Welcome!

GENERATION HOPE

Generation Hope Team

Nicole Lynn Lewis
Founder & CEO

Reginald M. Grant
Chief Operating Officer

Portia Polk
Director of Learning & Advocacy

Caroline Kassas
Learning & Advocacy Coordinator

GENERATION HOPE

Thumbs Up, Thumbs Down

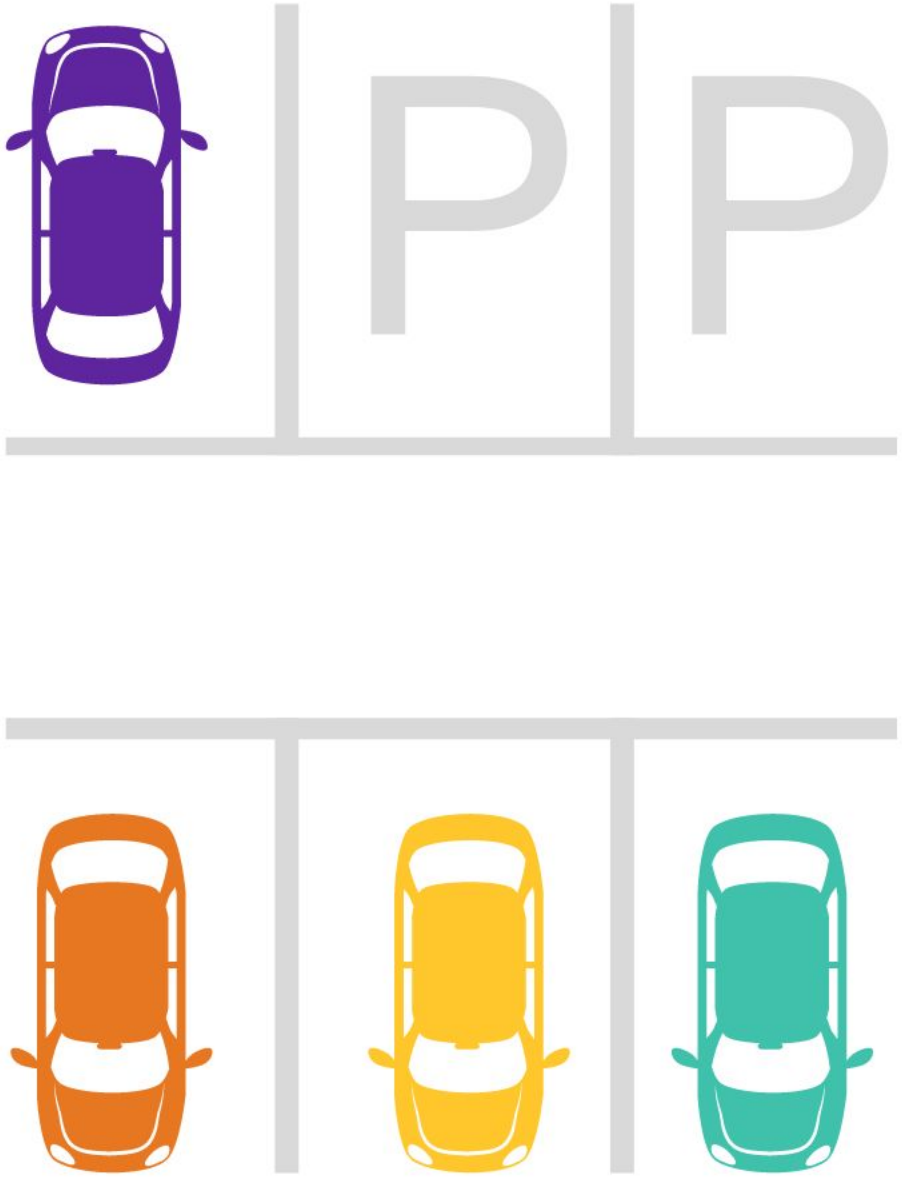
Agenda

- **10:00 AM - 10:45 AM**
  Welcome, Who We Are, State of Student Parents
- **10:45 AM - 12:15 PM**
  Walk in a Scholars Shoes
- **12:15 PM - 12:45PM**
  Lunch
- **12:45 PM - 1:15PM**
  Supporting Student Parents Through Graduation
- **1:15PM - 1:30 PM**
  Q and A

Norms and Parking Lot

Norms

- During discussions, value other participants' contributions.
- Be engaged, but do not dominate the discussion.
- Avoid multitasking. Mute your electronic devices.
- All responses are valid; there are no right or wrong answers.



GENERATION HOPE

Mission and Impact

Our Mission

To ensure all student parents have the opportunities to succeed and experience economic mobility, Generation Hope engages education and policy partners to drive systemic change and provides direct support to teen parents in college as well as their children through holistic, two-generation programming.

GENERATION HOPE

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HOPE

Our Work

Direct Services

- Helping teen parents earn college degrees
- Ensuring their children thrive in elementary school
- Resulting in a two-generation, holistic model

Systems Change

- Providing technical assistance to colleges and universities, called FamilyU
- Implementing student-driven policy and advocacy
- Releasing research and reports

Our Impact

Fewer than 2% of teen mothers earn a college degree before age 30.

Generation Hope's Scholars graduate at a rate that exceeds the national average for ALL college students whether they are parenting or not.

COMPLETION

92% of Scholars stay in college and in our program, or graduate, year-to-year.

PERSISTENCE

95% of Scholars say their mental health has improved as a result of Generation Hope's mental health counseling.

MENTAL HEALTH

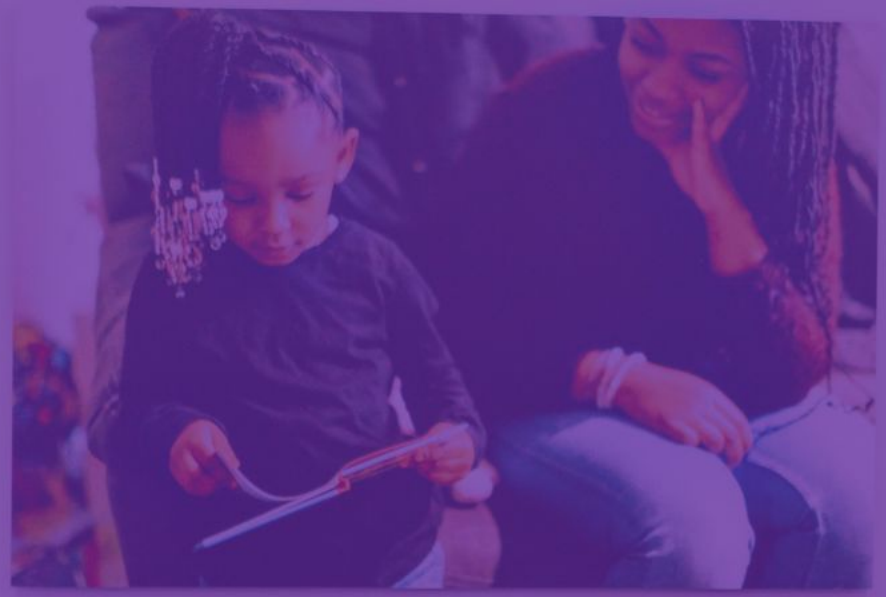
Our Scholars' post-grad employment rate is 10 points higher than the average for all college graduates in our region.

EMPLOYMENT

100% of the children in Next Generation Academy were "on track" for their age group in cognitive development after 1 year in the program.

FAMILY SUCCESS

State of Student Parents

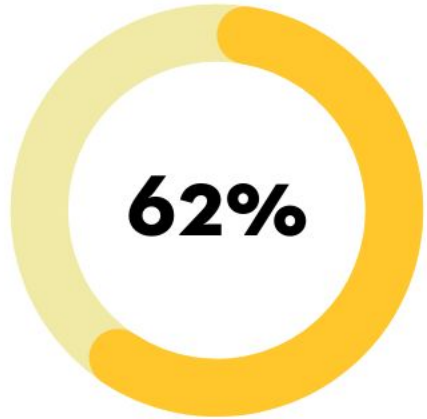


National Student Parent Demographics

of college students across the US are student parents

student parents have higher GPAs on average than their non-parenting peers

of student parents are mothers



are single mothers

But this doesn't tell the complete story....

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In a Generation Hope survey of 259 student parents, what % of student parent respondents said they felt somewhat disconnected or very disconnected from their college community?

ⓘ Start presenting to display the poll results on this slide.

Student Parent Data Point #1

Disconnected from their college community

- Nearly half of respondents said they felt somewhat disconnected or very disconnected from their college community,
- 40% indicated that they agreed or strongly agreed that they felt isolated as a parenting student on their campus.

Question(s) to consider

- What are ways that your campus is more inclusive of parenting students in campus life?

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What percentage of respondents indicated they felt somewhat unwelcome or very unwelcome on their campus?

ⓘ Start presenting to display the poll results on this slide.

Student Parent Data Point #2

Unwelcomed on Campus

- Overall, 20% of respondents indicated they felt either somewhat unwelcome or very unwelcome on their campuses: Broken down by race, 30% of parenting Black students and 25% of parenting Hispanic and Latino students feel either somewhat unwelcome or very unwelcome, compared to 16% of parenting White students.

Question(s) to consider

- What are the ways that your institution includes parenting students in campus life?

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What percentage of respondents said that their financial aid office did not inform them that childcare expenses could be taken into account in the determination of their financial aid award?

ⓘ Start presenting to display the poll results on this slide.

Student Parent Data Point #3

Student services aren't designed for student parents

- Securing child care was one of the most difficult challenges student parents reported facing. And yet, three-quarters of respondents said that their financial aid office did not inform them that childcare expenses could be taken into account in the determination of their financial aid award. That number increases to 79% for Black students.

Question(s) to consider

- What is your institution's process around professional judgement for childcare costs?
- How can your institution provide student parent-specific training to members of the financial aid team?

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What percentage of teen mothers earn a college degree before age 30?

ⓘ Start presenting to display the poll results on this slide.

Student Parent Data Point #4

Student parents are not persisting

- Fewer than 2% of teen mothers earn a college degree before age 30, and more than half of all parenting college students leave school without a degree.

Question(s) to consider

- What do intentional retainment practices for student parents entail?

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How many adults with some college credit, but not a degree, are also parenting?

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Student Parent Data Point #5

Student parents are a large portion of the some-college-no-degree population

- More than one-third (35 percent) of adults who earned some college credit, but not a degree, are parents of children under 18.
- Students with children are nearly twice as likely to leave college before graduating than students who are not parents:
- Over half (52 percent) of student parents suspend their enrollment within six years without returning to complete their education, compared with 29 percent of all students without children.

Question(s) to consider

- What strategies can we employ to re-engage student parents, specifically?

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What percentage of single fathers stop-out at public, four year institutions?

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Student Parent Data Point #6

Fathers are more likely than mother to stop-out of college

- Single fathers (71 percent), Black and Latino fathers (72 percent and 66 percent, respectively), and fathers at public four-year institutions (70 percent) experience higher stop-out rates than student parents overall, student mothers, and other student fathers.

Question(s) to consider

- What is your specific plan to retain fathers at your institution?

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In 2019, how many student parents were identified, nationally?

ⓘ Start presenting to display the poll results on this slide.

Student Parent Data Point #7

It's likely that nearly 20% of your student body is parenting.

- According to a report published by IWPR, more than 19.5 million college students nationally — around 22% (4.3 million) — are also parents. Within that group, 55% are single parents, and 71% are women, according to a United States Government Accountability Office report from August 2019.

Question(s) to consider

- How is your institution collecting and disaggregating student parent data?

The Landscape

Why now?

- The COVID-19 pandemic has exacerbated the needs of student parents, especially those who have low-income
- Recent passage of state-level, student parent data collection bill in Oregon and Illinois; legislative drafts in California
- Expansion of the Child Tax Credit benefit
- Expansion of Higher Education Emergency Relief Fund (HEERF) emergency federal student grant aid to include DREAMers and international students

But what are we missing.....

DATA: The lack of student parent data creates a blind spot across our higher education system that creates a large blind spot in colleges' ability to improve student parent outcomes.

What we're reading/thinking about...

GALLUP

College Student Caregivers More Likely to Stop Classes

BY JONATHAN ROTHWELL

"College Student Caregivers More Likely To Stop Classes"
Gallup, January 2021

GENERATION HOPE

2022 Regional and National Policy Priorities

Our Mission: To ensure all student parents have the opportunities to succeed and experience economic mobility, Generation Hope engages education and policy partners to drive systemic change and provides direct support to teen parents in college as well as their children through holistic, two-generation programming.

Generation Hope is committed to removing the systemic barriers that hinder student parents from earning a postsecondary credential and experiencing economic mobility and urges the 117th Congress as well as regional policymakers in the Washington, D.C. metro area to do the same. We define *student parent* as a student who is a parent or assumes caregiving responsibilities of any biological, adopted, step, or foster child(ren) living in their household part or full time. We also include pregnant and expecting students in this group.

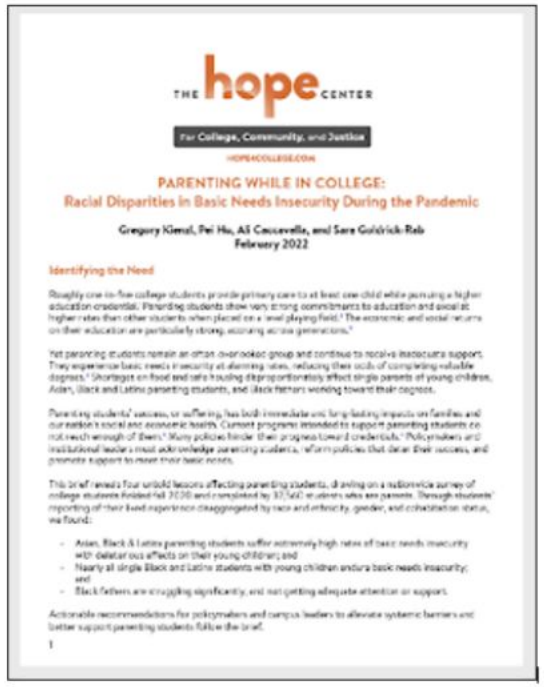
Despite their invisibility across the higher education system, 1 in 5 college students are parenting, and while they generally have higher GPAs compared to their non-parenting peers, they are ten times less likely to complete a Bachelor's degree within five years.[1] Student parents face an uphill battle to completing a postsecondary credential because they often intersect with other historically underrepresented groups, causing them to be further marginalized and undersupported. Thirty-three percent of student parents are Black/African American, 29% are Native Americans, and 21% are Hispanic, making it critical to use a race equity lens when evaluating policies that will impact this student population.[2]

Access to higher education, affordable and quality childcare, and true pathways towards economic mobility are policy areas of tremendous importance to student parents, which is why they are the hallmarks of Generation Hope's policy priorities. As an advocate and activist, Generation Hope will elevate the experiences of teen/student parents at the intersection of race and education to pursue national and local policy change in these areas. We believe in the power of teen/student parents — including teen/student parents of color — and know that they are the best advocates for themselves and those similarly positioned. To that end, Generation Hope will deploy, support, and lean on teen/student parents as subject matter experts as we seek to eliminate, modify, and create public policies to best support them.

Each year, Generation Hope develops a set of regional and national focus areas within our overarching policy priorities. Our overarching priorities were curated from the lived experiences of student parents, research, and our direct work with families every day. The development of our annual focus areas follows this same process and outlines the actions that we will take and the collaborations we will engage in to create change on behalf of and in partnership with student parents this year.

"2022 Regional and National Policy Priorities"
Generation Hope, February 2022

What we're reading/thinking about...



THE hope CENTER

For College, Community, and Justice

HOPECOLLEGE.COM

PARENTING WHILE IN COLLEGE:
Racial Disparities in Basic Needs Insecurity During the Pandemic

Gregory Kienzl, Pei Hu, Ali Caucevello, and Sara Goldrick-Rab
February 2022

Identifying the Need

Roughly one-in-five college students provide primary care to at least one child while pursuing a higher education credential. Parenting students show very strong commitments to education and social at higher rates than other students when placed on a level playing field.[1] The economic and social returns on their education are particularly strong, accruing across generations.[2]

Yet parenting students remain an often overlooked group and continue to receive inadequate support. They experience basic needs insecurity at alarming rates, reducing their odds of completing valuable degrees.[3] Shortages on food and safe housing disproportionately affect single parents of young children, Asian, Black and Latinx parenting students, and Black fathers working toward their degrees.

Parenting students' success, or suffering, has both immediate and long-lasting impacts on families and our nation's social and economic health. Current programs intended to support parenting students do not reach enough of them.[4] Many policies hinder their progress toward credentials.[5] Policymakers and institutional leaders must acknowledge parenting students, reform policies that deter their success, and promote support to meet their basic needs.

This brief reveals four untold lessons affecting parenting students, drawing on a nationwide survey of college students fielded fall 2020 and completed by 37,560 students who are parents. Through students' reporting of their lived experience disaggregated by race and ethnicity, gender, and cohabitation status, we found:

- Asian, Black & Latinx parenting students suffer extremely high rates of basic needs insecurity with deleterious effects on their young children; and
- Nearly all single Black and Latinx students with young children endure basic needs insecurity; and
- Black fathers are struggling significantly, and not getting adequate attention or support.

Actionable recommendations for policymakers and campus leaders to alleviate systemic barriers and better support parenting students follow the brief.

1

"Parenting While in college: Racial Disparities in Basic Needs Insecurity During the Pandemic"
The Hope Center, February 2022

The Washington Post
Democracy Dies in Darkness

Higher Education

Fathers or students: Black men in college often face a choice

By Danielle Douglas-Gabriel
February 20, 2022 at 8:00 a.m. EST

Listen to article 7 min

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"Fathers or students: Black men in college often face a choice"
The Washington Post, February 2022

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Break

Walk in a Scholar's Shoes

Walk in a Scholar's Shoes Activity

Instructions

- Open your envelope to read your student parent profile.
- Using that profile, walk around the room and choose the path you would take by making decisions that will impact your future.

Duration

- 30 mins: Walk around the Room
- 35 mins: Large Group Reflection and Share Out

Group Assignments

Large Group

Large Group Reflection

In your group, please discuss the following questions:

Reflections:

1. What are the historical and structural barriers you identified in the activity?
2. How did systems work for or against you in this scenario?
3. Why might a student parent be hesitant to talk about what's going on here or seek out help?
4. What could a support person do to help in this scenario?

Lunch Break

12:15- 12:45 PM

Back of Room - Regency Foyer Buffet
Front of Room - Arboretum Foyer Buffet

Welcome Back!

Family U Approach to Capacity Building

race equity lens

At the systemic level it emphasizes the overall policy framework in which individuals and organizations operate and interact with the external environment.

At the institutional level it focuses on the overall organizational performance and functioning capabilities, as well as the ability of an organization to adapt to change.

At the individual level, capacity building refers to the process of changing attitudes and behaviors-imparting knowledge and developing skills while maximizing the benefits of participation, knowledge exchange and ownership.

Core Competencies for Student Parent Success

Data

Create a more comprehensive and utilitarian student parent-centered data collection system.
In addition to walking you through best practices, we will connect you with experts on how to enhance your data collection methods and provide recommendations based on their lessons learned.

Policy

Analyze institutional policy using a student-parent lens, develop a plan to amend policies that negatively impact student parents, and create policies to help this population thrive.
We will also encourage you to think strategically about integrating state and federal policy into your student parent supports.

People

Assess the staff, faculty, and administration's knowledge of student parents and identify strategies to increase awareness, training, and understanding that will lead to transformative support.
We will walk you through individual practices that can either marginalize or encourage student parents.

Culture

Develop and implement strategies that foster a welcoming environment for student parents.
From the physical campus environment to the unspoken traditions or practices that define a culture, we will partner with you to unpack what messages you are sending to parenting college students each day.

At Generation Hope, we define racial equity as both an outcome and a process. As an outcome, we achieve racial equity when race no longer determines one's socioeconomic outcomes; when everyone has what they need to thrive, no matter where they live. As a process, we apply racial equity when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives. (Race Forward)

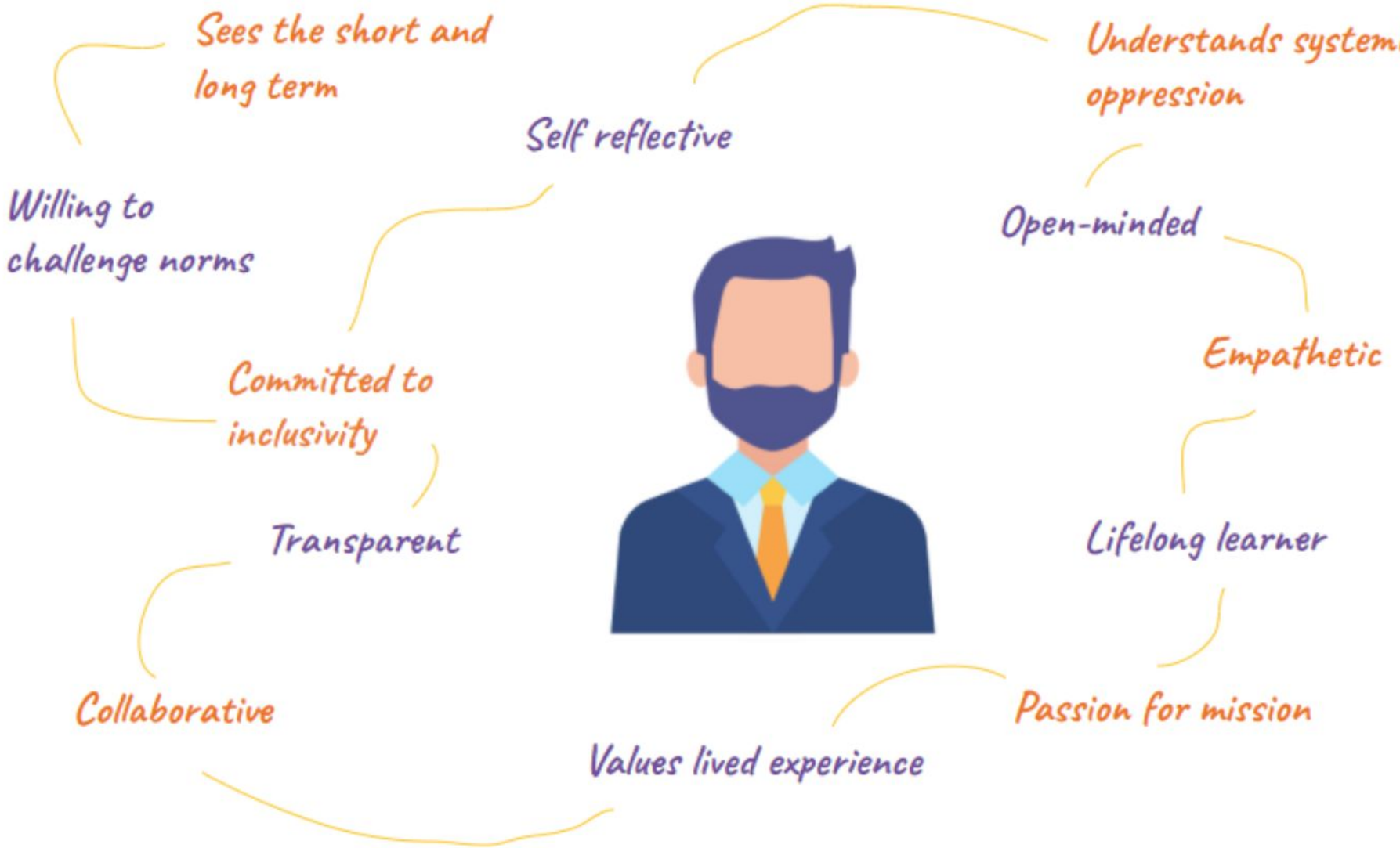
Data Collection In Practice

	TIPS
Before Collection	• Gain buy-in from leadership; Educate the people in positions to help. Educate beyond childcare only conversations. Use your data to help continue to educate/ encourage leadership. • Spread the word! Present to staff/faculty so that they also encourage buy-in • Identity student-parents formally under the DEI (Diversity, Equity, and Inclusion) umbrella • Technology suggestions: Apricot through Social Solutions; TutorTrac; Airtable/Excel • Use the FASFA data to get started (e.g., parental and marital statuses) • Don't fear FERPA; partner with research offices/staff on campus
During Collections	• Don't ask student parents questions without follow-up (e.g., sharing resources with them, etc.) • Don't overburden students by asking the same questions over and over
After Collection	• Consider creative solutions: Tutors at the family-friendly center; family-friendly spaces in the library; hybrid/remote learning; parents don't leave the family-friendly buildings w/out their kiddos • Work with student parents to help them have a seat at the table (e.g., participating in student gov, etc.)

Student Parent Policy in Practice

Applying a Student Parent Lens to Policy Creation	Guiding Questions/Considerations
Policy Design & Intention	• What is the true, intended purpose of this policy? What is the issue it aims to solve or the challenge it seeks to address? What is it NOT intended to do? • Was this policy designed with student parents in mind? If so, how? If not, what is missing? • If there are restrictions, time limits, eligibility requirements, procedures that are embedded in the policy, are they needed? Why or why not?
Policy Impacts & Outcomes	• How does this policy impact student parents? Is it fulfilling its intended purpose for them? Why or why not? • What unintended outcomes does this policy have on student parents? On their children? • Does the policy consider how outcomes may differ for student parents when disaggregated by race, ethnicity, gender, socio-economic status, marital status, etc.? If so, how? If not, what needs to be changed? • How are the policy's outcomes being tracked and are they being tracked in an equitable way? • Does this policy create unnecessary burdens, time, or paperwork that can be particularly challenging for student parents?
Policy Inclusiveness	• Will the policy have a positive impact on inclusion and participation of student parents in its design, implementation, communication, process, etc.? • Will the policy protect student parents from being discriminated against, marginalized, or treated harshly? How?

Student Parent Champion Qualities & Characteristics

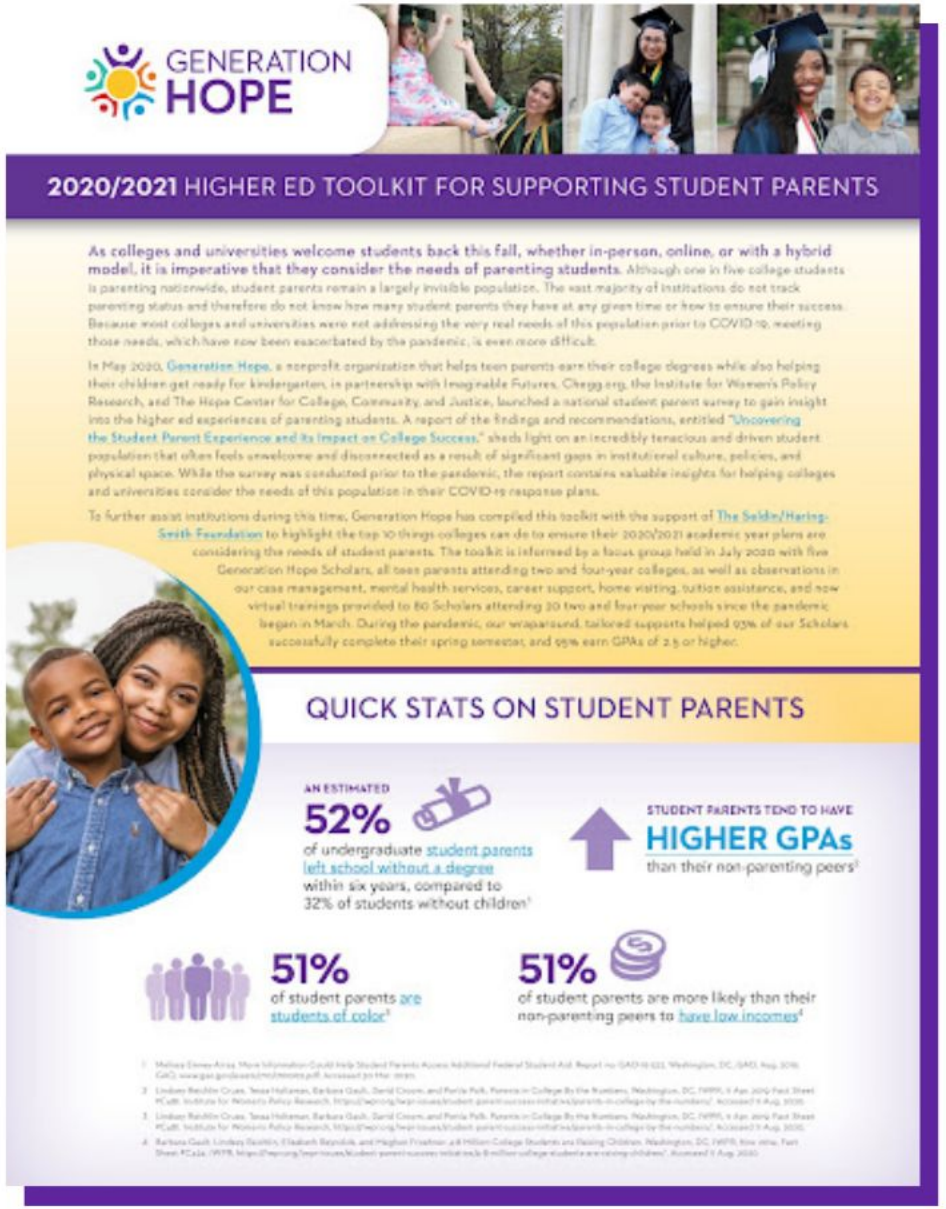


Student Parent Support Techniques

Role	Abilities Put Into Practice
Senior Leadership	• Prioritize student parent work and view student parents as assets to the environment • Regularly discuss institutional decision-making through a student parent lens and incorporate this population in discussions about a more inclusive culture • Speak about student parents – and their connection to race, culture, and structural racism – both internally and externally • Gather data on parenting status of students and analyze disaggregated data to connect it to root issues
Faculty	• Are aware that student parents are a part of the campus community and are willing to be flexible with institutional norms in order for all students to succeed • Communicate proactively about parenting responsibilities in class syllabi and other messages to students and colleagues • Assess needs of students through surveys to better understand life challenges and respond • Create a positive environment where students feel they can disclose parenting status without experiencing negative consequences
Staff	• Be willing to review/change institutional policies and norms that might marginalize student parents • Ensure that student parents have equal access to educational and social opportunities by removing unnecessary barriers and considering their caregiving needs • Hold team members accountable to ensure progress of student parent work

Culture in Practice

- **2020/2021 Higher Ed Toolkit for Supporting Student Parents (September 2020)**
  - Key recommendations for this academic year
    - Establishing and reducing barriers to emergency aid
    - Asynchronous Learning
    - Family-Friendly Syllabi
    - Welcome email that includes parents
    - Enhancing supportive services
    - Building community
    - Offering virtual supports
    - Creating as much certainty as possible for student parents



FamilyU Cohort Overview

Cohort Model: 5 institutions in each cohort, 5 representatives from key departments at each institution

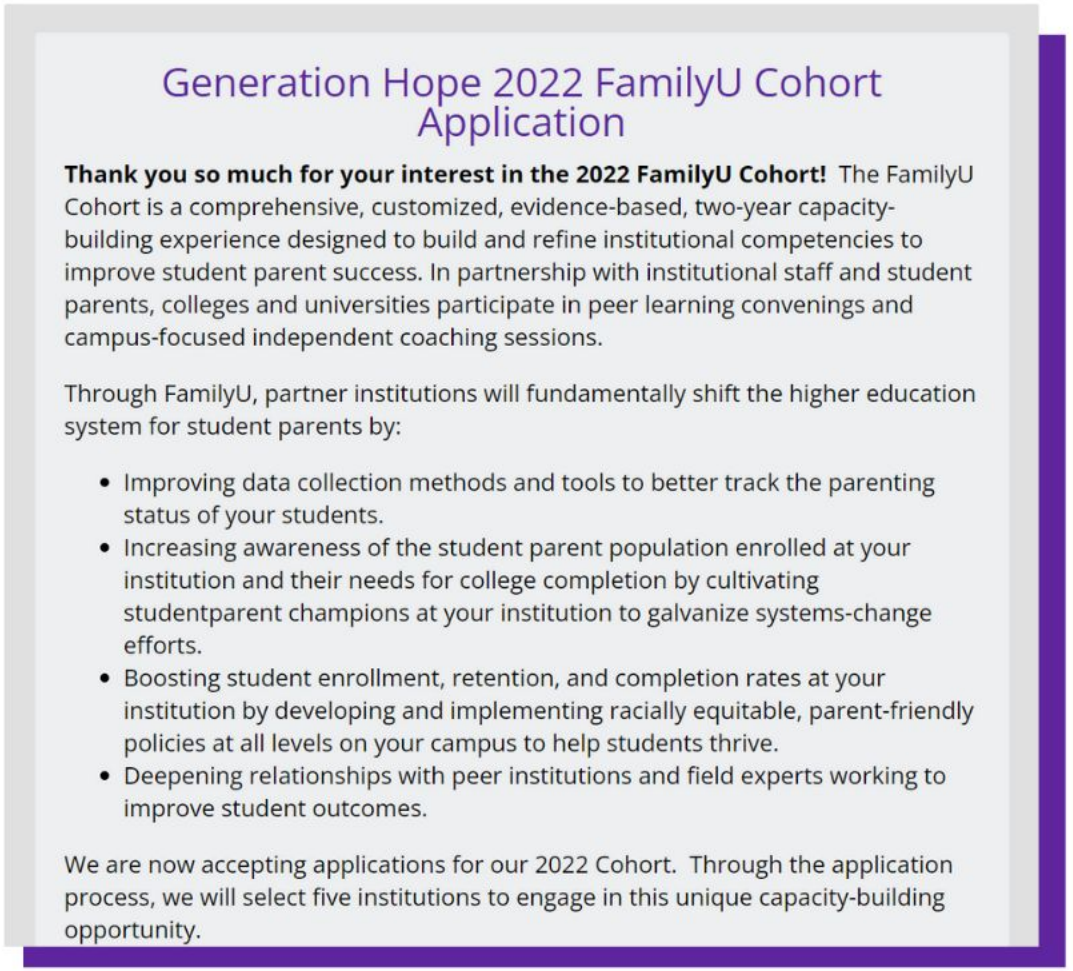
Year 1 ***Assessment, Information Sharing, Customized Work Plan Development***	**Year 2** ***Implementation Support, Evaluation***
Examining and discussing 4 core components: 1. Data 2. People 3. Policy 4. Culture	• Progress reports and support for implementation phase • Introduction and training of Student Parent Fellows • Report outs on deliverables, celebration, etc.

Cost

	Installment	
Year 1 (per. inst)	$10,000	**Please note that these fees will be waived for HBCUs*
Year 2 (per. inst)	$10,000	

2022 FamilyU Cohort Application Open Now!

- Helping colleges and universities increase their capacity to better serve student parents
- 4 -5 Institutions are selected from a national pool
- **2022 Application Cycle Closes on May 13, 2022**



Generation Hope 2022 FamilyU Cohort Application

Thank you so much for your interest in the 2022 FamilyU Cohort! The FamilyU Cohort is a comprehensive, customized, evidence-based, two-year capacity-building experience designed to build and refine institutional competencies to improve student parent success. In partnership with institutional staff and student parents, colleges and universities participate in peer learning convenings and campus-focused independent coaching sessions.

Through FamilyU, partner institutions will fundamentally shift the higher education system for student parents by:

- Improving data collection methods and tools to better track the parenting status of your students.
- Increasing awareness of the student parent population enrolled at your institution and their needs for college completion by cultivating studentparent champions at your institution to galvanize systems-change efforts.
- Boosting student enrollment, retention, and completion rates at your institution by developing and implementing racially equitable, parent-friendly policies at all levels on your campus to help students thrive.
- Deepening relationships with peer institutions and field experts working to improve student outcomes.

We are now accepting applications for our 2022 Cohort. Through the application process, we will select five institutions to engage in this unique capacity-building opportunity.

Insights & Outlooks

SEP 23, 2020

Reimagining Higher Ed for Equity and Student Parent Success

NICOLE LYNN LEWIS | COVID-19

Q & A

slido

Please fill in the survey

ⓘ Start presenting to display the poll results on this slide.

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STAY IN TOUCH

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