The **Ready to Work** program is another long-established initiative to help mothers move their families out of welfare permanently through postsecondary education. Started in 1999 through a partnership between the Kentucky Community and Technical College System and the Kentucky Cabinet for Health and Family Services, Department for Community Based Services, Ready to Work offers work-study opportunities, support services, and academic and employment counseling. A key component of Ready-to-Work are on campus coordinators financed through federal Temporary Assistance for Needy Families funds, who help students to access financial aid, transportation and child care as well as develop and support their TANF funded work study placements. (http://kctcs.edu/en/system_initiatives/ready-to-work.aspx)

Affordable Housing

Low-income student parents need help securing affordable and safe housing. Since the recession, the proportion of households that face severe housing cost burdens (paying more than half their income for housing) has risen sharply; 68 percent of low-income households earning less than \$15,000 fall in this category. Analysis of national data found that these families have significantly less in their family

budgets for food, clothes, and healthcare than families living in affordable housing. Yet, government housing assistance programs are not increasing to meet the need (Harvard University 2013).

Almost half (49 percent) of respondents to the IWPR survey say that the student support programs they represent help students with housing issues. For those student parents who wish to live on campus, the choices may be few; data collected from the American Association of Community Colleges showed that just one in four offered on-campus housing (Epstein 2007). There are examples of innovative programs that bring together housing and education supports. Some are community-based partnerships to provide residential opportunities for single parents to succeed in school and career.

- **Buckner Family Place** is a residential student parent support model developed through a partnership of Angelina College, a non-profit agency called Buckner Children and Family Services, and the Women's Shelter of East Texas. Private funds helped build 40 apartments in a complex on college land with an on-site child development center and multiple support services available, including counseling, case management, and parent education and supports. The protected environment is helpful for the majority of mothers who have experienced domestic violence. Follow up data show that 60 percent of participants leave with a certificate or Associate's degree. Efforts are underway to develop other means of financing residential facilities across Texas (Buckner Family Place 2012).
- **Family Scholar House, Inc.** in Louisville, Kentucky is a non-profit organization whose mission is to end the cycle of poverty by giving single-parent students the support they need to earn a college degree. Family Scholar House provides a comprehensive continuum of services that target any barrier their parent scholars must overcome to obtain college degrees, achieve career-track employment, and attain and maintain self-sufficiency, including supportive housing, academic advising, and family support services. Currently, Family Scholar House has three campuses in Louisville providing housing for 167 families, with a fourth to open in August 2013. Family Scholar House developed public-private partnerships, creative collaborations and strong **community buy-in to finance** the array of services they provide, including housing. For example, federal Low-Income Housing Tax Credits, project-based Section 8 from the Federal Department of Housing and Urban Development, and support from private and public donors, including a grant from Louisville Metro's Office of Community Services and Revitalization, all contribute to the overall budget of Family Scholar House.
(<http://www.louisvilleky.gov/CSR/Revitalization/Revitalization+Success+Stories.htm>)

There are some residential models are campus-led, for example nine schools are members of the Higher Education Alliance of Residential Single Parent Programs (HEARSPP) - a coalition of colleges and universities that offer residential degree programs for single parents.
(<http://singleparentcollegeprograms.org/index.htm>)

- The **Women with Children program at Wilson College in Pennsylvania** offers on – campus housing to single mothers with children (20 months and older) enrolled full-time in this four year

college. There is a dedicated building for student families with common area playrooms, computer rooms, kitchens, and laundry facilities. Students may stay in residence through all academic year break periods without additional charges and may stay for the summers for an additional charge. The Wilson College Child Care Center offers services for children 20 months to 5 years old, and participants in the Women with Children program have priority placement. The college covers the cost of child care. (<http://www.wilson.edu/admissions/women-with-children-program/national-clearing-house/index.aspx>)

- **Texas State Technical College - Waco Campus** operates Brazos Community, a housing area of duplexes and homes that is available to full-time students who are married or single with dependent children. The housing is sizable-- duplexes are available in 2 or 3 bedrooms options and homes have 3 or 4 bedrooms. Students pay rent, but at below market rates (Michelle L. Rachels, Personal communication, 2013). (<http://www.waco.tstc.edu/housing/>)

What do Student Parents Want?

Focus groups conducted by the Undergraduate and Graduate Student Parent Support programs at the University of Alabama said they needed the following supports:

- Affordable and flexible child care;
- Opportunities to meet with other student parents;
- Information about campus and community resources;
- Lactation centers;
- Affordable and safe housing; and
- Acknowledgement of their special needs and supports from departments.

Perdue, Cori and Lisa Tallin, 2012. "Bridging the Gap." Presentation at the Ohio State University Student Parent Symposium, June 2012.

Implications and Lessons Learned

Leaders in the field of student parent support programs shared insights and lessons learned from their experiences through the IWPR survey and selected interviews conducted for this brief. A set of key considerations emerged:

Most campuses don't have a system to identify student parents and be proactive about providing supports. Support programs will need to conduct outreach to identify and build connections to student parents as early as possible in their college careers. School administrators may not realize how many student parents they already serve. Sometimes student parents don't want to bring attention to themselves because they feel different from the other students. Separate student parent orientations and invitations to visit the student parent center early are some techniques that could increase student parent participation. "Often parents come in because they have heard we can help securing child care,"

says Susan Warfield at the Student Help Center at the University of Minnesota – Twin Cities, “...but once they are there we have a very inviting space and other services to draw them in.” In addition, several programs partner with local high schools, health clinics, and community-based organizations to reach young parents, encourage them to enroll in postsecondary education, and tell them about the supports they can receive.

Finding and affording quality child care is a major concern of student parents. On-campus child care centers are just one of several strategies schools can use to help. Just one in five four-year and one in four two-year colleges offer on-campus child care centers, but postsecondary leaders who want to address this major obstacle to degree attainment can find other solutions. Some are providing scholarships to help students afford child care off campus. Others forge partnerships with community centers and family child care home providers to secure slots for student parents. Even taking the simple

“I don’t believe in attaching ‘strings’ to student parents that other students do not have to follow through on, especially given their time constraints. By strings I mean forcing students to attend study halls to earn benefits or to participate in other programs, you may be able increase your outcomes but it is not a real world situation and they will not have someone monitoring their behavior like that after college.”

*- Susan Warfield, Program Director,
Student Help Center at the University
of Minnesota – Twin Cities*

step of pro-actively linking student parents to information about available community and public resources, such as child care resource and referral, public funding for child care assistance for low-income families, and Early Head Start and Head Start programs can assist them with these important decisions about the well-being of their children.

Ask student parents what they need to determine the right mix of services and types of information to offer.

Programs regularly ask for feedback on their services and adapt to meet the needs of student parents. For example, multiple programs mentioned that they learned that public transportation passes were not adequate to help student parents commute to school because they needed to drop off children in multiple locations or bus routes were ill-timed. Solutions such as resources for low-cost auto loans, car repairs, and gas cards were a better support. Focus groups at the University of Alabama found that student

parents wanted a range of supports, including lactation centers (see Box: **What do Student Parents Want?**). The Student Parent Help Center at the University of Minnesota uses student input to design the content of the weekly parent support group, which brings in experts to discuss a range of topics including: cooking nutritious meals on a budget, parenting strategies, financial aid and planning, and writing resumes. (<http://www.sphc.umn.edu/documents/FINAL%20Spring%202013%20PASS.pdf>)

Make sure that staff is respectful of parents and prepared to provide personal support as well as answers and information for a wide range of student parent issues. The personal connection between staff and students is critical to success. According to Sue Russell, President of the Child Care Services Association and founder of the T.E.A.C.H. Early Childhood® scholarship initiative, “The T.E.A.C.H. counselors are a key component of student success, helping scholarship recipients juggle work, family

and school while staying focused and committed to the long haul toward degree and certificate completion.” Staff either need expertise in both family support and academic issues, or know how to refer students as necessary. Many survey respondents say they have to advocate with faculty on behalf of student parents too.

Student parent supports can be built in numerous ways depending on the resources available on campus and in the community. This report identified a range of ways that parents are receiving supports on campuses through initiatives launched by diverse departments and offices. Leaders of the most established programs say they started small and built up their programs and financing over time. Simply acknowledging the student parent community and providing opportunities for parents to network and support each other can make a difference.

To sustain a student parent support program long-term, it is important to build support from all levels of campus, from the President of the college, to faculty and funders, to the larger student body.

Developing understanding that student parents are a portion of the student body and the unique issues they face can be a challenge, but often once key campus leaders and funders get it they become strong supporters. Student parents themselves are the best and most sympathetic messengers, say veterans in the field. “Helping students gain the confidence to advocate for themselves is most effective,” said Joanna Wall of the Oklahoma SMART program. Holding public campus events for parents and children serve dual purposes of strengthening student parent connections to each other and putting faces to the issue. Some say it is important to establish an identifiable and visible student parent support office or lounge on campus for similar reasons. In addition, high levels of support are needed to make sure that academic and administrative departments, as well as any community partners, are on board and integrating services for student parents.

Student parent programs need a mix of public and private funding. Programs listed a wide range of funding sources, including university/college general funds, foundation grants, federal funds, state or local funds (including allocations from federal block grants like the Child Care and Development Block Grant and general revenue), student fees, and corporate and private donations. However, 80 percent of respondents to the IWPR survey answered that funding was the biggest challenge their programs faced and 44 percent said they believe support for their programs had weakened in recent years. For example, Wisconsin’s funding for technical and community colleges have been cut by 30 percent in recent years, according to one survey respondent.

More resources and expertise are needed to better measure the implementation and impact of student parent programs. As student parent programs are implemented, data collection and analysis are critical to track the use of services and potential impact on student parents, their children, and future success. Few programs appear to have external research evaluations or the capacity to conduct rigorous analysis of the ways in which their programs are or are not working.

Conclusion

The United States needs to invest in enhancing the education and skills of the workforce. Just 28 percent of the American adult population has attained a college degree, including 19 percent of the African American and 12 percent of the Latino populations (Council on Competitiveness 2007). Student parents face multiple challenges to completing their educations. Just 40 percent of student parents complete their degree within six years, according to national U.S. Department of Education data. With almost one in four postsecondary education students juggling school and dependent children, it is critical that campus and policy leaders take proactive steps to identify and support student parents.. This report shows that there are numerous ways to make postsecondary institutions welcoming to student parents and to help them access supports that can help them reach their educational goals. Even small changes can make a difference in their lives and success rates. IWPR urges leaders interested in promoting college success to consider what aspects of this framework make sense for the student parents in their community and begin prepping colleges for parents.

APPENDIX ONE: ANALYSIS OF STUDENT PARENT PROGRAM SURVEY

Institute for Women's Policy Research (IWPR) collected data through a Survey Monkey from Student Parent Service (SPS) organizations in the Summer and Fall of 2011. The following is a summary of the information collected.

Who Responded to the Survey?

Respondents to this survey included SPS staff and participants. The programs they represent vary widely, ranging from a representative of a college department serving 20 students a year to the director of a multi-state initiative to help early childhood teachers increase their education reaching 20,000. In some cases more than one respondent entered data regarding the same program. Although there are 103 survey entries, some were incomplete. **83** unique SPS organization are named in the survey. Respondents are affiliated with 33 different institutes of higher education (IHE). Thirty-one respondents say their programs are targeted to student parents; 28 serve only low-income families.

Most respondents were from four-year (40%) or two-year (29%) education institutions (see chart below).

Type of Organization of Survey Respondent <i>N=85</i>	Percent	Number
Program in 4 year higher education institution	40%	34
Program in 2 year higher education institution	29%	25
Community based organization	9%	8
Advocacy group	5%	4
Foundation	2%	2
Program in a less than 2 year educational institution	0%	0
Other, answers included: <i>state or local government, non-profit organization, child care center, association, researcher, graduate program, Medicaid managed care/health care company</i>	14%	12

The location of SPS within the postsecondary system appears to vary substantially. Of those respondents who are affiliated with a campus, 42% are affiliated with the student services division of the school but an equal percentage answered "other". The only other category to exceed 10 percent is women's center/services at 12%.

Location Within Postsecondary Campus <i>N=57</i>	Percent	Number
Student services	42%	24
Women's center/services	12%	7
Early education or child development department	7%	4
Work/life or work/family services	4%	2
Other, answers included: <i>office of diversity and inclusion, academic services, financial aid, enrollment, residential life, and specific academic departments.</i>	42%	24

Types of Services Provided by Programs

Initiatives vary in what and how many services they provide.

Type of Parent Services Offered <i>N=78</i>	Percent	Number
Child care, child care subsidies, or other child care supports	64%	50
Support groups	62%	48
Academic advising	56%	44
Mentoring	51%	40
Job placement services	33%	26
Residential services	23%	18
None of the above, answers included: <i>case management, life coaching, financial assistance with tuition, books and other academic costs, parenting education, free tax assistance, student parent meeting place.</i>	10%	8

Many SPS organizations help draw parents into the education system through outreach in the community, and advocate for student parents in multiple ways.

- Outreach – 72% indicated they conduct outreach to non-students. Examples of outreach activities include: mentoring for teen parents at local high schools, in partnerships with community organizations serving low-income families, or through free workshops offered to parents interested in higher education.

- Advocacy – Many respondents (64%) said they advocate both for individual students (e.g. with faculty, administrators, or to help them access other services) and student parents in general (e.g. regarding campus, local, and state policies and programs).

Most surveyed SPS organizations (62 out of 72 who answered the question) also help student parents to access benefits.

Types of Economic Supports <i>N=72</i>	Percent	Number
Child care supports	67%	48
Temporary Assistance for Needy Families/welfare benefits	65%	47
SNAP/food stamps	63%	45
WIC	60%	43
Housing Assistance	49%	35
Other, answers included: <i>Health insurance for adults & S-CHIP; Offer a Navigator that assists families one-on-one in navigating the system of community resources and supports available; Over 20 benefit applications including free tax assistance that can feed information into a FAFSA for easy submission; free and reduced price lunch; HEAP.</i>	31%	22
Not applicable	14%	10

SPS programs also offer classes for student parents, in some cases tailored to their specific needs.

Type of Classes Offered for Parents <i>N=66</i>	Percent	Number
Study skills	55%	36
Courses specific to student parents	32%	21
Adult Basic Education	24%	16
Job Training	23%	15
ESOL	11%	7
Other, examples included: <i>financial literacy, child development, life skills, transition to employment, Parenting education, nutrition, exercise, and stress reduction.</i>	27%	18
Not applicable	18%	12

Survey respondents provided information on other services they provide.

- **Transportation Assistance** – Transportation continues to be an issue. 19 survey respondents offer bus transit passes to student parents and 16 say their students have access to bus and shuttle services on campus. 24 indicated they offer “other” types of transportation help. Examples include gas cards or allowances or reimbursement for transportation costs. Many wrote in their concerns about the lack of public transportation in rural areas. (N=64)
- **Specialized Counseling** – 46 survey respondents said the SPS program they represented offers specialized counseling, including 34 that offer mental health, substance abuse, or domestic violence counseling. Seventeen survey respondents said that legal assistance services are provided by the SPS, and 16 offer family counseling. (N=63)
- **Financial Supports** – According to survey respondents, SPS programs offer several different kinds of financial supports to student parents including, scholarships (42); emergency funds (29); grants (23); and loans (18). 14 respondents said they offer other supports. Those include: a food bank; grants to purchase books and supplies; funding for child care and housing; gift cards for groceries and gas; and supplies for children, including diapers, clothes, and school supplies for school age children. (N=68)

Thirty-four respondents said they offer services beyond the multiple choice questions in the survey. Some interesting other types of activities reported are:

- Career assessments and personal preparedness inventory.
- Fatherhood programs and engagement.
- A workforce intermediary who builds connections between the industry student parents are becoming prepared to enter and the post-secondary institution and SPS initiative.
- Training in computer skills; laptops to borrow or keep.
- Student parent centers and other means to encourage peer support networks, e.g. peer mentoring, study tables/areas for student parents, list serve for student parents only.
- Campus-wide activities that highlight and embrace student parent families.
- Linkages to community resources, e.g. tickets to museums, sporting events, and performances that are family friendly.

Finally, the survey solicited information about whether there are ways campus-affiliated efforts are accommodating to student parents. The most commonly mentioned features are hybrid/online courses, flexible class scheduling and child care. However, several respondents wrote in that child care availability is limited.

Campus Services among SPS Affiliated with the Institution <i>N=40</i>	Percent	Number
Hybrid/online courses	53%	21
Child care	48%	19
Flexible class scheduling	45%	18
Extra-curricular group(s) for student parents	30%	12
Special orientation for student parents	28%	11
Meal plan	20%	8
Other: <i>food bank, student parent center, student parent handbook.</i>	18%	7
Not applicable	23%	9

Program Challenges

According to survey respondents, SPS programs face challenges in their work. Lack of sufficient funding is an issue for the overwhelming majority (80%) of respondents. Yet, 53% say the level of support they receive from the administration of the education institution is “strong” or “very strong”. As one respondent wrote in, “As long as you are not asking for money or staff!” Just 17% said they received “weak” or “very weak” support.

Biggest Challenges Programs Face Now <i>N=71</i>	Percent	Number
Funding	80%	57
Need more support from institutional administration	35%	25
Need more support from outside community	21%	15
Other. Written-in examples included: <i>Not enough staff; creating connection and feeling of belonging for student parents on campus; inadequate physical space for the SPS; housing for student parents is limited; child care for infants and at night; state limits child care subsidy for study time to one hour a week.</i>	21%	15

With funding limited, just over half (55%) say they are unable to serve as many parents as are eligible, but the data provided are not reliable to use to report what percentage are reached. Survey respondents say they utilize a variety of funding sources – not limited to public funding – to operate their programs.

Funding Sources <i>N=73</i>	Percent	Number
Private donations	45%	33
University/college general funds	44%	32
Foundations	36%	26
Federal funds	33%	24
State or local funds, answers included: <i>California, North Carolina, and Ohio provide supports for SPS programs, including allocation of federal dollars from Child Care and Development Block Grant dollars, TANF and TANF MOE grants, General Revenue, State Preschool and Education funding, and department grant initiatives.</i>	33%	24
Student fees	19%	14
Corporate donations	14%	10
Other (please specify in the space below):	29%	21

In answer to a question about the funding and organizational strength of the SPS program, 44% said the support level was weaker or much weaker than the previous year, compared to 19% who believed it was stronger and 37% who perceived no change over that period of time.

APPENDIX TWO: Information on the Examples Included in the Toolkit

Program	City/State	Contact
Affiliated with Two-Year Colleges		
Access and Success Program – St. Catherine’s College http://minerva.stkate.edu/offices/administrative/access.nsf	St. Paul, Minnesota	Joan Demeules, Director of Access and Success for Student Parents at St. Catherine University jmdemeules@stkate.edu
CNM Connect – Central New Mexico Community College http://www.cnm.edu/student-resources/get-help	Central New Mexico	Ann Lyn Hall, Executive Director of CNM Connect ahall@cnm.edu
Starting Points - Fox Valley Technical Community College http://www.fvtc.edu/public/content.aspx?ID=1716&PID=1	Appleton, Wisconsin	Sandi Moore, Counselor, Fox Valley Technical College, moores@fvtc.edu
Texas State Technical College – Waco Campus Brazos Community http://www.waco.tstc.edu/housing/	Waco, Texas	Michelle Rachels, Director of Campus Living Michelle.rachels@tstc.edu
Family Economic Security Program - Norwalk Community College http://www.ncc.commnet.edu/fesp/	Norwalk, Connecticut	Kristina Testa-Buzzee, Director of the Family Economic Security Program KTesta-Buzzee@ncc.commnet.edu
Project Independence at Portland Community College http://www.pcc.edu/resources/women/cascade/project-independence.html	Portland, Oregon	Debbie Stone, Coordinator dstone@pcc.edu
Rio Salado College http://www.riosalado.edu/	Tempe, Arizona	Mira Radovich, Communications Coordinator mira.radovich@riosalado.edu
Single Mothers Achieving Real Triumph (SMART) program - Lakeland Community College http://lakelandcc.edu/comeduc/women/smart.asp	Lakeland, Ohio	Gloria Lane, Manager, Women’s Center at Lakeland Community College

		glane@lakelandcc.edu
Oklahoma City Community College Child Development Center and Lab School http://www.occ.edu/childddev/index.html	Oklahoma City, Oklahoma	Dr. Mary McCoy, Director MMcCoy@occ.edu
Ready to Work - Kentucky Community and Technical College System http://kctcs.edu/en/system_initiatives/ready-to-work.aspx	Kentucky	Shauna King-Simms, System Director of Transitions Programs shauna.king-simms@kctcs.edu
Family Resource program at Arizona State University www.asu.edu/studentaffairs/reslife/family	Arizona	Maureen Duane, Program Coordinator Maureen.Duane@asu.edu (480) 965-9723
Bridge to Hope – multiple community college locations through University of Hawaii http://www.hawaii.edu/bridgetohope/index.htm	Hawaii	Teresa Bill, Bridge to Hope Coordinator bth@hawaii.edu
Career Advance - Community Action Project of Tulsa http://captulsa.org/our-programs/family-advancement/careeradvance/	Tulsa, Oklahoma	Monica Barczak, Innovation Lab Tulsa CAP mbarczak@captc.org
Young Parent Support Program - Fond Du Lac Community and Tribal College http://www.fdlcc.edu/academics/departments/special/youngstudentparent/	Cloquet, Minnesota	Tina Alcala, Young Student Parent Program and Student Activities Coordinator talcala@fdlcc.edu
Northampton Community College http://www.northampton.edu/Student-Resources/New-Choices.htm	Bethlehem, Pennsylvania	Maryann Haytmanek, New Choices Project Director mhaytmanek@northampton.edu
Madison Area Technical College and Family Center http://madisoncollege.edu/cfc	Madison, Wisconsin	Cigdem Unal, Director cunal@madisoncollege.edu
Lane Community College http://www2.lanecc.edu/lfc	Eugene, Oregon	Terri Hansen, Project Specialist for Networks hansent@lanecc.edu (541) 463-3304
Affiliated with Four-Year Colleges/Universities		
Baby Bears @ Berkeley - University of California at Berkeley	Berkeley, California	Alice Jordan, Program Director,

http://prezi.com/ks5_krcmf4nr/baby-bears-cal/		Student Parent Programs and Services ajordan@berkeley.edu
Transfer, Re-Entry, and Student Parent Center - the University of California – Berkeley http://studentparents.berkeley.edu/studentparents.shtml	Berkeley, California	Alice Jordan, Program Director, Student Parent Programs and Services ajordan@berkeley.edu
Keys to Degrees at Endicott College http://www.endicott.edu/Student/SingleParProg-Student.aspx	Beverly, Massachusetts	Pamela Miles, Director Keys to Degrees pmiles@endicott.edu
Family Child Care Network at California State University - Northridge http://www.csunas.org/childrens-center/family-care-network/	Northridge, California	Sandy Abrams, Director Children's Center sandy.abrams@csun.edu
Student Parent Help Center - University of Minnesota – Twin Cities http://www.sphc.umn.edu/	Minneapolis/St. Paul, Minnesota	Susan Warfield, Program Director Student Parent HELP Center warfi002@umn.edu
Self Sufficiency Program - University of Wisconsin http://www.uwlax.edu/ssp/	La Crosse, Wisconsin	Andrea Hansen, Director ahansen@uwlax.edu
Undergraduate and Graduate Parent Support Program - University of Alabama http://www.gps.ua.edu/	Alabama	Cori Perdue, Graduate Parent Support Coordinator, also a graduate student and parent cmperdue@crimson.ua.edu
Support for Students with Child Care Expenses - University of Michigan http://www.finaid.umich.edu/Home/HowtoApplyforAid/StudentswithChildCareExpenses.aspx	Michigan	Margaret Rodriguez, Sr. Associate Director mhr@umich.edu
Life Impact Program at the University of Wisconsin-Milwaukee http://www4.uwm.edu/lifeimpact/	Milwaukee, Wisconsin	Natalie Reinbold, Life Coach & Program Coordinator Natrein@uwm.edu
University of California at San Diego Undergrad Student Parents Network http://students.ucsd.edu/well-being/wellness-resources/student-parents/index.html	San Diego, California	Rochelle Lorkovic, Student Parent Wellness Intern UC San Diego Wellness studentparents@ucsd.edu

Women with Children program at Wilson College http://www.wilson.edu/admissions/women-with-children-program/national-clearing-house/index.aspx	Chambersburg, PA	Katherine Kough, Director of Women With Children Program katherine.kough@wilson.edu
Other Resources for Student Parents		
Family Scholar House http://www.familyscholarhouse.org/	Louisville, Kentucky	Cathe Dykstra, Chief Possibility Officer President & CEO Family Scholar House cdykstra@familyscholarhouse.org
Generation Hope Scholar Program http://www.supportgenerationhope.org/	Washington, D.C	Nicole Lynn Lewis, Founder & CEO nicole@supportgenerationhope.org
Single Stop http://www.singlestopusa.org/program/community-colleges/	Community colleges in 7 states (CA, FL, LA, MA, NJ, NM, and NY)	Vanessa Marquez, Development Officer VMarquez@singlestopusa.org
Single Mothers Academic Resource Team (SMART) Oklahoma http://www.smartok.org/	Oklahoma	JoAnna Wall, SMART Statewide Coordinator jwall@osrhe.edu
T.E.A.C.H. Early Childhood Scholarship Project http://www.childcareservices.org/ps/teach.html	22 states	Sue Russell, President Child Care Services suer@ipass.net
Buckner Family Place	Lufkin, Texas	Marisa Phillips, HR and TDHCA housing contract manager, IPC/NCC Buckner Children and Family Services mphillips@buckner.org

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