



Talent Strong Texas Pathways Institute

Advancing Institutional Goals through Student-Parent Data and Supports

April 11, 2024



Theresa Anderson, Ph.D.

Thank you!



www.urban.org

The Student-Parent Action through Research Knowledge (SPARK) Collaborative

studentparentaction.org

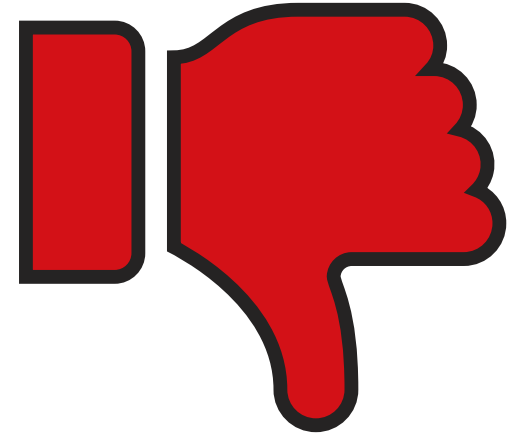


Show of hands

Who has been in school while parenting?

Who has known someone in school while parenting?

Show of thumbs



Supporting student parents can be a win all around

Good for students

Good for children and families

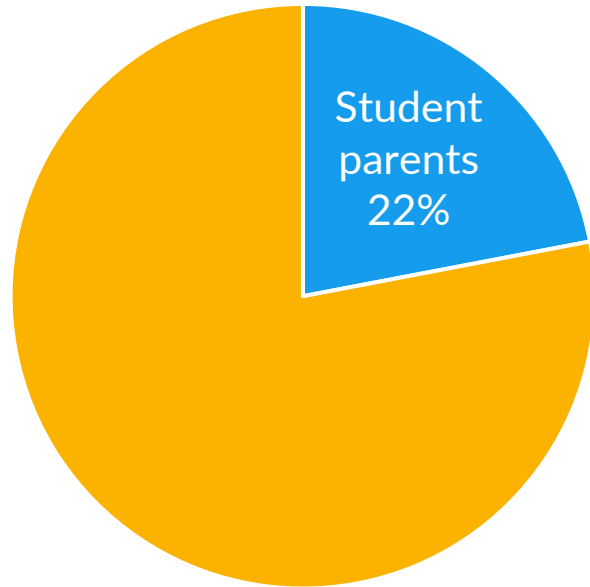
Good for communities

Good for the economy

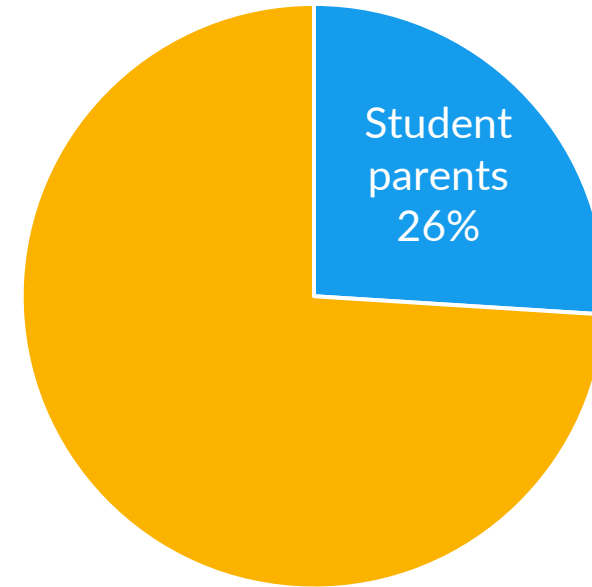
Good for colleges!

Who are student parents?

Undergrads, 2016



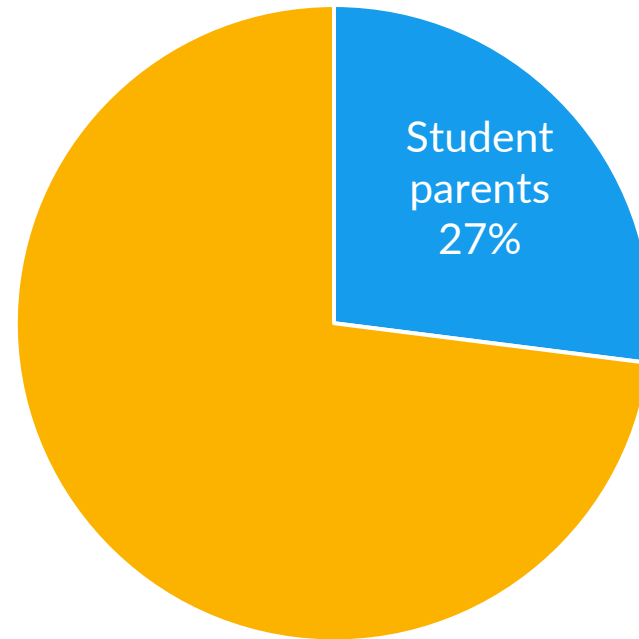
Undergrads at two-year colleges, 2016



4.3 million

And what about Texas?

Undergrads at Texas community colleges, 2016

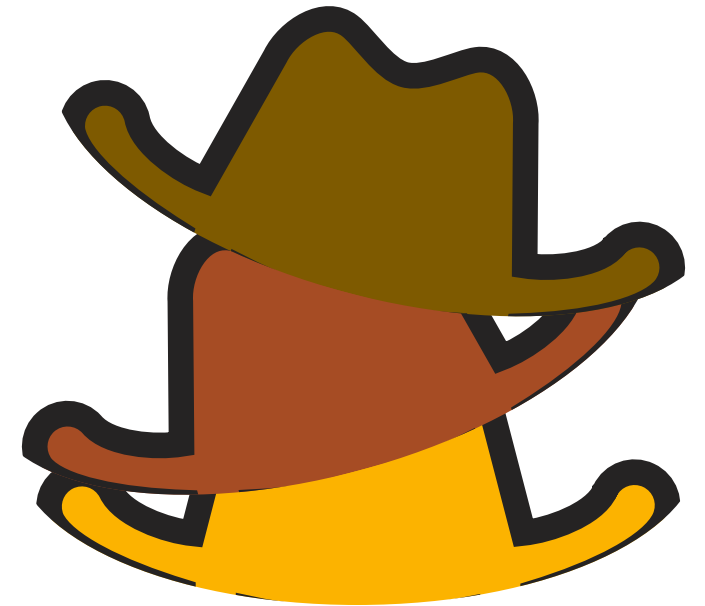


186,000
students

What do we know about student parents in Texas community colleges?

- 71% had a non-work-study job
 - They worked an average of **25.5** hours per week
- They were more likely to be enrolled part time
 - But they had average GPAs of **2.81**, slightly **higher** than their classmates without children (2.76)
- They had **1.9** children on average

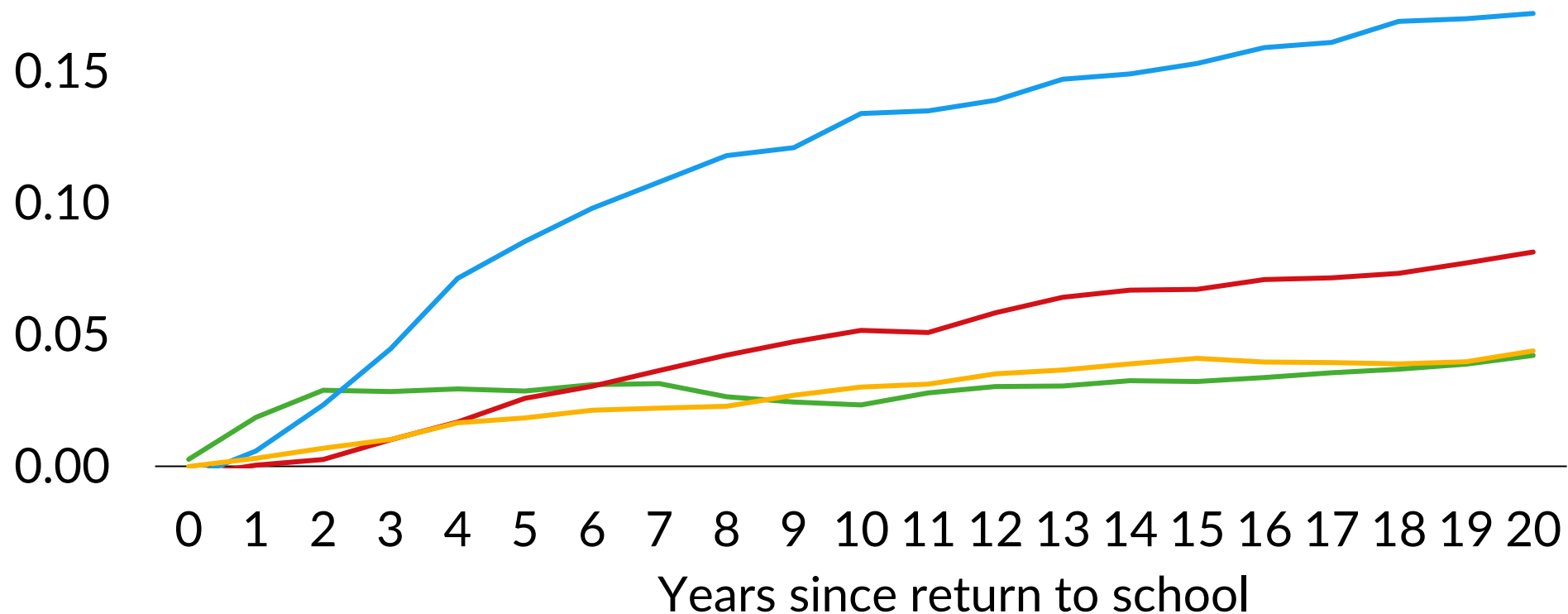
Three large hats!



Student parents (mothers in the chart below) can take many years to complete a degree

— HS Diploma
— 4-Year College Degree
— College Degree
— Graduate Degree

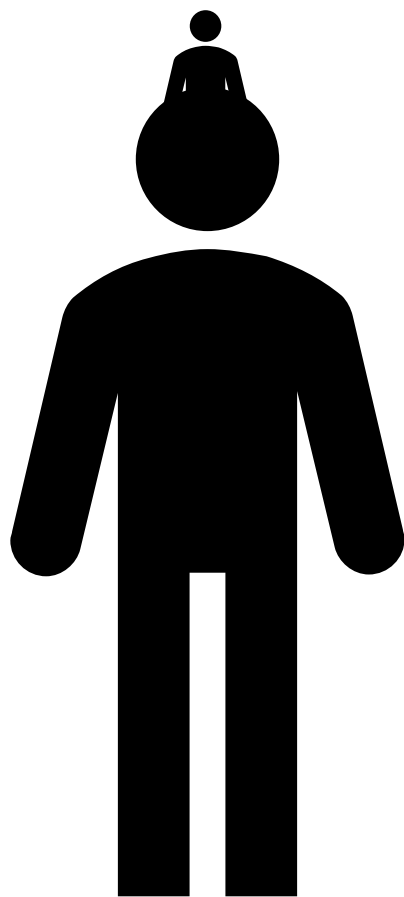
Impact on probability of having an academic credential

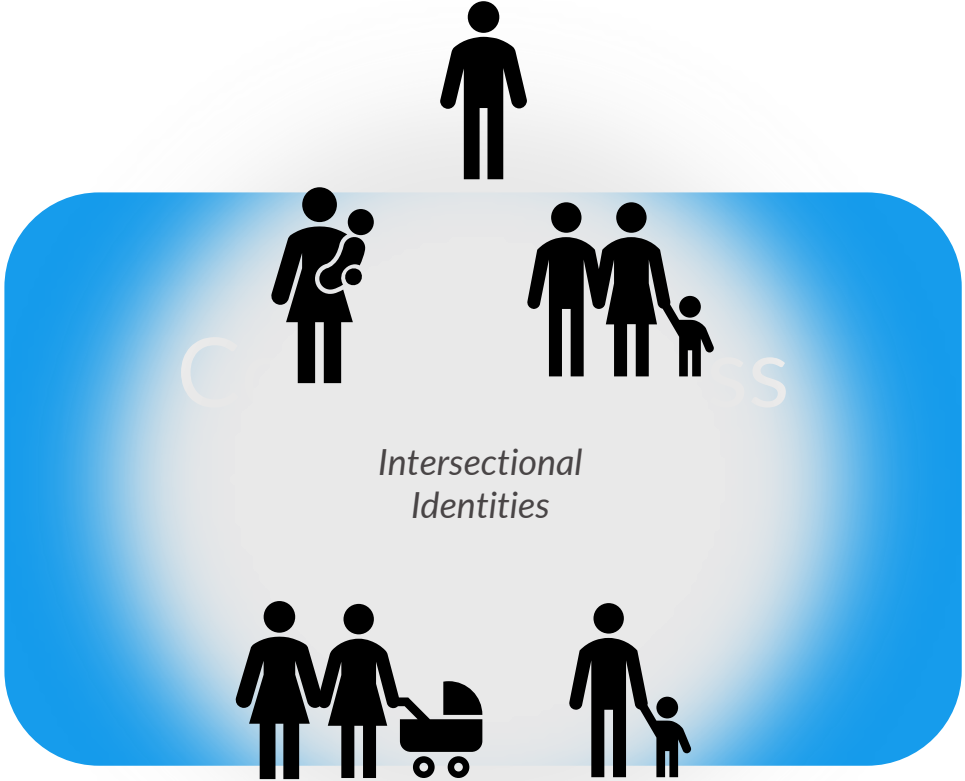


1/3 of student mothers complete a higher credential eventually

Less than 1/4 of mothers who did not have a college degree completed one

Systems are not designed for student parents

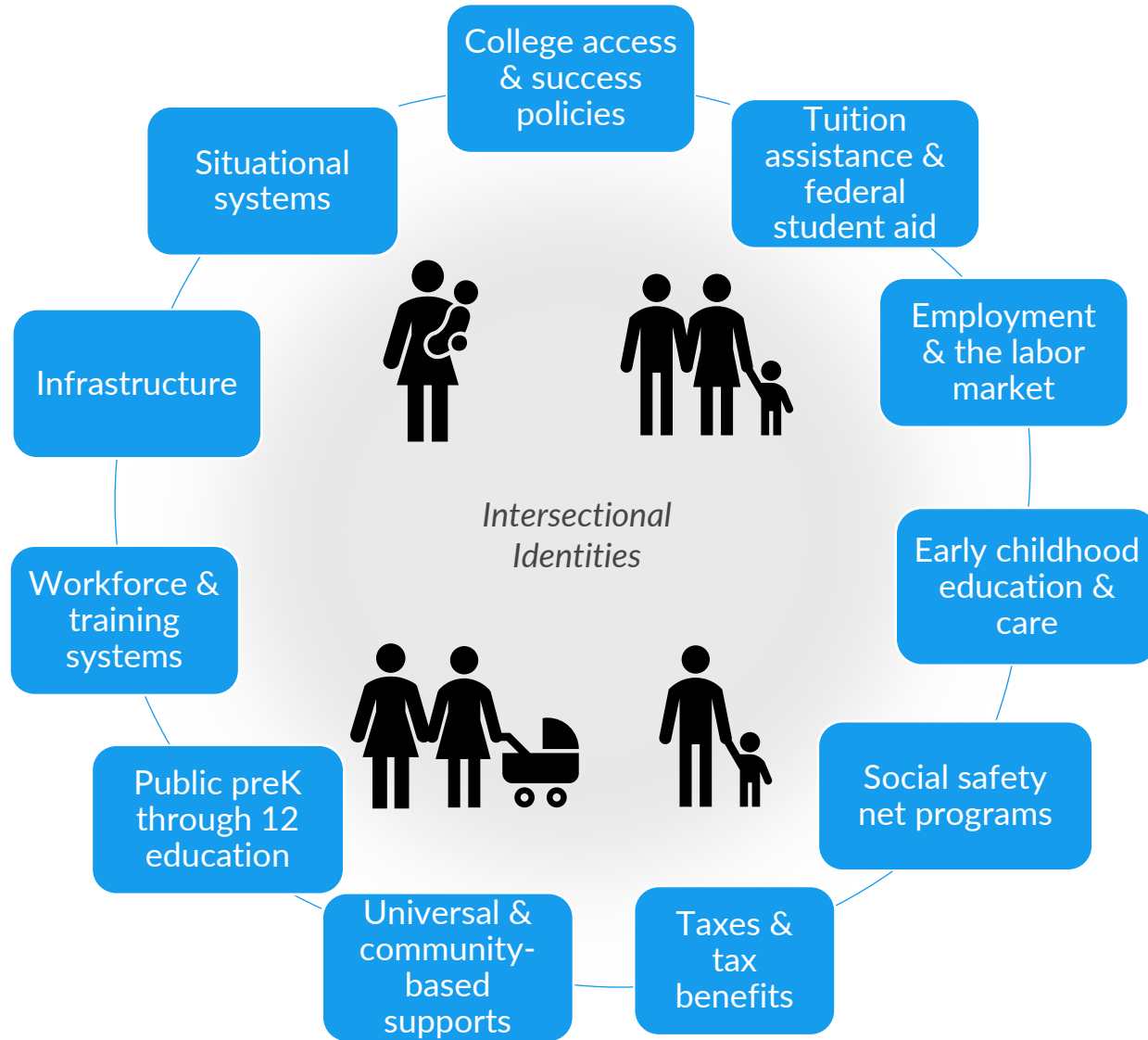


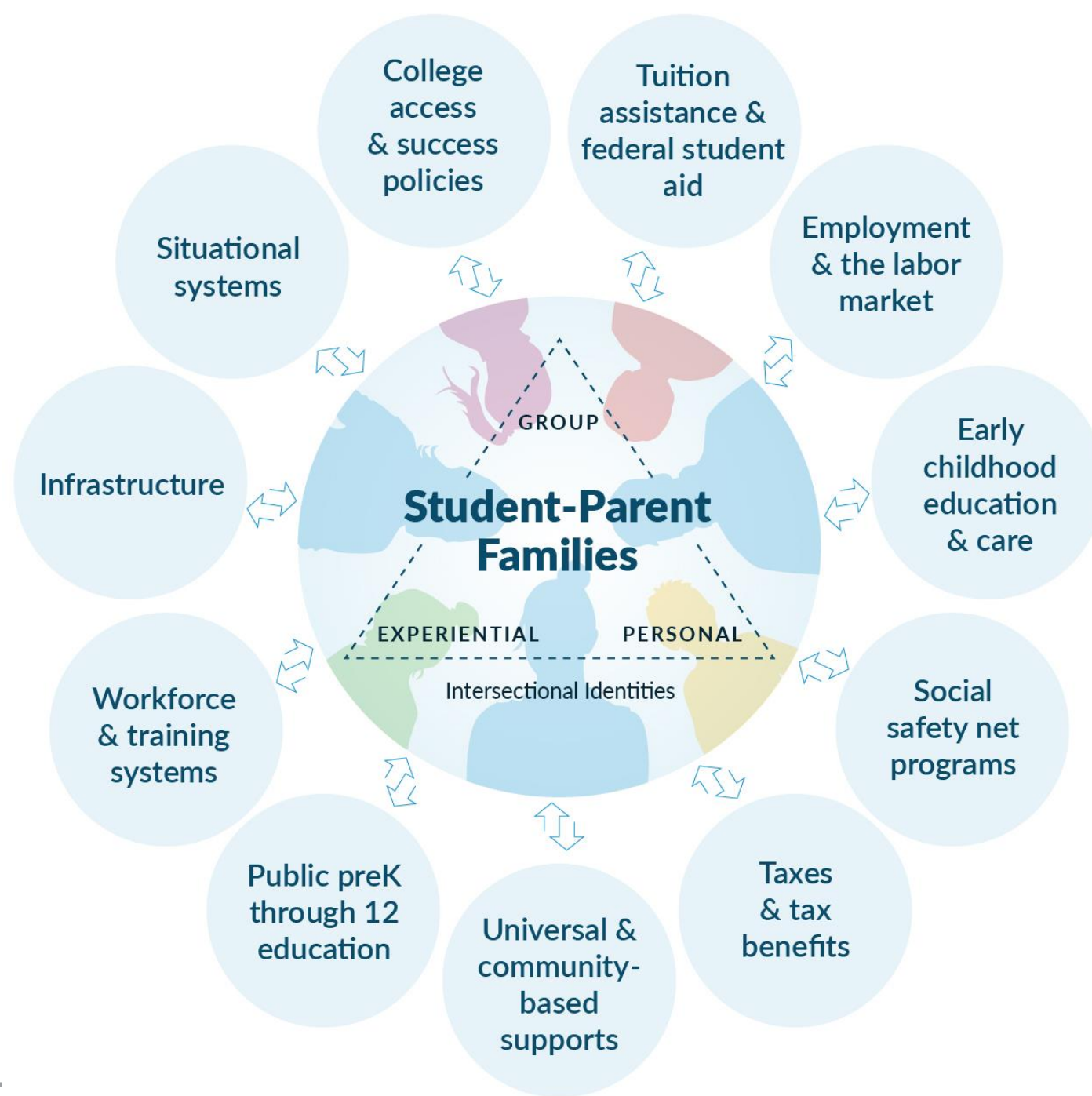




*Intersectional
Identities*







College access & success policies

- Recruitment & outreach
- Orientation & registration
- Class scheduling
- Academic, basic needs, & legal supports
- Health & mental health services offered by colleges
- On-campus dining & college-provided food supports
- Student-parent data collection
- Title IX
- The Civil Rights Act
- ADA protections
- Family-friendly campuses
 - On-campus family housing
 - Inclusive classroom learning experiences
 - Student-parent-specific services, spaces, & policies
- Federal policies on minors on campus
- Higher education funding
- College accountability policies & practices
 - Accreditation bodies
 - Regulations on for-profit colleges

Situational systems

- Child welfare & foster care system
- Child support system
- Fatherhood programs
- Veterans' services/military (and spousal) benefits
- Immigration system & services
- Justice system
- Additional support for people with disabilities & neurodiversity
- Teen & young parent programs
- Tribal policies

Infrastructure

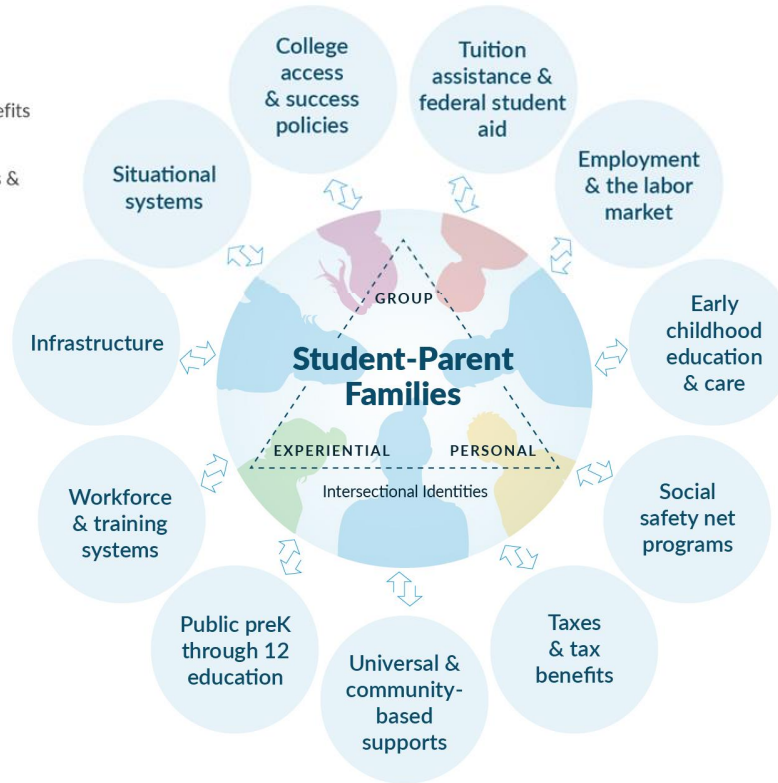
- Technology infrastructure & supports
- Transportation
- Housing & rental market
- Health infrastructure
- Mental health infrastructure
- Data systems (state or federal)

Workforce & training systems

- Individual Training Accounts
- American Job Centers/workforce development system
- SNAP E&T
- Non-credit-bearing job training

Public preK through 12 education

- Local & state preK & 3K policies
- Elementary & secondary education quality
- School logistics, including hours, location, & transportation
- School choice/out-of-district attendance policies
- School expectations of parent engagement/involvement
- Health & mental health services through schools/districts
- IEP & special needs policies
- After-school program offered through schools/districts
- Postsecondary education counseling/ navigation services
- Services for pregnant/parenting high school students



Universal & community-based basic need supports

- Stimulus payments
- CARES Act funding
- Private lending, credit, debt, & bankruptcy services
- Non-profit organization supports

Tuition assistance & federal student aid

- Pell Grants
- Scholarships
- FAFSA & EFC, including child care allowances
- Federally subsidized loans
- Private loans
- Work-study
- Cost of higher education and return-on-investment
- Student debt & loan cancellation or forgiveness
- College income share or outcome agreements

Employment & the labor market

- Nondiscrimination policies
- Minimum wage & wage equity
- Family leave
- Unemployment Insurance
- Employer tuition support or training
- Work-based learning (paid & unpaid)
- Predictable & flexible hours
- Remote work opportunities & policies

Early childhood education & care

- CCDF subsidies
- Head Start/Early Head Start
- PreK & 3K education & care
- College/university child care (CCAMPIS)
- College/university child care (self-funded, private, & partnerships)
- After-school care
- Child care supply/availability
- Child care quality issues
- Child care on demand, drop-in, & back-up care
- Resource & referral centers

Social safety net programs

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- Public/Subsidized housing
- Medicaid & CHIP
- Heat & energy assistance
- SSI/SSDI (adult & child)

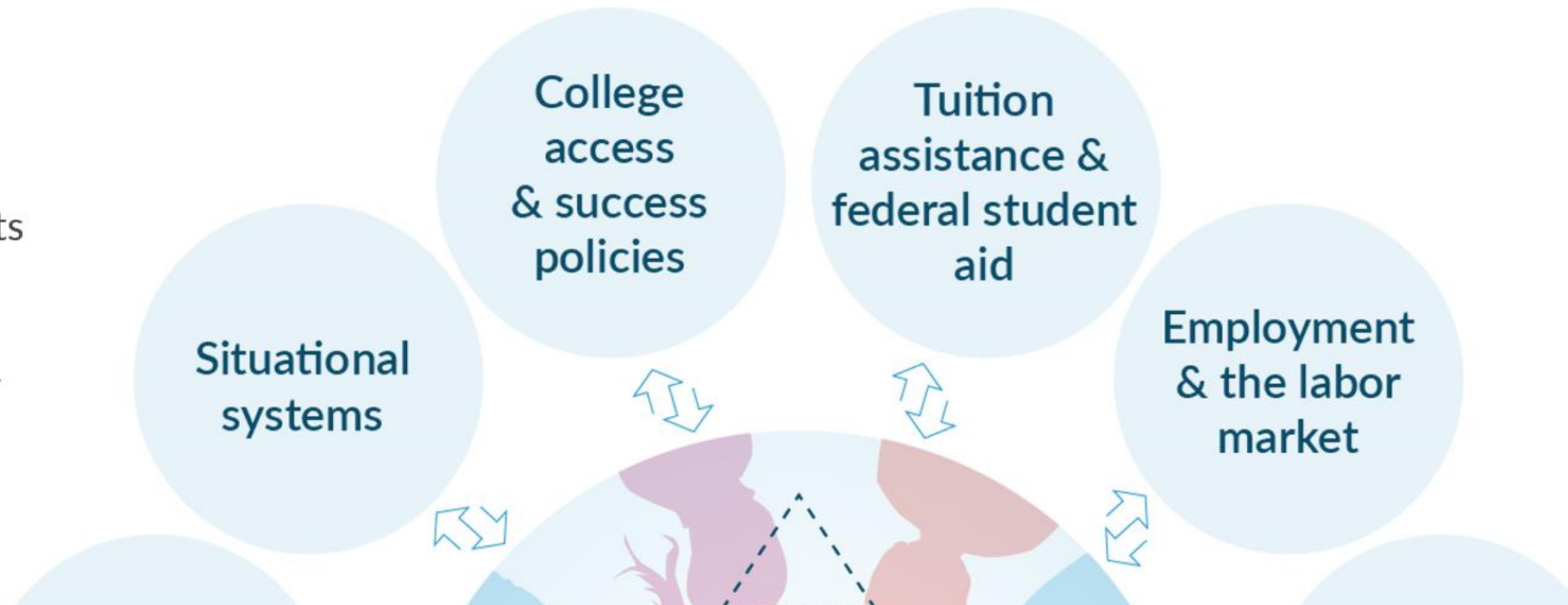
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- Affordable tax software & preparation

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Tuition

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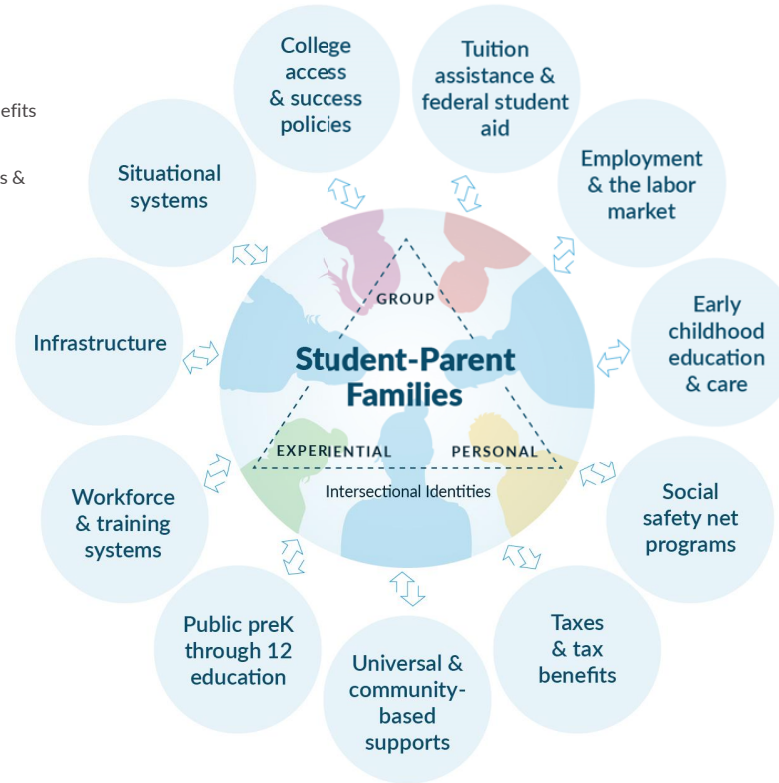
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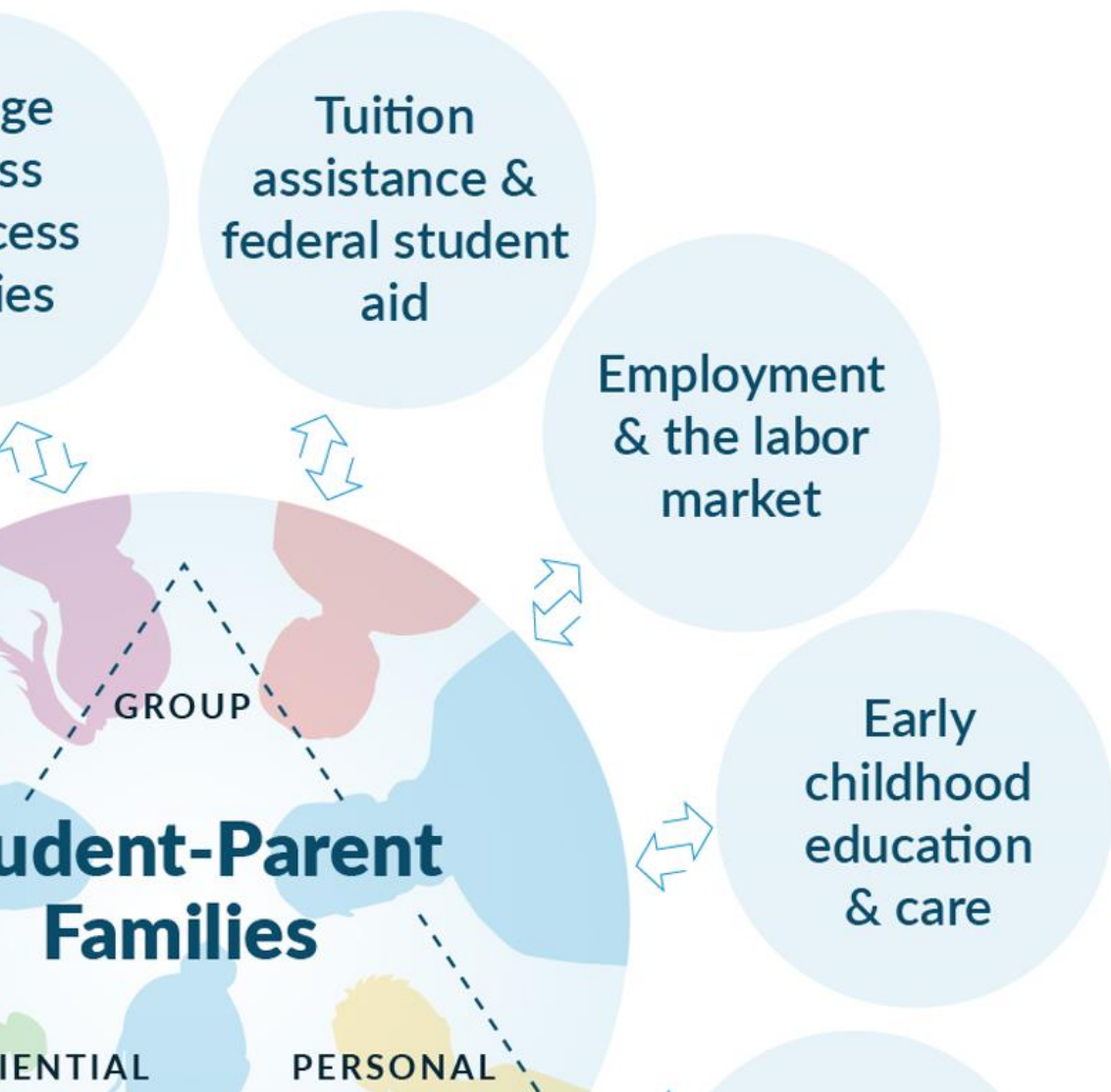
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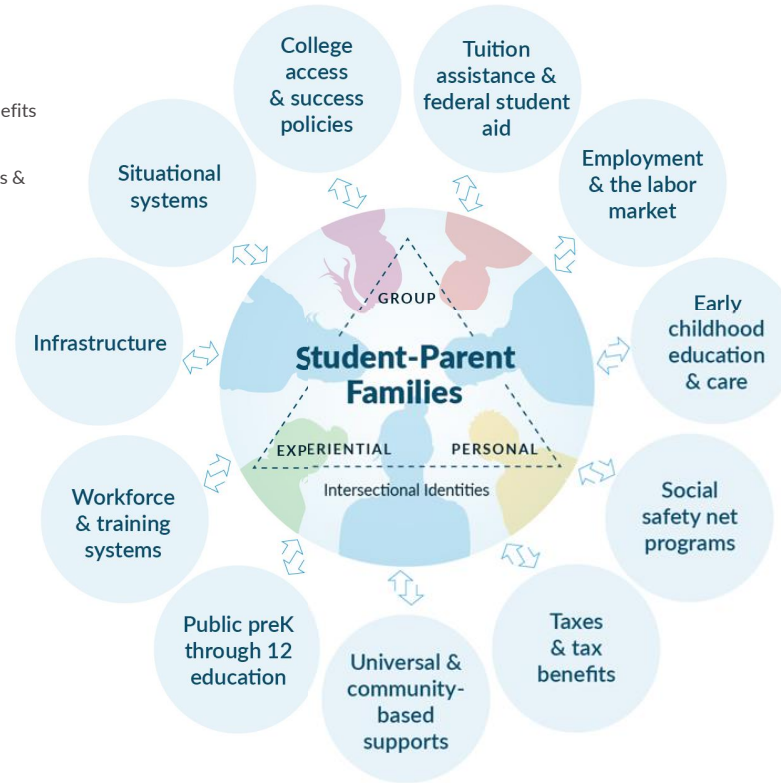
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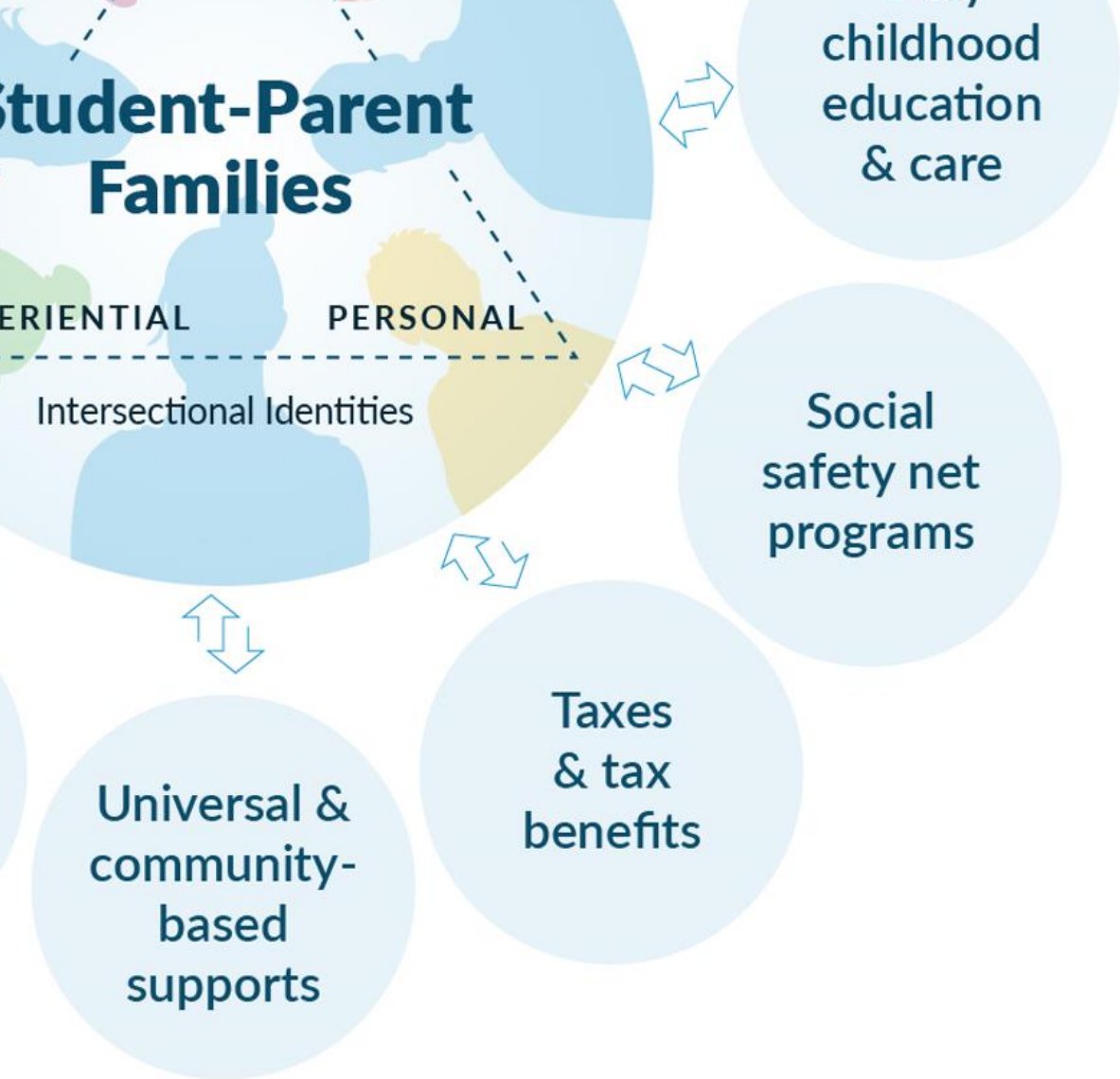
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Pair up:

What surprises you?

What doesn't surprise you?

What ideas does this raise for you?

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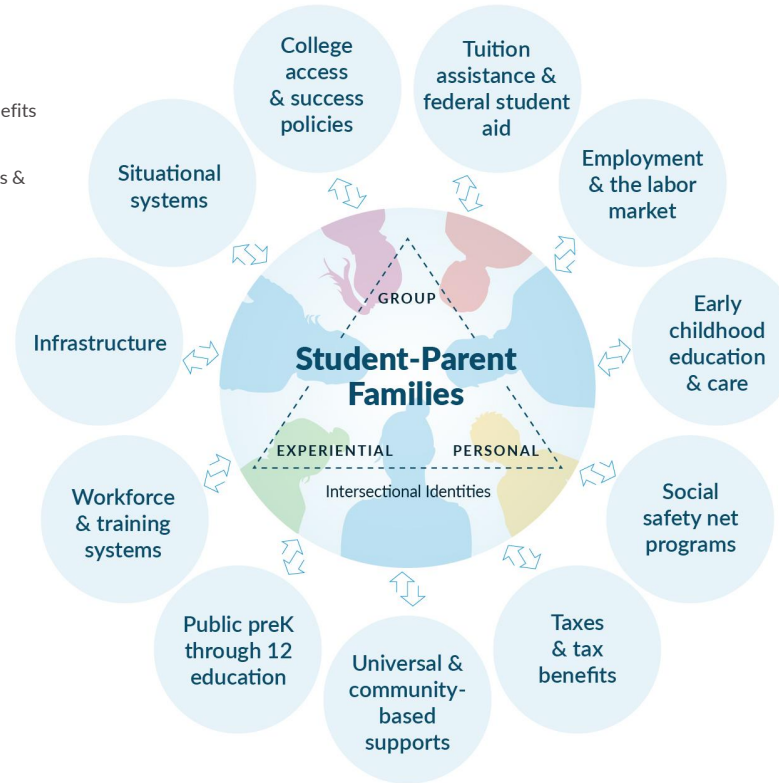
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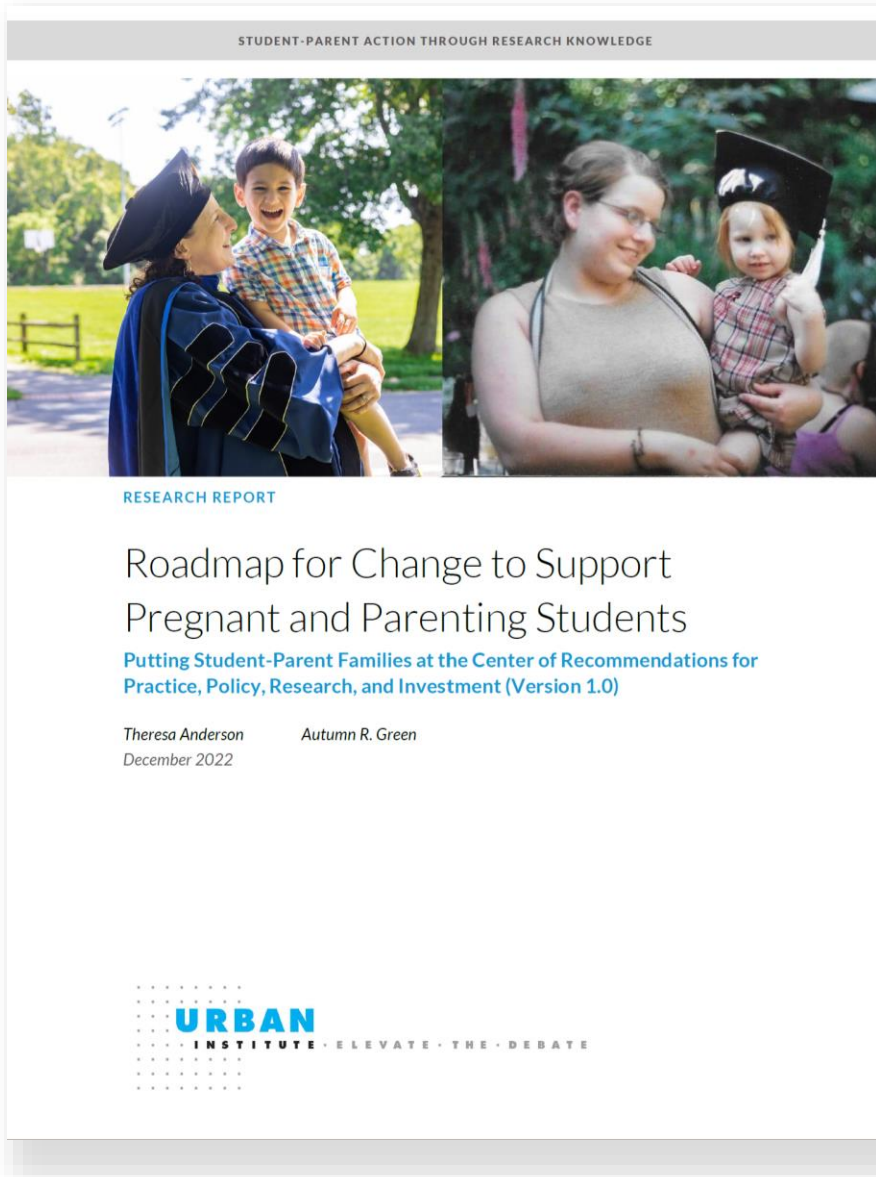
Roadmap for Change to Support Pregnant and Parenting Students

Putting Student-Parent Families at the Center of
Recommendations for Practice, Policy, Research, and
Investment (Version 1.0)



[www.urban.org/projects/
student-parent-families-center](http://www.urban.org/projects/student-parent-families-center)

You can find the Framework and Roadmap at this link!



Roadmap to the *Roadmap*

- 
Destination 1: Stakeholders Are Aware of Student-Parent Families and the Conditions They Face
- 
Destination 2: Student-Parent Families Experience Less Time Poverty and Have Sufficient Support as They Pursue Education
- 
Destination 3: Postsecondary Education Is Financially Feasible for Parents
- 
Destination 4: Families' Basic Needs Are Met during and after Education Programs
- 
Destination 5: Student Parents Enter and Complete Education Programs and Attain Good, Fulfilling Jobs
- 
Destination 6: Parenting Students' Children Are Supported
- 
Destination 7: College Meet Their Goals by Supporting Student Parents
- 
Destination 8: Research and Advocacy around Student-Parent Services, Policies, and Investments Are Sufficient and Effective

Destination 1

Stakeholders Are Aware of Student-Parent Families and the Conditions They Face

- **Mile Marker 1A:** Define Key Terms for the Field
- **Mile Marker 1B:** Treat Pregnant and Parenting Student Access Barriers as Discrimination
- **Mile Marker 1C:** Collect Data on Pregnant and Parenting Students
- **Mile Marker 1D:** Recognize the Complexity of Student-Parent Families

Destination 1

Stakeholders Are Aware of Student-Parent Families and the Conditions They Face

Suggested approaches and examples are below:

- 📍 Colleges, policymakers, researchers, and advocates could be more precise about when and how each name for this population is used, which might require explicit discussions about language and purposeful collaboration across the field, ideally guided by the perspectives of diverse parenting students.
- 📍 Every stakeholder could promote asset-based framing in all language, situating the parenting student and their family as a unit of strength rather than a student burdened by their parenthood or at a perpetual disadvantage.
- 📍 Anyone referring to this population could consider all students in a parenting role rather than constraining to biological parents. Nonbiological parents (kinship parenting) or communal caregiving may be more common in certain settings, such as Indigenous communities.
- 📍 Data collection efforts could use language that is as inclusive as possible to count every student with parental responsibilities (see mile marker 1C). Collected data could be disaggregated to identify more specific subpopulations and situations through thoughtfully developed questions or cross-tabulating parental status data with other student demographics.
 - » Oregon's Higher Education Coordinating Commission (2022) and the Office of Civil Rights (2022) at the US Department of Education have developed inclusive definitions of parental status that may offer useful examples.

Destination 2

Student-Parent Families Experience Less Time Poverty and Have Sufficient Support as They Pursue Education

- ♦ **Mile Marker 2A:** Disseminate Information and Help Student Parents Navigate Supports
- ♦ **Mile Marker 2B:** Make College Supports Student-Parent-Friendly
- ♦ **Mile Marker 2C:** Align Safety Net Policies and Practices to Support Participants in School
- ♦ **Mile Marker 2D:** Do Not Penalize Parents for Having Children or Navigating Situational Systems
- ♦ **Mile Marker 2E:** Help Parenting Students Act as Self-Advocates

Destination 3

Postsecondary Education Is Financially Feasible for Parents

- **Mile Marker 3A:** Offer Financial Coaching and Education Tailored to Student-Families
- **Mile Marker 3B:** Revise Financial Aid Policies
- **Mile Marker 3C:** Financially Support Cost-of-Attendance beyond Tuition
- **Mile Marker 3D:** Support Students Who Need to Earn Income While in School
- **Mile Marker 3E:** Reduce Student-Parent Debt

Destination 4

Families' Basic Needs Are Met during and after Education Programs

- **Mile Marker 4A:** Support Student-Based Families' Basic Needs and Consider Them in Design
- **Mile Marker 4B:** Help Student Parents Have Sufficient Income
- **Mile Marker 4C:** Ensure Convenient and Affordable Food Access
- **Mile Marker 4D:** Provide Affordable On-Campus Housing
- **Mile Marker 4E:** Help Student-Parent Families Maintain Their Health
- **Mile Marker 4F:** Value Mental Health and Well-Being
- **Mile Marker 4G:** Make Transportation Accessible
- **Mile Marker 4H:** Provide Reliable, Affordable Technology

Destination 5

Student Parents Enter and Complete Education Programs and Attain Good, Fulfilling Jobs

- ♦ **Mile Marker 5A:** Deliver High-Quality Advising at K–12 and Postsecondary Levels
- ♦ **Mile Marker 5B:** Assist with Career and Future Planning
- ♦ **Mile Marker 5C:** Implement Flexible and Effective Transfer Pathways and Policies
- ♦ **Mile Marker 5D:** Design Family-Friendly Career Pathways
- ♦ **Mile Marker 5E:** Develop Supportive Employers
- ♦ **Mile Marker 5F:** Hold Colleges and Programs Accountable

Destination 6

Parenting Students' Children Are Supported

- ▾ **Mile Marker 6A:** Help Parents Access High-Quality, Affordable Child Care
- ▾ **Mile Marker 6B:** Welcome Children on Campus
- ▾ **Mile Marker 6C:** Garner Support from Child-Serving Institutions

Destination 7

Colleges Meet Their Goals by Supporting Student Parents

- **Mile Marker 7A:** Increase College Enrollment
- **Mile Marker 7B:** Provide Equal Education Opportunities
- **Mile Marker 7C:** Attract Resources to Provide Supports

Destination 8

Research and Advocacy around Student-Parent Services, Policies, and Investments Are Sufficient and Effective

- ▾ **Mile Marker 8A:** Promote Parenting Students to Leadership Positions
- ▾ **Mile Marker 8B:** Collaborate to Build on Previous Efforts and Progress
- ▾ **Mile Marker 8C:** Create Supportive Entities
- ▾ **Mile Marker 8D:** Fund and Support Research to Inform Action

Check out the Appendix Worksheets

Worksheet Appendix

A reader interested in making progress toward the goals listed in the *Roadmap for Change to Support Pregnant and Parenting Students* could create their own roadmap. This appendix provides two worksheets that can be used to identify promising opportunities that merit further exploration. Many suggestions will require implementation steps that also need to be mapped out, including necessary buy-in or sign-off, partners, and resources (financial, material, and personnel).

Mapping Opportunities to Support Student Parents

This worksheet can help process and prioritize the many opportunities presented in the roadmap. Feel free to fill this out as you review the document.

Who is completing this document?

What is your role?

- Student parent
- College personnel
- College instructor/faculty
- College administrator/leader
- Local government
- State government
- Federal government
- Philanthropic funder
- Researcher
- Other _____

Describe the context you are referencing when reviewing this roadmap (e.g., institution, locality, state, agency, funding environment, body of research) and your role in that context, including how you can influence change.



www.urban.org/projects/student-parent-families-center

→ We're working on a searchable, sortable, updated version of the Roadmap

Making the Case

Good for students, children, and families

Payoffs for mothers



Mothers who reenroll in school

- + \$2,732/year earnings
- \$6,913/year household income
- Married for two fewer years
- Less likely to be married in all 16 years after reenrollment
- Higher depression scores at age 50



Mothers who reenroll and complete a degree

- + \$8,934/year earnings
- No decline in household income
- Similar patterns of lower marriage
- No higher depression scores

Payoffs for mothers



Children of mothers who reenroll



Gains in verbal scores for 2 year
Gains in reading schools for a year



2% more likely to complete high school
10% more likely to enroll in college
16% more likely to get a college degree



No earnings gain



No impact on marriage



Children of mothers who reenroll and complete a degree



Larger gains in verbal scores
Gains in reading schools for 4 years



9% more likely to complete high school
21% more likely to enroll in college
38% more likely to get a college degree



\$5,400 average earnings gain per year



No impact on marriage

Good for communities and the economy

Good for communities and the economy

A soon-to-be released analysis shows that investing in student parents through

- targeted supportive programming,
- a scholarship, or
- child care

all ***pay for themselves*** just in returns to taxpayers through higher tax revenue and lower benefit receipt!

That doesn't even count all the personal benefits to students and families!

Good for colleges

Good for colleges

Why is helping student parents
helpful for your
Talent Strong Texas Pathways
goals?

Q: Where to Start?
A: *DATA*

“When you are invisible, so are your problems.”

Knowing averages on the national, regional, or even state level is not enough.

- Colleges and college systems needs to be able to identify:
 - How many parenting students they are serving, and how many could they be serving
 - What their parenting students look like
 - What the trajectories are for their students

Good thing you're in Texas!

Not later than May 1 of each academic year, an institution of higher education shall submit to the coordinating board a report that contains the following information regarding students enrolled at the institution for the current academic year who are the parent or guardian of a child younger than 18 years of age:

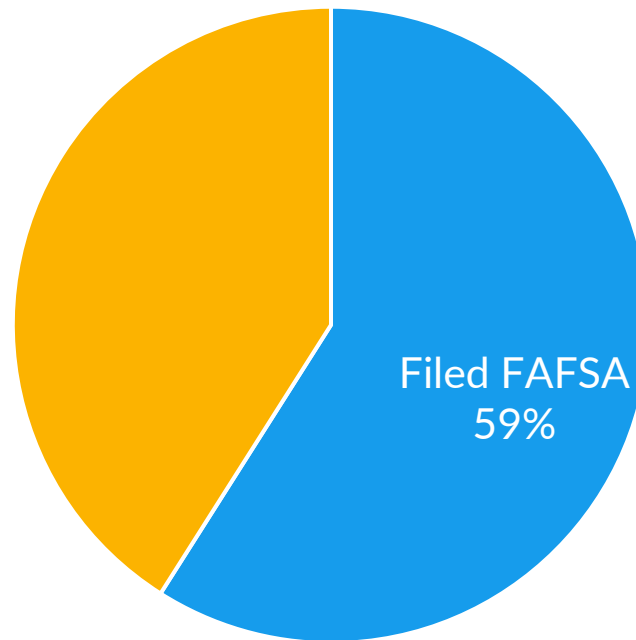
1. the number of those students;
2. demographic data, including age, race, sex, ethnicity, and national origin;
3. academic data, including full-time or part-time enrollment status and graduation, transfer, and withdrawal rates; and
4. other data as prescribed by coordinating board rule.

Texas HB 1361 (*passed 2023*)

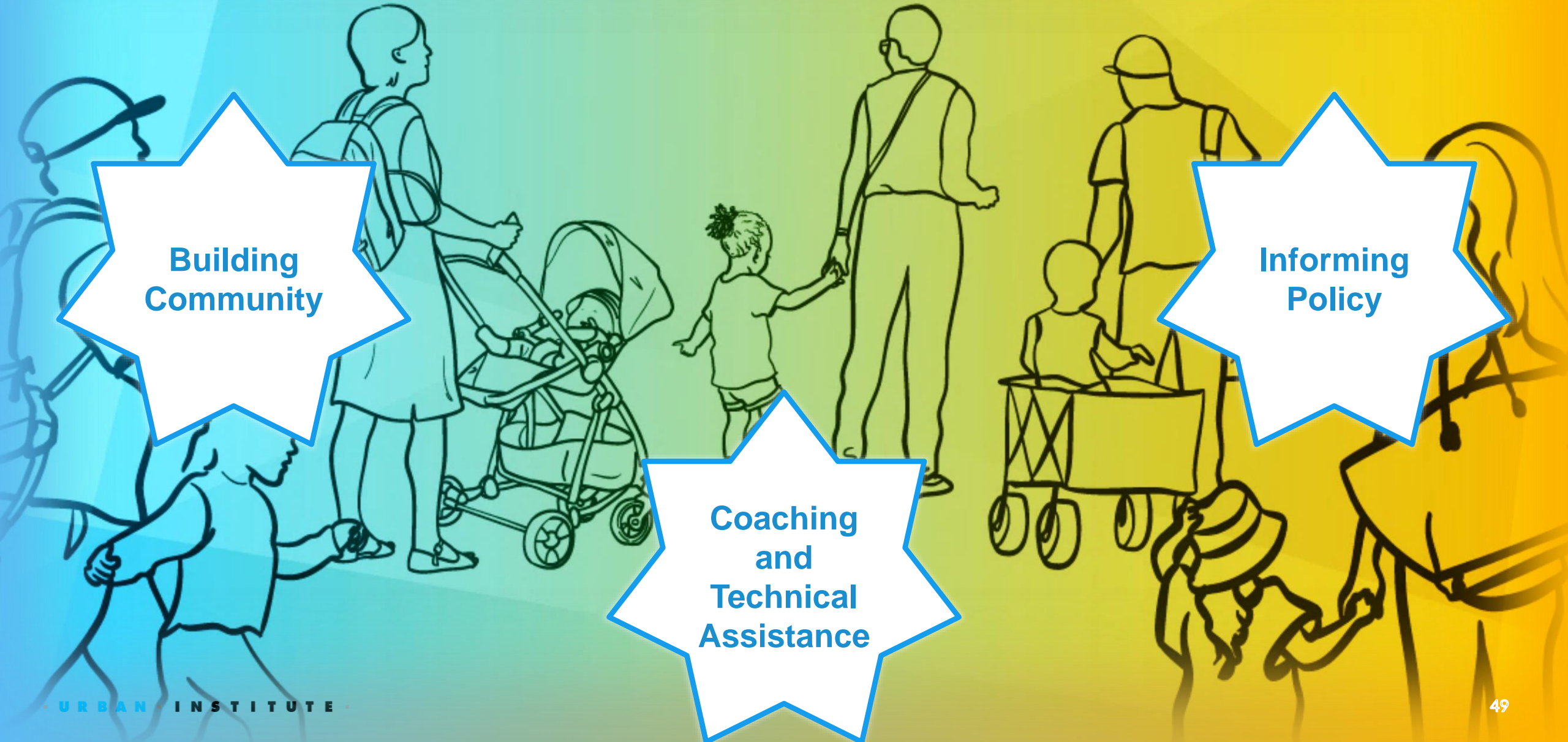
Okay, so how?

FAFSA is not enough

Undergrads at Texas community colleges, 2020



Data-to-Action Campaign for Parenting Students



**Building
Community**

**Coaching
and
Technical
Assistance**

**Informing
Policy**

More Resources All the Time



[www.urban.org/projects/
data-action-campaign-parenting-students](http://www.urban.org/projects/data-action-campaign-parenting-students)



How Should Colleges Collect Parenting Student Data? (Version 1.0)

A Guide to Emerging Best Practices for Policymakers and Practitioners

Nathan Sick and Theresa Anderson

March 2024

Colleges, systems, and states have identified collecting data on parenting students as a necessary step to support educational opportunities for adults and families (Anderson and Green 2022; Gault et al. 2020). In recent years, multiple states have moved to routinely track college students' parenting status, and the US House of Representatives has considered relevant legislation.¹ The Data-to-Action (D2A) Campaign for Parenting Students (see box 1) seeks to help colleges satisfy current legislative requirements by working with a set of grantee institutions and systems to efficiently collect parenting status data. However, each state, college, and postsecondary institution has different considerations when it comes to collecting data on students' parenting status. These considerations can affect their priorities, methodology, question wording, and data storage, and can even alter how they define parenting students.

This brief is meant to inform and provide recommendations to practitioners, policymakers, and legislators about the technical considerations for student-parent data collection. Our team has documented common decision points when collecting students' parenting status through research of existing efforts (Sick et al. 2023), discussions with current D2A Campaign grantees, and discussions with state-level stakeholders involved in student-parent data policy. This is version 1.0 of these recommendations, and we anticipate updating this resource as the D2A Campaign and associated research progresses.²

In this guide, we cover aspects of data *collection*, but that is only one part of supporting parenting students. Institutions should not delay addressing student's current needs until data

Thank you again!

Questions?

Stay in touch!

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