Family Friendly Campus Toolkit:

Using Data to Improve Outcomes

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Lumina Foundation

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About the Program Evaluation & Research Group (PERG)

The Program Evaluation & Research Group (PERG) provides planning, evaluation, and applied research services in support of quality educational programs in formal and informal settings. Since its founding in 1976, PERG has brought a commitment to equity and collaboration to designing and conducting hundreds of formative, summative, and developmental evaluations and research studies, working with universities, schools, foundations, state and federal agencies, museums and other community-based organizations.

PERG is known for its capacity for studying complex projects in diverse settings. PERG researchers use well-honed inquiry and collaboration skills to pursue accurate and nuanced answers to research and evaluation questions. In both small and large-scale regional and national projects, staff partner with clients to improve their programs and provide an external perspective on effectiveness and impact. PERG employs mixed methods to ensure both a broad and deep understanding of any program or issue.

Most PERG projects currently fall into three main categories: STEM education K-18; arts integration and literacy in K-12 classrooms; and students with children in higher education. Since moving to Endicott College from Lesley University in 2013, PERG has engaged in several important research, evaluation, and development projects concerning student parents at colleges and universities. PERG studied the replication efforts of Endicott College's Keys to Degrees program (now the Single Parent Program), conducted a five-year implementation study of Jeremiah Program's new non-residential model in Boston, authored a ground-breaking study of student parents at four-year institutions, *Baccalaureate Student Parent Programs and the Students They Serve,* and built on all of that work to develop the *Family Friendly Campus Toolkit: Using Data to Improve Outcomes,* which is now utilized across the country.

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Acknowledgments

The *Family Friendly Campus Toolkit* would not have been possible without the help of many people.

We are especially indebted to all of those who piloted the initial *Toolkit* and field tested our revisions for this new version. We applaud your hard work, determination, and commitment to improving conditions for student parents on your campuses. Your successes and challenges were equally valuable to the development of the final *Toolkit*. See the inside back cover for these names and institutions.

We would also like to thank Dr. Autumn Green, who first introduced us to the world of parents raising children in college and those working with them; Lindsey Reichlin Cruise and Dr. Barbara Gault (formerly) at IWPR, who so generously shared their work with us from the start; and the community of advocates for student parents working in institutions of higher education, organizations, and elsewhere whom we are so fortunate to know and learn from.

Most importantly, we thank all of the parents who are or have ever raised children while attending college, the true experts from whom we have learned so much.

Additionally, we would like to thank Lumina Foundation for their generous funding, and especially Dr. Chad Ahren and Steven Williamson for their understanding of the importance of this revision and renewed efforts to disseminate the *Toolkit* more widely. We are also grateful to the U.S. Department of Education for funding the development of the initial *Toolkit*.

Finally, this work would not have happened without Dr. Richard E. Wylie, former President of Endicott College, a pioneer in making a place for young student parents on a traditional college campus.

The Family Friendly Campus Toolkit was developed and revised by the Program Evaluation & Research Group (PERG) at Endicott College with support from Lumina Foundation and the U.S. Department of Education (original version).

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Program Evaluation & Research Group (PERG)

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Endicott College Program Evaluation & Research Group
Lumina Foundation
Department of Education

Welcome to the *Family Friendly Campus Toolkit!*

The Family Friendly Campus Toolkit: Using Data to Improve Outcomes is an award-winning self-assessment system and guide for improving supports and outcomes for students who are raising children. It is intended for those in higher education—staff, faculty, students—who want to improve outcomes and conditions for student parents and others who are raising dependent children.

Using the *Toolkit*

While the *Toolkit* elements can be helpful as stand-alone documents, the *Toolkit* is most often used to guide a self-assessment process leading to recommendations for change. Student parents should be involved in any efforts. Although staff and faculty may have more ability to make changes, student parents are the true experts on what is needed, and their/your participation is essential. The *Toolkit* can be used to:

- Raise awareness and increase campus dialogue about student parents
- Identify and increase visibility of current campus resources for student parents
- Gather data from and about student parents
- Learn about recommended practices and improve supports
- Advocate for and prepare a student parent success initiative
- Locate helpful resources

New features

This revised *Toolkit* includes several new features along with other improvements. These include:

- Help with planning for *Toolkit* use
- Easier to follow layout and streamlined instructions
- Tips to help make the process go smoothly
- Suggestions for including student parents in the process
- An expanded list of recommended practices
- A tool for survey question planning and an improved student survey
- Better guidance for learning from data collected
- Enhanced dissemination supports including a PowerPoint template for dissemination
- A new resources section
- Three profiles of different types of schools and their experience implementing the *Toolkit*

The *Family Friendly Campus Toolkit: Using Data to Improve Outcomes* is available without cost for any non-commercial purpose, and anyone is free to use, share, and adapt it, with attribution to Program Evaluation & Research Group (PERG). Please make it your own.

Good luck,
The PERG team

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Visit **familyfriendlycampustoolkit.endicott.edu** to get the Workbook with Word versions of tools.

Also available at familyfriendlycampustoolkit.endicott.edu:

- *Family Friendly Campus Toolkit* Fact Sheet
- School Profiles of *Toolkit* Use
- Several PERG student parent-related research reports
- Mailing list information
- Workbook of Word documents for data entry directly into *Toolkit*

> ***Getting my degree means finally reaching the goals I set for myself before I was surprised with a family."***
>
> Student parent

> ***[A college education] is truly going to make the difference between my family becoming self-sufficient and successful, or just barely getting by in a lifelong financial struggle that could eventually extend into many generations to come."***
>
> Student parent

> ***It's a sacrifice now, for a hopeful future."***
>
> Student parent

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Helpful Resources

- Family Friendly Campus Toolkit Fact Sheet
- Toolkit Implementation Profiles
  - Kent State U.
  - Mount Wachusett C.C.
  - Texas Woman's U.
- IWPR Resource Links
- Title IX, CCAMPIS, Research, & Other Resources

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Planning for Toolkit Use: How and Where to Begin

"We've never used the Toolkit so at first we were overwhelmed with all of the documents. After our first meeting, we all understood it better."

First Steps

- ☑ **Download the *Toolkit Workbook*** from the website, if you haven't already; it allows for entries directly into the data collection tools.
- ☐ **Find a partner**. The process will likely be easier, more enjoyable, and keep moving better if there are two partners fully committed to the process. It is helpful if the partners are from different segments of the institution, such as staff and faculty, or student services and academic services.
- ☐ **Review the *Overview of Contents*** as well as the *Toolkit Fact Sheet* and *Implementation Profiles* (in (D) Helpful Resources section).
- ☐ **Determine who you should inform** or if you need any approvals to proceed further.
- ☐ **Use the Questions for Reflection** *(*below*)* to begin aligning use of the *Toolkit* with your particular needs and context.
- ☐ **Start thinking about how to get student parent input** and involvement in the *Toolkit* process, including membership on the Task Force.
- ☐ **Consider whether a college-wide announcement** of the initiative would be useful at this stage to help raise awareness of your efforts and of student parents generally.
- ☐ **Set up a Task Force** (see *Task Force Guidelines A.2*). This is key to everything!

Implementing the *Toolkit* can take from a semester to a couple of years.

Tips for a Smoother Process

- ★ **Look for a high-level champion.** This person can help you overcome at least some barriers; however, it is not essential to have such a champion.
- ★ **Ask for help**, even from those not directly involved with your efforts.
- ★ **Don't expect everything to go smoothly.** People are not accustomed to prioritizing this population. However, know that everything you do will make a difference.

Questions for Reflection

As you prepare to start utilizing the *Toolkit*, it will be helpful to reflect on the particular context and needs at your institution—on your own, with one or two others, and/or with your Task Force.

- ☐ **Why do you want to utilize the *Toolkit*?** What are your overall goals?
- ☐ **Where does support already exist** for improving conditions and outcomes for parenting students? How can those departments, offices, groups, individuals be helpful with this effort?
- ☐ **How do your goals align or overlap with existing campus strategic initiatives and priorities?** How can that alignment help this effort?
- ☐ **What are the barriers** to implementing the *Toolkit* that are already apparent or that you anticipate? Where can you get help to overcome these and other potential barriers?
- ☐ **How much of the *Toolkit*** do you have the resources to implement now?
- ☐ **How does change happen** at your institution? What types of actions, allies, structures, etc., will be most helpful? What types of data will be most useful?

Student Parents as Partners

It is important that student voices be at the center of this effort.

Invite student parents to be partners in this effort as their time, interest, and resources allow. While staff and faculty will likely need to do most of the work, there are key roles for students, beyond completing surveys. These include:

- Being a regular **member of the Task Force**, or joining it for selected meetings when student input can be particularly useful;
- **Sharing with and collecting information** from campus student parent organizations, student government, etc.;
- Participating in **dissemination activities**;
- Helping to organize or participating in **activities to raise awareness** about student parents and **advocating for recommendations** to improve conditions, such as:
    - **Panels** of student parents at forums on campus for staff, faculty, students, to raise awareness of the strengths, challenges, and barriers faced by student parents,
    - **Meetings** with the President, VPs, Board of Trustees, department heads, other influential decision-makers,
    - **Visits to classes**, advocating on behalf of themselves and the benefit to campus culture;
- **Advocating** for family-friendly campus, state, and federal policies to better support parenting students in higher education through meetings with appropriate representatives beyond the institution (local, state, and federal officials, community agencies, etc.).

Task Force Guidance

A campus-wide Task Force is central to Toolkit implementation.

WHY: Purpose of the Task Force

- → **Increase awareness and campus dialogue** about student parents
- → **Contribute to implementing the *Toolkit*** self-assessment process
- → **Develop recommendations and dissemination plan** to improve conditions and outcomes
- → **Build a collaborative approach and increased advocacy** for a family friendly campus

WHAT: Work of the Task Force

- → **Meet four to eight times** throughout the year
- → **Build relationships** and share information with each other
- → **Review purpose and goals** of supports for pregnant and parenting students
- → **Help provide and review data**
- → **Develop recommendations and an action plan**
- → **Help disseminate results,** raise awareness, and advocate for recommendations

WHO: Task Force Membership*

- → **Known advocates** for pregnant students and students with dependent children
- → **Campus providers** of services to student parents and their children, and to non-traditional, transfer, first-gen, etc. students
- → **Staff** from key departments and offices serving students, such as Student Affairs, Academic Services, Counseling Services, Admissions, Title IX, Disability Services, etc.
- → **Staff** from offices that can help with data collection and analysis, especially Institutional Research and Financial Aid
- → **Student parents** including representatives from student parent club, student government
- → **Faculty members** from Women's Studies, Early Childhood Education, departments and programs with large numbers of student parents, and other faculty who have an interest in these issues
- → **Others** who can provide data about student parents, who have knowledge of the history and politics of the institution, or who are useful or interested for other reasons

* Including everyone on this list will likely make the group unwieldy.

HOW: Possible Meeting Topics

→ Introductions including information about any work with student parents; review of *Toolkit* including purpose, process, and tools. (Share *Fact Sheet* and *Implementation Profiles (D)*.)

→ Fill in or review *Profile of Existing Resources (B.1)* data, discuss and identify gaps; share ideas about acquiring institutional data and survey distribution.

→ Review *Survey Preparation (A.3),* including IRB process; make survey and focus group plans; review *Survey Question Guide (B.3a)* to decide on any revisions to survey questions in preparation for IRB submission.

→ Fill in or confirm *Rubric of Recommended Practice (B.5a)* ratings; discuss and identify priority implementation areas; prepare for student focus group(s).

→ Review and discuss student survey results, focus group(s) summary, and available institutional data.

→ Review and refine *Summary of Results (C.1);* review *Examples of Recommended Practices (B.5b)*; plan process for creating *Recommendations and Action Plan (C.2).*

→ Develop or discuss a draft of *Recommendations & Action Plan (C.2)*; review *Dissemination Guide (C.3)* and *PowerPoint for Dissemination (C.4);* plan for dissemination of findings and recommendations.

→ Engage others in implementation of recommendations.

Tips for Setting Up a Task Force

★ Have two co-leaders with different roles on campus, i.e. staff/faculty or student services/academic services.

★ Copy and send the *Toolkit Fact Sheet (D)* and/or the first part of the *PowerPoint for Dissemination (C.4)* with invitations to join the Task Force. Consider using these at first meeting.

★ If you have a high-level champion, copy that person on invitation emails.

★ Send concise meeting summaries, next steps, and potential actions to all Task Force members after each meeting. Consider setting up a Task Force Google folder or other method to share documents.

★ Provide coffee and snacks if you can find a budget that will cover the cost.

★ Recruit student parent representatives through the parenting center or club, the women's center, or a special flyer and website. Consider grocery gift cards, etc. for every meeting attended. Consider inviting students to selected meetings, if attendance to all meetings is too difficult.

★ Most schools will have one Task Force of approximately six to 15 people. Some schools may have two levels of commitment—one core group that meets monthly and shares in the work, and a larger group (perhaps not labeled a Task Force) invited to meetings once or twice each semester.

Student Survey Preparation

The Student Survey will need advance planning.

IMPORTANT: Contact your institutional research office ASAP to find out if you are required to submit an application to your Institutional Review Board (IRB) for your survey or focus groups.

If You Need IRB Approval

→ Find out how long it will take to get IRB approval and be sure to leave plenty of time. This survey is an internal self-evaluation/needs assessment (not research) and designed to be confidential—**your IRB should classify this work as exempt or expedited.**

→ The IRB application process can be quick, or it can be lengthy. Look for guidance from someone knowledgeable about the process at your institution.

→ Your IRB will require (nearly) final versions of the survey and focus group questions, including informed consent language (see draft language included with each instrument in the *Toolkit*) and any information about incentives.

Survey Content

→ Review the *Survey Question Guide* (*B.3a)* to help you decide if you want to make any revisions.

→ Ask someone (who is a parent, even if not a student parent) who has not seen the survey, to **time themselves** while taking it; this will provide an estimate of how long the survey is likely to take, and to make sure nothing in it is confusing.

Survey Analysis

→ An **online tool** will provide a basic analysis of most of the data.

→ **Ask others** on campus to do a more thorough analysis (institutional research staff, graduate student, work study student, member of the Task Force, etc.).

→ **Separate graduate students** from undergraduates, if your survey includes them, and any other populations that might be useful to examine separately.

Tip: Contact staff at the Financial Aid office and the Institutional Research office. Ask for help and advice on identifying student parents and distributing the survey on campus.

General Survey Distribution

- Determine **when you want to distribute** the survey, taking into account your school calendar, common exam periods, etc., and work backwards to plan for all tasks. Plan to leave the survey open online for two to three weeks; re-send half-way through.
- Use an **online tool** (there are many). Some institutions have accounts with SurveyMonkey, Qualtrics, or other online tools. (It may be helpful to distribute paper copies in addition, but plan for the time it will take to enter responses into an electronic database.)
- Consider using **incentives** to raise your response rate. Collect contact information separately from survey responses to keep surveys anonymous. Possible incentives might be gift cards or drawings for gift cards, special events for families, money on campus debit or ID card. You might also offer snacks or a meal and child care at a survey-taking event.

Locating Student Parents

- Try to **obtain distribution lists or emails for student parents**; ask Financial Aid (from FAFSA) or other offices for assistance with student parent contact information. (This may not be allowed at your institution.) Ask the Financial Aid office to distribute the surveys, if it will not share contact information.
- **Send the survey to all students** through the institutional office that distributes student surveys; the first question will eliminate everyone except parents. (This usually requires a lot of lead time.)
- **Advertise the survey across campus** on bulletin boards, at the library, in the student center and dining halls, at child care centers, family housing, the women's, veterans, commuter, TRIO centers and offices, in Academic Counseling, Financial Aid, Student Activities, and other offices. (This will also help raise awareness about student parents on campus.)
- **Post the survey on campus social media** and websites, advertise it through other social media.
- **Set up laptops** in heavily trafficked areas or hand out paper copies of the survey.
- **Ask professors for time** to distribute the survey in targeted classes.

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- Institutional Data Collection (B.2)
- Student Survey:
  - Student Survey Question Guide (B.3a)
  - Student Survey (B.3b)
- Focus Group Guidance (B.4)
- Recommended Practices:
  - Rubric (B.5a)
  - Examples (B.5b)

Profile of Existing Resources

Some resources already exist: what are they?

familyfriendlycampustoolkit.endicott.edu

to get the *Toolkit Workbook* in Word for easy data entry

Tips for Filling Out the Profile

Fill the profile out with the entire Task Force (perhaps using newsprint around the room for each area), a subset of the group, or combine separate answers from individuals; ask others on campus for additional information, as necessary.

1. ON CAMPUS services or facilities TARGETED for pregnant and parenting students

Service Provider or facility	Description of Services or Facilities	Who Qualifies
Ex. Lactation rooms	…	…

(add more rows to each table as necessary)

2. ON CAMPUS services or facilities NOT TARGETED for student parents but utilized by them as pregnant and parenting students

Service Provider or facility	Description of Services or Facilities	Who Qualifies
Ex. Campus health center	*Pregnancy tests; prenatal care….*	…

3. Key OFF CAMPUS services often utilized by pregnant and parenting students as parents

Service Provider	Description of Services	Who Qualifies	Comments
Ex. Local family and community services organizations	*Emergency housing services; big brothers/big sisters; ….*	…	…

4. FINANCIAL AID resources (from the institution or elsewhere, including childcare and housing subsidies, etc.) available for student parents

Source of Funds	Purpose of funds	Who Qualifies	Amount available
Ex. CCAMPIS child care subsidy	…	…	…

5. Campus GATHERING PLACES (formal or informal, in person or online) where parenting students meet deliberately as parents

Location	Type of Space	Who gathers there
Ex. Women's Center mothers' group	…	…

6. Quality CHILD CARE options

Type	Location	Ages	Availability	Financial assistance available?
Ex. On campus child care center	*Near ….*	…	…	…

7. Partnerships

Dept/Office/Org	On/off campus	Nature of partnership	Name/position of contact
Ex. Local Head Start	…	…	….

8. CAMPUS POLICIES that apply specifically to or are especially helpful for pregnant and parenting students

Policy	Office	How to access
Ex. Children allowed in class in emergency with permission of professor	…	…

9. CAMPUS DATA SOURCES for information about student parents

Source of Data	Type of Data	Contact Person
Ex. Financial Aid office	…	….

Tip: Turn this information into a website resource page for student parents; look for other ways to share this content widely.

WRAP UP: Summarize insights and information here, and for use later in the recommendation and action planning stages.

What We Learned

List insights and important information (positive or negative) based on the *Profile of Existing Resources*, such as: there are more resources than most staff/faculty/students know about; good partnerships already exist; student parents do not have a good gathering place; there are no family friendly policies.

1.
2.
3.
4.
5.

Potential Actions

Based on the items above, fill out the following charts (adding rows as necessary).

Profile of Existing Resources	**What**	**Steps and resources needed**	**Who**	**When**
Immediate Actions (*require little or no planning or permissions)*				
Shorter Term Actions				
Longer Term Actions				

Copy and paste these tables into the *Summary of Results (C.1)*

"Child care is always a challenge for me as a student, as well as the stress. I appreciate the recognition [my college] gives to students who have children, because it is difficult but important to me to be both a mother and receive my education."

Student parent

Institutional Data Collection

What data on student parents should you look for?

Share this list of data with your Institutional Research office, your Financial Aid office, Student Affairs, and any other possible sources of institutional data about parenting students. If you can, **collect the same data about similar non-parent students** for comparison purposes. While all or some of this data is available at some institutions, *it is not unusual for none of this data to be available.*

Key Data on Student Parents

Demographics:

- ☐ Number of student parents
- ☐ Ages (range, average, etc.)
- ☐ Number male/female/other
- ☐ Marital status
- ☐ Race/ethnicity
- ☐ PELL grant recipients/eligible
- ☐ Number of first-generation college students

Academics:

- ☐ Enrollment numbers (classified by year, credits, type of program, etc.)
- ☐ Number of transfer students
- ☐ Number of full time/part time
- ☐ Average GPA
- ☐ Number in each academic standing category

Family and Housing:

- ☐ Number of children
- ☐ Age range of children
- ☐ Number living on/off campus
- ☐ Number of housing units available for families on campus

Tip: Make personal contact with someone who has access to this data; explain how sharing it will help improve conditions for large numbers of worthy students.

These items can provide a **description of the population** and enable an analysis of the academic success of student parents on your campus, including **academic progress, retention rates, and transfer rates**. (Be aware that institutional reporting on retention and graduation rates generally does not include transfer students, and high numbers of student parents are transfer students, especially at four-year schools.) **Try to sort, group and/or compare your data** by important categories, such as single parents, very young parents, parents with pre-school children, gender, graduate students, etc.

TIP – Using FAFSA data: FAFSA applications can be a good source for some of this data, if your institution will allow access to it. However, it has limitations—it does not generally include those with veteran's benefits, international students, and some others, and it may include some who provide child support but are not custodial parents. FAFSA data likely provides an undercount but may be the best available data source. (Some institutions are beginning to ask about parental status on application or acceptance forms.) Since no identifying information is needed, ask if the Financial Aid office will provide the data in aggregate form.

Tracking Sheet for Institutional Data

	Student Parents*	All Students*	Other Student Category**
Total number (sorted by campus)			
Age range (youngest and oldest)			
Average age			
Number of females and males, other			
Number of single students/number of married students			
Breakdown of race/ethnicity: a. American Indian or Alaska native b. Asian c. Black or African American d. Hispanic or Latino/a e. Middle Eastern f. Native Hawaiian or other Pacific Islander g. White h. Prefer not to answer i. More than one race j. Unknown/Other			
Number of PELL grant recipients/eligible			
Number of 1st generation college students			
Number in each year/credits in school/program, etc.			
Number of transfer students			
Number full time/ part time			
Average GPA			
Number in each academic standing category at end of most recent term			
Total number of children of student parents			
Age range of children (youngest and oldest)			
Average age of children			
Number of student parents living in on-campus housing with children			
Number of available units for all undergraduate students with children on campus			

* Separate data for significantly different populations, such as the youngest students or graduate students
** This could be for a comparison to all non-traditional students, for instance

WRAP UP:

Summarize insights and information here, and for use later in the recommendation and action planning stages.

Tip: See if someone in your Institutional Research office, Title IX office, a student, or a faculty member will do a further analysis of the data.

What We Learned

After an overall review of the data gathered and any comparisons between student groups, list key results and insights here. If you struggled to obtain the information, list important gaps in available data.

1.
2.
3.
4.
5.

Potential Actions

Based on the items above, fill out the following charts (adding rows as necessary).

Institutional Data	**What**	**Steps and resources needed**	**Who**	**When**
Immediate Actions *(require little or no planning or permissions)*				
Shorter Term Actions				
Longer Term Actions				

Copy and paste these tables into the *Summary of Results* (*C.1).*

Student Survey Question Guide

Review and revise Student Survey questions.

⚠ Be sure to review ***Survey Preparation (A.3)*** before finalizing the Student Survey.

This document provides an outline of the questions and topics in the *Student Survey (B.3b)*. It includes comments to help with decisions about any modifications.

Demographics

This information will enable you to create a description of the student parent population at your institution. (There are more demographic questions at the end of the survey.) These questions should be easy to answer quickly.

#	Topic of Question	Comments
1	Pregnant/parent/guardian status	This is an especially important first question if sending the survey to all students on campus; **end survey here for those who answer "no."**
2	Full or part-time student	
3	Graduate student	If your school has graduate students, it will be important to analyze their responses separately.
4	Gender	Your institution may want to use a different set of choices.
5	Age	Younger student parents generally have different and greater needs than older parents.
6	How many children	These questions will provide some basic information about the dependent children of students at your school. Younger children have high child care needs which can present greater retention challenges for their parents. Non-dependent children are generally not an issue for students. This information can also help in planning any on-campus programming for children of students.
7	Ages of children	
8	Single parent status	Single parents are generally more isolated, in greater need of services and at higher risk of dropping out. The survey allows students to self-identify since there are many different ways to define this term.
9	Transfer student	These questions will provide information about the number of student parents who are also part of other "at-risk" populations and/or potential recipients of other targeted supports. This data can help with outreach to those providers. (Adjust questions to match your institutional categories.)
10	First generation in college	
11	Race/ethnicity	
12	Veteran, active duty, etc.	

13	Breaks from school	Pregnant and parenting students often drop out of school temporarily (or permanently). This provides information on how this applies to student parents at your institution.
14	Reasons for breaks	This information about why students cannot stay in school will help you understand what might enable them to persist.

Experiences on Campus

These questions provide important information about the experiences of parenting students at your institution.		
#	**Topic of Question**	**Comments**
15	Experiences at school	These questions expose often invisible issues and barriers for student parents on campus; the answers will be helpful for raising awareness and identifying needs. (Q16c is a violation of Title IX.) (See comment on Q27, about basic needs.)
16		
17		
18	Challenges as student parent at school	
19	Biggest challenge at school as parenting student	These open-ended questions may give you information not specifically asked for on the survey. They will also provide helpful quotes for your dissemination efforts.
20	What or who has helped you the most	

Support Services at School

These questions provide information about the *use* or *potential use* of possible services for parenting students.		
21	Overall rating of support services for parents	This provides a quick quantitative assessment of support services as experienced by parents; if you choose to conduct the survey again in the future, you can compare ratings.
22	Usefulness or potential usefulness of different types of supports that are offered at some institutions	These quick-to-fill-out questions can provide important information about which services and supports **are** or **would be** most useful to your students. Delete or add items as appropriate but remember that even impossible-seeming items for your campus may still be important to include.
23		
24		
25		
26	Other supports or services you would like?	This is an open-ended question that may pick up some areas not included above.

General Conditions of Student Parent Lives

These questions provide information about basic needs, stress, and child care.		
27	Level of stability/ security re: housing, food, finances, child care, transportation	These items assess security of basic needs; instability in these areas can have a big impact on student retention. This data can help with advocating for more supports to address high need areas. (If you don't use this question, you can add some of these items into Q18 about challenges.)
28	Level of overall stress	This information will help people on campus better understand the lives of student parents. It can help in advocating for new resources for specific services.
29	Top five causes of stress	
30	Child care coverage	Child care is a major issue for parents, especially those with young children, and a retention risk factor. You may want to add specific questions about type of child care or needs specific to your institution.

More Demographics

These demographics are at the end so that those who might not finish the survey will answer other, more important, questions first. You may want to move some of these earlier.		
31	Which campus	If your school has multiple campuses, it will be useful to be able to separate findings by location
32	Primarily online student	Breaking social isolation and providing other supports will require different strategies than for other students.
33	Employment status	Many student parents also spend many hours working in addition to time at school. (This may be a state requirement for benefits.) Faculty may not realize this.
34	Pell Grant status	This is a good indication, although not complete, of low income status.
35	Forms of public assistance	This also gives a good indication of low income status. Students receiving public benefits often need help retaining them and have to drop out if they lose benefits. (Each state has different work and school requirements for funding and child care for recipients who are taking classes.) Adjust or add any other forms of assistance as appropriate.
36	Housing arrangement	Housing can be a major issue for many parenting students; providing housing help and referrals can be critical to retention. Remove, combine or add options as appropriate.
37	Program, year, number of credits	Include this question if you think this level of information will be useful.
38	Other comments?	This is an opportunity for a final open-ended comment on something not covered in the survey for those who wish to share something else. It may be a good source of quotes.

Follow-up Information

These items go at the end of the survey; decide which of these are appropriate for your needs.	
Contact for more info	Add a contact for more information about student parent resources, etc.
Incentive instructions	If you are offering incentives for taking the survey, include instructions at the conclusion of the survey. If students need to leave a name or contact information, send them to a separate website (such as a google form) so that their survey responses remain confidential – and be sure to tell them this.]
Focus group sign up	If you are planning to hold **focus groups**, the survey is a good place to ask if participants are interested. If students need to leave a name or contact information, send them to a separate website (such as a Google form) so that their survey responses remain confidential – and be sure to tell them this.

WRAP UP: Summarize insights and information here, and for use later in the recommendation and action planning stages.

What We Learned

After reviewing an analysis of the completed surveys and open-ended responses, list key results and insights that you think are most important to share widely.

1.
2.
3.
4.
5.
6.
7.

List student quotes from the open-ended responses that illuminate key areas. (Be sure they are not identifiable.)

1.
2.

3.
4.

Potential Actions

Based on the items above, fill out the following charts (adding rows as necessary).

Student Survey	**What**	**Steps and resources needed**	**Who**	**When**
Immediate Actions *(require little or no planning or permissions)*				
Shorter Term Actions				
Longer Term Actions				

Copy and paste these tables into the *Summary of Results (C.1).*

"A day in the life of a student parent is one of the most difficult things to handle. Most days I remind myself, "I can do this, and it will be worth it in the end". If I am really struggling, I go to my CCAMPIS advisor and she always manages to help me get back on track when I feel like my plate is overfilled."

Student parent

"The biggest challenge is feeling isolated while trying to balance school and parenthood."

Student parent

Student Survey

Put this survey into an online platform.

FIRST! Review *Survey Preparation (A.3)* and the *Survey Question Guide (B.3a)* before administering the student survey.

Informed consent (sample)

[Institution name] is conducting this survey to learn about students who are pregnant, parenting, or a guardian for dependent children so that we can serve you better.

Your participation in this survey is voluntary and your answers will be completely anonymous and confidential. If you have any questions about the survey, please contact [INSERT CONTACT INFO].

The survey should take approximately ____ minutes to complete.

By clicking below you agree that you have been informed of the purpose of this survey and know that it is voluntary.

I agree (*insert check box)*

familyfriendlycampustoolkit.endicott.edu

to get the *Toolkit Workbook* in Word

"My biggest challenges are finances, balancing the life of a mother, student, employee, girlfriend, daughter, etc. while still having time to be a 21-year-old."

Student parent

Survey Questions

Demographics

1. Are you pregnant, a parent (with at least part time custody) or guardian (officially or unofficially) of a dependent child?
   a. Yes
   b. No

2. Are you currently:
   a. A full time student
   b. A part time student

3. Are you a graduate student?
   a. Yes
   b. No

4. Do you identify as:
   a. Female
   b. Male
   c. Non-binary or gender non-conforming
   d. Prefer to self-describe_____

5. How old are you?
   a. 17-21
   b. 22-25
   c. 26-30
   d. 31-35
   e. 36-40
   f. over 40

6. How many dependent children do you have?
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5+

7. What are the ages of your dependent children? (check all that apply)
   a. Pregnant or expecting
   b. 0-23 months
   c. 2-5 years
   d. 6-10 years
   e. 10-18 years
   f. Over 18 but still dependent

8. Do you consider yourself a single parent?
   a. Yes
   b. No

9. Are you a transfer student? (Answer yes if you have transferred any credits from another educational program or institution into your current school.)
   a. Yes
   b. No

10. Do either of your parents have a college degree?
    a. Yes
    b. No
    c. I don't know

11. Which of the following best represents your race or ethnicity? (Check all that apply)
    a. American Indian or Alaska native
    b. Asian
    c. Black or African American
    d. Hispanic or Latino/a
    e. Middle Eastern
    f. Native Hawaiian or other Pacific Islander
    g. White
    h. Prefer not to answer
    i. More than one race
    j. Other (please specify)

12. Are you:
    a. Active duty military
    b. In the reserves
    c. A veteran
    d. Child or spouse of a veteran
    e. None of the above

13. How many breaks have you taken from attending any college or university since you became pregnant or a parent/guardian (i.e. stopped attending for a major part of the semester or longer- not including summer breaks)? (drop down menu 0-10+)

14. If you took any breaks, what were your primary reasons for taking time off? (Check all that apply)
    a. Financial or work considerations
    b. Academic challenges
    c. Problems with childcare
    d. Too overwhelmed or stressed
    e. Health issues
    f. Sick child/children
    g. Became pregnant/had baby; started parenting
    h. Unfriendly environment for families
    i. Lack of flexibility around class work or absences
    j. Other

Experiences on Campus

15. For each of the following statements about your experiences as a pregnant or parenting student **interacting with other students** at this school, please indicate how often the statement applies to you:

(Choices: Very Often, Often, Sometimes, Rarely, Never, N/A)

   a. I interact or associate with other students at this school who have children or are pregnant
   b. I feel isolated from other students
   c. I participate in one or more activities such as club(s), campus associations, committees, sports, or other college activities
   d. Comments

16. For each of the following statements about your experiences as a pregnant or parenting student **interacting with faculty** at this school, please indicate how often the statement applies to you:

(Choices: Very Often, Often, Sometimes, Rarely, Never, N/A)

   a. I have asked faculty to accommodate me in relation to my pregnancy or parenting status (i.e. scheduling, absences, extensions, etc.)
   b. If you have asked faculty for accommodations, were they granted?
   c. Have any staff or faculty ever pressured you to leave school (even temporarily) because you were pregnant or a parent?
   d. I hide or don't mention that I have a child or am pregnant with faculty or staff
   e. I consider dropping out of school before finishing
   f. Comments

17. For each of the following statements about your experiences as a pregnant or parenting student and **bringing your child/ren to school**, please indicate how often the statement applies to you:

(Choices: Very Often, Often, Sometimes, Rarely, Never, N/A)

   a. I bring my child/ren to campus
   b. I bring my child/ren to class in an emergency
   c. I can find child friendly study spaces on campus when needed (N/A if not needed)
   d. Comments

18. Have you experienced any of the following challenges as a student parent while you have been at this school? (check all that apply)

   a. Time management
   b. Family commitments get in the way of class or study time
   c. Work commitments get in the way of class or study time
   d. Difficulties finding child care
   e. Difficulties affording child care
   f. Missing school due to sick child, school vacations, or lack of care for other reasons
   g. Computer problems or lack of access to technology
   h. Challenges getting or keeping public benefits or assistance (such as subsidies or cash assistance)
   i. Financial challenges
   j. Other

19. Describe your biggest challenge as a student who is parenting (a) dependent child/ren at this school? [*text box for open-ended response]*

20. What or who has helped you the most as a student who is parenting (a) dependent child/ren at this school? *[text box for open-ended response]*

Support Services at School

21. Overall, how well do the support services at your school meet your needs as a student parent?

(Choices: Extremely well; Quite Well; Moderately Well; Not very well; Not at all)

(text) The following series of questions are about services that **ARE OR COULD POSSIBLY BE** offered at your school.

22. Which of the following **basic supports** do you or would you be likely to use if offered by your school? (Check all that apply)
    a. An office or center dedicated to the needs of student parents
    b. Referrals to needed services and supports provided by a staff member
    c. Small, emergency financial grants
    d. On-campus family housing

23. Which of the following **academic supports** do you or would you be likely to use, if offered by your school? (Check all that apply)
    a. Priority course registration
    b. (More) classes offered on nights and weekends
    c. Child-friendly study spaces
    d. Laptop loans

24. Which of the following **parenting/family supports** do you or would you be likely to use, if offered by your school?? (Check all that apply)
    a. Parenting information, education, and/or help
    b. Formal or informal counseling or coaching specifically for parenting students
    c. Family activities on campus
    d. Place for student parents to gather on campus
    e. (More/better) lactation rooms
    f. (More/better) diaper changing areas

25. Which of the following **child care resources** do you or would you be likely to use if offered by your school? (Check all that apply)
    a. On-campus affordable child care
    b. After hours child care
    c. Backup or emergency child care
    d. Drop-in child care
    e. Financial assistance for child care
    f. Child care referral assistance
    g. Parking priority near campus child care

26. Are there any other student parent or family-related supports or services you would utilize if offered at your school?
[text box for open-ended response]

General Conditions of Student Parent Lives

27. How would you rate your level of stability (security) in the following areas?
(Choices: Very Stable; Moderately Stable; Slightly Stable; Not Stable)
    a. HOUSING stability: a safe and dependable place to live, with adequate privacy and for an extended period of time
    b. FOOD stability: assured access to enough nutritious and desirable food for you and your child/ren every day
    c. FINANCIAL stability: enough money (including loans) to cover all basic needs, (housing, food, childcare, needed transportation, basic healthcare, etc.)
    d. CHILD CARE stability: Dependable and stable childcare arrangement(s)
    e. TRANSPORTATION stability: Dependable and affordable transportation for all basic needs for you and your children

28. How would you currently rate the level of overall stress in your life?
    a. A huge amount of stress
    b. Quite a bit of stress
    c. Moderate stress
    d. A little stress
    e. No stress at all

29. What are the top five causes of stress in your life right now?
    a. Housing
    b. Finances
    c. Food
    d. School
    e. Health issues
    f. Child care
    g. Children, including children's health issues
    h. Relationships
    i. Balancing work, school, and home life
    j. Managing eligibility for public assistance
    k. Transportation
    l. Other

30. When do you need (more) child care? (check all that apply)
    a. I generally have enough child care
    b. I need more or consistent daytime care
    c. I need more evening care
    d. I need more after school care
    e. I need more weekend care
    f. I need more sick child care
    g. Other _____

More Demographics

31. On which campus do you attend classes? (make dropdown menu)

32. Are you primarily an online student?
    a. Yes
    b. No

33. Which of the following categories best describes your employment status?
    a. Working part-time
    b. Working full-time
    c. Not employed and looking for work
    d. Not employed and not looking for work

34. Are you a Pell Grant recipient?
    a. Yes
    b. No

35. Please indicate which, if any, of the following forms of public assistance you have used or received so far while a student parent at this school. (Check all that apply)
    a. Housing assistance
    b. Child care assistance
    c. Food assistance, including SNAP benefits
    d. Medicaid
    e. Temporary Assistance for Needy Families (TANF)
    f. None
    g. Other (please specify)

36. My child(ren) and I live: (check all that apply)
    a. On-campus
    b. Off-campus by ourselves
    c. Off-campus with a partner
    d. Off-campus with roommate(s)
    e. With a parent, grandparent or other relative(s)
    f. In Public or Section 8 housing
    g. In temporary situation(s)
    h. In a shelter and/or homeless
    i. Other (please specify)

37. Where are you in your progress through school?
    a. In Certificate program
    b. Freshman/1st year/x# of credits
    c. Sophomore/2nd year/x# of credits
    d. Junior/3rd year/x# of credits
    e. Senior/4th year/x# of credits
    f. Graduate Student
    g. Other
    h. Don't know

38. Is there anything else you would like to add?

Thank you for participating!

a. For more information about student parent resources or other supports, contact:

b. [Any Information about incentives goes here]

c. Are you willing to participate in a focus group?

If students need to leave a name or contact information, send them to a separate website (such as a Google form) so that their survey responses remain confidential – and be sure to tell them this.

Once you have collected surveys and reviewed the results, go back to B.3a (p.14) and do the Wrap Up.

Focus Group Guidance

Talking with students will enhance survey results.

Logistics

→ **Recruit** students with a variety of backgrounds, ages, and situations. Record basic demographic information or ask students to fill out a brief questionnaire.

→ The **best size** for a focus group is 4-8 people; set aside 60-75 minutes depending on size; consider providing food and child care.

→ Ask participants to read and sign the *Toolkit* **informed consent form** or make your own. Be sure to comply with any confidentiality statements you include in the consent form and be aware of how you plan to talk about the results with your *Task Force* to ensure participant confidentiality.

→ Check to see if your questions and informed consent language need to be approved by your **IRB**.

→ In addition, or alternately, consider inviting (additional) parenting students to a **Task Force meeting** to share their experiences and opinions.

Running the group

→ Be aware of all participants and be sure that **everyone's voice** is heard.

→ Unlike an interview, a focus group provides an opportunity for participants to feed off of each other's comments or have a **discussion** about a topic.

→ Pick **4-6 topics** and prepare follow-up questions to probe for more information, as appropriate. (See possible topics and questions below.)

→ If you have survey results, review them to see if there are **topics to explore** further in a focus group.

→ If possible, have a 2nd facilitator **type notes** as people speak. It can be useful to also make an **audio recording** for more accuracy. (Temi is an inexpensive transcription service that can be used to transcribe a recording.)

Sample Informed Consent Language

We are (name) from (institution/dept name). We are part of a Task Force that is in the process of assessing the services, supports, and programs for parenting students and their families at our institution using the *Family Friendly Campus Toolkit*. We appreciate your talking with us about your experiences at this institution and with our services. You may choose not to answer a question at any time or go "off the record". We may audio record this session to keep track of what everyone says more accurately, but any de-identified transcript will not be shared beyond our Task Force. We will use what we learn from this group to improve programming and conditions for student parents and their families. This focus group discussion is **confidential**. We will not share your identities with anyone outside of this room and will not identify you when and if we write about what you say. If we write or present about our work, we will never identify anyone by name. No faculty or staff outside of this conversation will know who said what. If you have any questions or concerns about participating, please contact _____.

I have read or been read the above statement and agree to participate in this focus group. If I feel uncomfortable with any of the questions, I may choose not to answer. If I have questions or concerns, I know who to contact. [Printed Name Signature Date]

Sample Focus Group Questions

Create your own questions based on topics raised in your surveys, issues on your campus, etc., or use some of the following topics and probes as time permits—you are unlikely to have time to ask all of these questions.

Introductions — Basic information
How long have you been a student at this college? How old are you?
Did you transfer into this school? Did you come here directly from high school?
What are the ages of your children? Do you consider yourself a single parent?

Tell me about — Being a parent and a student
How has being/becoming a parent affected your pursuit of higher education?
How does being a parent add to your strengths as a student?
What are the biggest challenges you have as a parent re: academic achievement and graduation?
What has your experience been like as a student parent at [your institution]?
Have you taken any breaks from attending college? Why? What might have helped you remain in school?

Tell me about — Support services on campus
How did you find out about services/supports for parenting students?
What services, supports, programming are most useful to YOU and your family?
What else would you like to see offered/available on campus for you and other student parents?

Tell me about — Relationships with other student parents
Do you have relationships with other student parents on campus?
If yes, is there anything particularly useful for you about those relationships?
How could the college support those relationships?
Do you have a place to be with other student parents on campus, with or without your children?

Tell me about — Sick children, school vacations, etc.
What do you do when your children are sick or your regular arrangements for them are not available?
How have your professors responded to those situations? Have you asked for accommodations?
What supports/policy(ies) would you suggest to address these types of situations, that would still ensure the integrity of your education?

Tell me about — Your children and college
Do you bring your children to campus? Why or why not? What, if anything, do you think they gain from being on campus?
If you are living in campus housing, what is it like for your children to live on campus? What do they like? What don't they like? Do you think living on campus is beneficial for them or not? Why?
What hopes do you have for your and your child/ren's future(s)? How do you think your college attendance and graduation can contribute to those hopes?

Is there anything else would you like to add?

WRAP UP: Summarize insights and information here, and for use later in the recommendation and action planning stages.

What We Learned

After reading through the focus group notes, list what is most important to share widely.

1.
2.
3.
4.
5.

List student quotes from the focus group that illuminate key areas. (Be sure they are not identifiable.)

1.
2.
3.
4.

Potential Actions

Based on the items above, fill out the following charts (adding rows as necessary).

Student Focus Group	**What**	**Steps and resources needed**	**Who**	**When**
Immediate Actions *(require little or no planning or permissions)*				
Shorter Term Actions				
Longer Term Actions				

Copy and paste these tables into the *Summary of Results (C.1)*

Rubric of Recommended Practices

Rate existing practices, reveal important gaps, identify priority areas.

Use *Examples of Recommended Practices (B.5b)* in conjunction with this Rubric for details about each item.

Rating system:

0: Pre-stage – Nothing is being done

1: Emergent stage – Some minor items exist

2: **Operational stage** – Significant items exist but there are still gaps and/or sustainability is lacking

3: Fully implemented stage

★ **Priority area** for the institution. (*Take special note of these areas when deciding on recommendations.)*

A. Direct Student Parent Programming and Supports

	Rating				★	Notes
A.1. Overarching	**0**	**1**	**2**	**3**	★	
Goals/Philosophy						
Campus engagement						
Programming self-evaluation						
A.2. Basic Supports and Services	**0**	**1**	**2**	**3**	★	
Publicity for existing services						
Staff						

Center or office						
Support for most at-risk student parents						
Off-campus referrals						
Help navigating on-campus services						
A.3. Other Types of Supports	**0**	**1**	**2**	**3**	★	
Social supports						
Child care supports						
Academic supports						
Financial supports						
Mental health and life skills supports						
Future employment supports						
Other family-friendly and child-related supports						
New parent and parenting education supports						
Support for transition to college						
Advocacy						

B. Institutional Supports and Policies

	Rating				★	Notes
B.1. Overarching	**0**	**1**	**2**	**3**	★	
Program champion						
Status recognition						
Student inclusion in decision-making						
Broad involvement and collaboration:						
Funding for services, programming, other needs						
B.2. Identification and Data Collection	**0**	**1**	**2**	**3**	★	
Identification of individual student parents						

Institutional data collection and reporting						
B.3. Ensuring Equal Access	**0**	**1**	**2**	**3**	★	
Administrative responsiveness to student parent needs						
Targeted academic policies and goals						
Access to services						
Available, affordable and accessible on-campus childcare						
Policies about children on campus and in classrooms						
Family-friendly spaces						
Access to lactation, diaper-changing spaces						
Affordable family housing						
Meal plans for children						
B.4. Increasing Awareness	**0**	**1**	**2**	**3**	★	
Title IX awareness and enforcement						
Faculty and staff awareness and training						
Visible presence of student parents						

C. Community Connections

	Rating				★	Notes
C.1. Overarching	**0**	**1**	**2**	**3**	★	
Off-campus partnerships						
Community activities and resources info						
Leadership development						
Outreach to other parents						
Connection to other student parent programs						
State and federal agency advocacy						

Wrap Up: Summarize insights and information here, and for use later in the recommendation and action planning stages.

What We Learned

List insights, important information (positive or negative), and priority areas based on *Rubric* results and *Examples of Recommended Practices* (B.5b).

1.
2.
3.
4.
5.
6.
7.
8.

Potential Actions

Based on the items above, fill out the following charts (adding rows as necessary).

Rubric	**What**	**Steps needed**	**Who**	**When**
Immediate Actions *(require little or no planning or permissions)*				
Shorter Term Actions				
Longer Term Actions				

Copy and paste these tables into the *Summary of Results (C.1)*

Examples of Recommended Practices

This is a list of actual practices from two- and four-year colleges and universities across the country.

Included in this document are examples of: **a. direct student parent programming and supports**; **b. institutional supports and policies**; and **c. community connections**.

High Impact Practices:

1) **Collect, track, compare and report** on the demographics and academic progress of student parents, including transfer and returning students.

2) **Give students opportunities to disclose parental status** after or before admission.

3) **Convene a task force** to assess and plan; use the *Family Friendly Campus Toolkit*.

4) **Provide a caring, trained staff person** (with access to resources) responsible for meeting student parent needs.

5) **Make student parents a designated at-risk group;** establish programs and programming similar to those for other at-risk populations.

6) **Offer on-campus child care options** that are affordable, available, and of high quality.

7) **Provide a space and activities** to reduce isolation among student parents.

8) **Enact institutional policies** that address barriers; ensure a clear policy and procedure for requesting (additional) accommodations that comply with Title IX requirements.

9) **Publicize all supports, resources, and policies** pertinent to student parents, including Title IX protections for pregnant and parenting students.

10) **Find or be a high-level student parent champion.**

"Every day is a battle… I wish there were more resources, accommodations, and recognition of student parents on campus."

Student parent

A. Direct Student Parent Programming and Supports

A.1. Overarching
Goals/Philosophy: Clear goals and philosophy behind services and programming for student parents raising dependent children and their families; multi-year strategic plan for student parent success.
Campus engagement: Encouragement and support for parenting students to engage with college life outside the classroom.
Programming self-evaluation: Method to track usage of services and attendance at program events; periodic administration of surveys; review of data every 1-2 years.

A.2. Basic Supports and Services
Publicity for existing services: Adequate publicity of services and other resources for parents through a variety of means on campus and online, including (e)mailings and separate webpages, so that all parents (continuing and new students) know about services, activities, and facilities available (on and off campus) and how to access them; information, including how to access information also provided to staff and faculty.
Staff: Trained, caring staff who are knowledgeable about student parent issues and needs, referral and public assistance eligibility requirement information, etc. provide services for this population (even if no separate office) and are known to students, staff, and faculty.
Center or office: Separate space, staff, and programming specifically for student parents such as those for other at-risk populations; space for private conversations, informal parent hang out area that includes nursing/ feeding/ changing/ play spaces and food; easily available informal social support from staff and peers, and needed referrals, counseling, and other help from professional staff; online spaces and arrangements to meet these needs virtually.
Support for most at-risk student parents: Special services for youngest, single, and other most at-risk student parents (least supported, most isolated and disconnected), and those most lacking in basic needs; "warm hand-off's" to service providers; extensive support, supervision, and tracking provided (wrap-around services).
Off-campus referrals: Case management model to actively help students navigate and negotiate public assistance and other services; personalized referrals and help with applications (and monitoring of outcomes) to off-campus resources, including providers of childcare, housing, health care, free food, mental health services, homeless shelters, domestic violence help, legal aid, etc.
Help navigating on-campus services: Referrals (and warm hand-offs) to other services on campus, including providers of academic support, financial aid, mental health services, child care, housing, campus safety, health, Title IX office, disability services, etc.; play advocacy role when necessary.

A.3. Other Types of Supports
Social supports: Opportunities and spaces on campus and online for student parents to build social capital with each other and to overcome stigma, including: family activities such as free meals at weekly lunches and/or monthly café nights with child care and speakers; celebration of student successes; peer-to-peer support groups (including online); parenting club.
Child care supports: CCAMPIS grant funding to provide quality child care and other supports; referrals for high quality early childhood education and other child care options on- and off-campus; free or low cost short term drop-in child care on campus; child care options during school vacation weeks; sick child options such as vetted on-campus student sitters; subsidized access to sitters; sitter social to meet student sitters; assistance with co-op babysitting arrangements among parents; weekly early evening drop-in child care; free child care at events on campus.
Academic supports: Staff member to help with or arrange accommodations with professors when needed; drop-in tutoring and academic advising available in convenient locations (including online) and at convenient times for parents; child-friendly study spaces in library; laptop and textbook loans; computer access in parenting center.
Financial supports: Staff member to help with obtaining all available institutional subsidies, information about scholarships, emergency grants and other resources; financial management workshops specifically for parents at convenient time and place; birthday closet with free presents for children; holiday program with family gifts donated by staff and faculty.
Mental health and life skills supports: Staff and others to help with identifying and meeting mental health needs, formally and informally, on- and off- campus and online, including sessions at parenting center; couples counseling; support groups; life skills workshops and classes including time management and financial management skills, study skills, etc.
Future employment supports: Mentoring specifically for student parents; priority for parents for high-quality on-campus work study jobs and internships (to help with time poverty) designed to build meaningful work experience; easy access to career advising; leadership development opportunities in convenient places and times.
Other family-friendly and child-related supports: Backpacks with learning and fun activities available when children need to come to class with parent; “family friendly” check box included on event information and family-friendly events tagged to show up in searches; free childcare at campus events and some events open to children; activities specifically for families or just for children of students, such as holiday activities, family movie nights, tutoring for older children while parents in other sponsored activities; activities especially to help children of 1st gen students feel comfortable on a college campus.
New parent and parenting education supports: Parenting information, workshops, classes, other parenting help; specific support for parents of children with disabilities; expectant parent workshops and information, new parent welcome bags.

Support for transition to college: Student parent orientation sessions; summer/winter transition program for transfer students who are parents; classes and workshops specifically for student parents new to college.
Advocacy: Support for students to advocate for needs as parents; staff/faculty advocacy for student parent needs; awareness-raising events with student parent panels on strengths and challenges, with policymakers invited.

B. Institutional Supports and Policies

B.1. Overarching
Program champion: Program champion with political clout on campus who proactively advocates for student parents.
Status recognition: Recognition of student parents as an "at risk" population with low completion rates and unique barriers and experiences of stigma.
Student inclusion in decision-making: Student parent representation in meetings, committees, decisions etc. that relate to their issues; support and education for student parents to take on advocacy roles on their own behalf.
Broad involvement and collaboration: Broad-based campus-wide task force concerning and including student parents; communication between campus providers of services to student parents, including childcare providers, academic support, student services, financial aid, mental health services, residence life, Title IX office, parent-run organizations, TRIO office, women's center, veterans, commuter, transfer, adult student service providers, etc.
Funding for services, programming, other needs: Funding for student parent services, programming, targeted scholarships, emergency grants, child care, housing, and other needs provided from: institutional sources, student fees, residence life, institutional fundraising events and efforts, alumni donations, grant applications to CCAMPIS, Perkins Act, national or local foundations and businesses. (CCAMPIS funding can pay for a variety of support services in addition to child care.)

B.2. Identification and Data Collection
Identification of individual student parents: Contact information available from FAFSA data or other sources, or useful information sent to individual students with dependent children by Financial Aid or other office; self-identification requested on acceptance forms, applications, or when register for classes, etc.; fee reduction/waiver to incentivize reporting dependents.

Institutional data collection and reporting: Data points on basic information about student parents, including transfer students, collected and provided, such as: enrollment, demographics, persistence and completion rates, time to graduation, ages of children, etc., and annual reports on student parent outcomes.

B.3. Ensuring Equal Access
Administrative responsiveness to student parent needs: Clear point person for requesting needed accommodations; responsive and often proactive administrative offices around the needs of student parents.
Targeted academic policies and goals: Institutional policies that comply with Title IX requirements and deliberately and specifically support student parents, such as: priority registration (like athletes often have), accommodation for sick children in absence policies, flexible course options, ability to obtain full-time privileges when unable to take full load, etc.; information about family friendly policies required on syllabi; institutional goal to ensure student parents are retained and graduate at rates comparable to similar non-parenting students.
Access to services: Advising, mental health, academic and career counseling, and other services occasionally available during times and at locations more easily accessible to student parents; videoconference options.
Available, affordable and accessible on-campus childcare: On campus, available and affordable quality child care (subsidized) for undergraduate student parents, during the day and evening.
Policies about children on campus and in classrooms: Clear policy welcoming children on campus with reasons for any restrictions clearly explained; clear policy about children in classrooms and ways to flexibly accommodate occasional need to bring children to class.
Family-friendly spaces: Spaces on campus where parents feel comfortable bringing their children as well as spaces specifically for parent and family interaction; child-friendly study spaces in library; child care at gym; playgrounds on campus, etc.
Access to lactation, diaper-changing spaces: Adequate and conveniently located lactation and diaper-changing spaces; requirement that all new building or bathroom renovation projects include high quality diaper changing stations and lactation spaces.
Affordable family housing: Affordable family housing available to undergraduate and graduate student parents; housing priority for families with children if family housing available.
Meal plans for children: Free or subsidized meal plans for children on campus.

B.4. Increasing Awareness
Title IX awareness and enforcement: Clear information for all pregnant and parenting students about their rights under Title IX, training for all faculty and staff on the legal protections and requirements of Title IX regarding pregnant and parenting students.
Faculty and staff awareness and training: Efforts to make faculty and staff aware of relevant institutional policies, and the strengths, needs, and barriers faced by student parents, including through public forums with student parents; specific training in student parent issues especially for advising and counseling departments and during training on other topics; "I support student parents" stickers for office doors; information to help staff and faculty refer student parents for services.
Visible presence of student parents: Visible presence of student parents on social and other media including marketing materials; student parent family graduation activities.

C. Community Connections

C.1. Overarching
Off-campus partnerships: Formal or informal relationships and collaborations with organizations outside of the institution, such as: public assistance agencies, healthcare agencies, Head Start and other child care providers, United Way, food assistance organizations, low-income housing providers, etc.
Community activities and resources information: Information about free and inexpensive off-campus, family-friendly events and resources.
Leadership development: Connections to targeted mentorship programs for student parents, as mentees and mentors and other leadership opportunities that fit with tight schedules.
Outreach to other parents: Outreach to young parents (in high schools and elsewhere) to provide mentoring, inspiration, and recruiting for college.
Connection to other student parent programs: Attendance at annual Student Parent Support Symposium (SPSS); participation in IWPR Student Parent Policy Working Group calls; awareness of and participation in current initiatives in the field of student parent/two generation supports, including Ascend at the Aspen Institute.
State and federal agency advocacy: Advocacy activities, led by or involving students, with state and federal representatives concerning student parent issues, programs, financial and other supports, and other legislative changes that would impact student parents; coalition membership to advocate for public policy changes.

This Examples of Recommended Practices document is available as a separate download at the Toolkit website.

Family Friendly Campus Toolkit:

Using Data to Improve Outcomes

Overview of Contents

C

Results & Taking Action

- Summary of Results (C.1)
- Recommendations & Action Plan (C.2)
- Dissemination Guide (C.3)
- PowerPoint for Dissemination (C.4)

Summary of Results

What have you learned? Copy* WRAP UP *sections here to see your key findings.

familyfriendlycampustoolkit.endicott.edu

to get the *Toolkit Workbook* in Word for

What We Learned (findings)

(Copy in tables from each Wrap Up section)

B.1: Profile of Existing Resources and Policies

1.
2.
3.

(add rows to each list as necessary)

B.2: Institutional Data

1.
2.
3.

B.3: Student Survey

1.
2.
3.

B.4: Focus Group(s)

1.
2.
3.

Tip: These findings will be useful for creating an executive summary, filling in the *PowerPoint (C.4),* and other dissemination efforts.

B.5: Rubric of Recommended Practices

1.
2.
3.

Student Quotes (from survey & focus group)

1.
2.
3.

Potential Actions

(Copy in tables from each Wrap Up section)

Immediate Actions (may already have been implemented)

__Profile of Resources __Institutional Data __Student Survey __Focus Group(s) __Rec. Practices Rubric

	What	Steps and resources needed	Who	When
Immediate Actions (from Profile)				
Immediate Actions (from Insit. Data)				

(add rows for other tools as necessary)

Shorter Term Potential Actions

__Profile of Resources __Institutional Data __Student Survey __Focus Group(s) __Rec. Practices Rubric

	What	Steps and resources needed	Who	When
Shorter Term Actions (from Profile)				
Shorter Term Actions (from Insit. Data)				

(add rows for other tools as necessary)

Longer Term Potential Actions

__Profile of Resources __Institutional Data __Student Survey __Focus Group(s) __Rec. Practices Rubric

	What	Steps needed	Who	When
Longer Term Actions (from Profile)				
Longer Term Actions (from Insit. Data)				

(add rows for other tools as necessary)

"I have been able to do things I never would have imagined being able to do and I will be able to take care of my daughter so much better."

Student parent

Recommendations & Action Plan

Congratulations! It's time to prioritize recommendations and plan for action.

Before proceeding, review:

- ☐ *Summary of Results (C.1)*
- ☐ *Recommended Practices Rubric* and *Examples (B.5a & b)*
- ☐ Questions for Reflection from *Planning for Toolkit Use (A.1)*

Next Steps:

(1) First: Decide on a process before any discussion. For example, Task Force members could post sticky notes on the wall with their priority items for each category.

(2) Then: Using the Potential Actions tables in the *Summary of Results (C.1),* decide which actions should take priority. Keep in mind implementation factors, level of potential impact, and timeline.

(3) Finally: Enter information into the tables below.

A. Completed Actions (*implemented during the Toolkit process)*

	Completed Action	Potential Impact
1		
2		
3		

(Add as many lines as needed)

B. Immediate Recommended Actions

1. Recommendation	
a. Evidence of need (from *Toolkit* data)	
b. Implementation steps	
c. Resources needed*	
d. Responsible person or office	
e. Target completion date	
f. Desired impact(s)	
2. Recommendation	

(Copy the rows of each table as many times as needed)

C. Shorter Term Recommended Actions

1. Recommendation	
a. Evidence of need (from *Toolkit* data)	
b. Implementation steps	
c. Resources needed*	
d. Responsible person or office	
e. Target completion date	
f. Desired impact(s)	
2. Recommendation	

Tip: Use "desired impact(s)" sections to help assess changes over time.

D. Longer Term Recommended Actions

1. Recommendation	
a. Evidence of need (from *Toolkit* data)	
b. Implementation steps	
c. Resources needed*	
d. Responsible person or office	
e. Target completion date	
f. Desired impact(s)	
2. Recommendation	

*See funding ideas in *Recommended Practices: Examples*

"I give a tremendous amount of thanks to the faculty and staff of [my college's student parent program]. I know that their continuous support has been a catalyst for my success thus far, and I'm very grateful to have been given the opportunity to be a part of such a supportive program."

Student parent

Dissemination Guide

Use your data to build support for your recommendations.

Dissemination Strategies

- ☐ Customize the *Toolkit* ***PowerPoint for Dissemination (C.4)*** or create your own to share your findings. (See guidance in notes sections of PowerPoint.)
- ☐ **Determine stakeholders** and what is most important to share with each.
- ☐ Connect recommendations to **institutional priorities** when possible.
- ☐ Send an **executive summary** to top administrators and others based on *Summary of Results (C.1)* and recommendations.
- ☐ Set up small and larger **campus meetings** to gain support from high-level administrators, key departments, and the larger community of staff, faculty, and students. Offer to do (short) presentations for the academic departments with the highest numbers of student parents.
- ☐ Compile an **informational sheet of existing services** based on the *Profile of Existing Resources (B.1)*.
- ☐ Consider creating a **fact sheet or small brochure** with the key findings and recommendations. (Ask your marketing department for help or see the *PowerPoint for Dissemination (C.4)* slides).
- ☐ Solicit local **media coverage**; share on social media, through institutional communications channels, etc.

Continue meetings of (key) Task Force members to keep track of dissemination and implementation activities.

Download the *Dissemination PowerPoint (C.4)*
familyfriendlycampustoolkit.endicott.edu

Dissemination Plan

Dissemination activity	Target audience	Key information and recommendations relevant for this audience	Materials needed	Who	When

"I am a first-generation college student and it was very important for me to finish school after getting pregnant my senior year of college. I had to stay an extra year to complete my degree, but with the support of my student parent center I had the necessary tools and information I needed to complete my degree and take care of my family."

Student parent alumna

"The college experience is priceless to my family."

Student parent

School Title Slide

1

The Family Friendly Campus Toolkit:
Using Data to Improve Outcomes

familyfriendlycampustoolkit.endicott.edu

Program Evaluation & Research Group (PERG)

2

Local Toolkit Effort

- Information about the effort, such as the Toolkit team, leader, and who supported the effort (individuals or departments/offices) or timeline of activities, etc.

3

How many parents are in college?

26%	1.14 million	22%
of community college students are parents	student parents are pursuing bachelor's degrees at four-year public or private not-for-profit colleges	of all undergraduates (3.8 million) are raising dependent children; **1.7 million** are single mothers

This data is from IWPR (Institute for Women's Policy Research) Student Parent Success Initiative reports at iwpr.org.

4

Why focus on student parents?

Student parents are a large, often invisible high-risk population with high stop out and drop out rates

Only 9.1%	Only 3.5%	Only 8%
of student parents earn an associates degree within 6 years	of student parents attain a bachelor's degree within 6 years	of single mothers attain a degree or certificate within 6 years

This data is from IWPR (Institute for Women's Policy Research) Student Parent Success Initiative reports at iwpr.org.

5

Why use the Family Friendly Campus Toolkit at [School Name]?

Do we know:

- How many student parents are on our campus?
- What their strengths are? What their experiences are like? What barriers they face?
- If they are graduating at the same rate as other students?
- What, if any, supports we provide?
- What else would help ensure student parent success?

6

How does the Toolkit help?

Discuss	Increase **campus dialogue** about student parent issues
Listen	Identify and **hear from student parents**
Collect	Collect **institutional data** about student parents
Increase	Increase **visibility of existing supports** and improve services
Learn	Learn about **practices at other schools**
Plan	Develop **recommendations and an Action Plan**

7

The Process: What we did

- Formed a ***Task Force***
- Created a ***Profile of Existing Resources***
- Used the ***Recommended Practices Rubric***
- Administered a campus-wide ***Student Parent Survey***
- Conducted ***Focus Groups*** with student parents
- Developed ***Recommendations and an Action Plan*** based on our findings

8

We heard directly from parenting students about what their lives are like

- **Demographics**
- **Experiences at school**, academically and socially
- Useful **services or supports**

9

Demographics

*All data is collected from the student parent survey unless otherwise noted

10

10

Student demographics

	Student Parents	All Students
Total	**# or %**	# or %
Most frequent Age		
Students Who are Females/Males	**# or %**	# or %
Students Who Consider Themselves a Single Parent	# or %	# or %
Students Who are First in Family to Attend College	# or %	# or %
Students Who are Active Duty/Reserves/Veterans	# or %	# or %
Students Who Receive Pell Grants	# or %	# or %

11

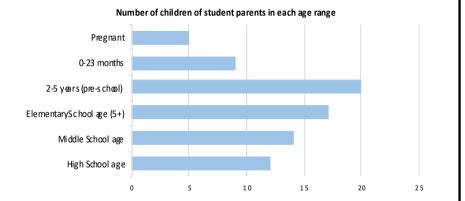
11

Racial/ethnic diversity

	Student Parents	All Students
Total Number	# or %	# or %
American Indian or Alaska native	# or %	# or %
Asian	# or %	# or %
Black or African American	# or %	# or %
Hispanic or Latino/a	# or %	# or %
Middle Eastern	# or %	# or %
Native Hawaiian or other Pacific Islander	# or %	# or %
White	# or %	# or %
More than one	# or %	# or %
Prefer not to answer	# or %	# or %
Other	# or %	# or %

12

Ages of dependent children



n = # of student parent survey respondents

13

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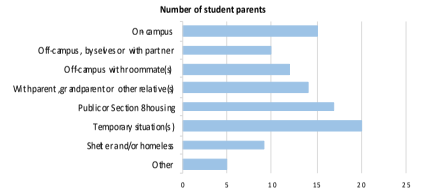
Living situations



n = # of student parent survey respondents

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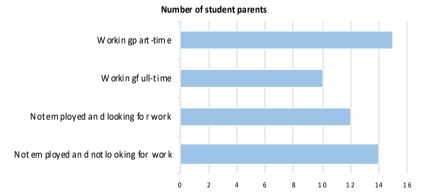
Employment status



n = # of student parent survey respondents

15

15

Year/program in school

	Student Parents	All Students
Certificate Program	# or %	# or %
Freshman/1st Year/x # credits	# or %	# or %
Sophomore/2nd Year/x # credits	# or %	# or %
Junior/3rd Year/x # credits	# or %	# or %
Senior/4th Year/x # credits	# or %	# or %
Graduate Student	# or %	# or %
Other	# or %	# or %
Don't Know	# or %	# or %

n = # of student parent survey respondents

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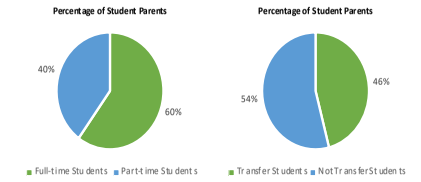
Full-time and transfer status



n = # of student parent survey respondents

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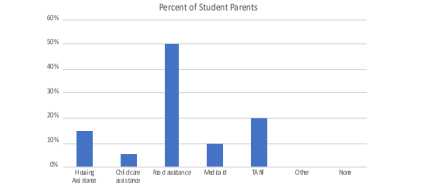
Use of Public Assistance



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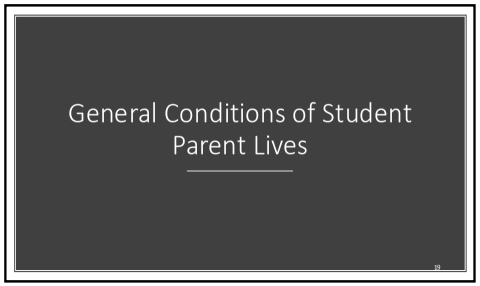

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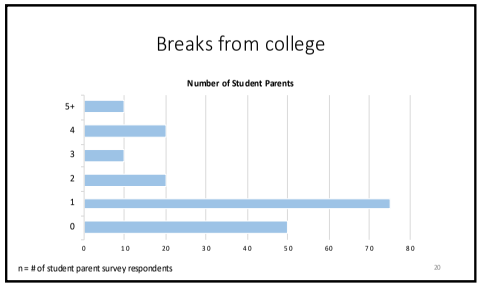

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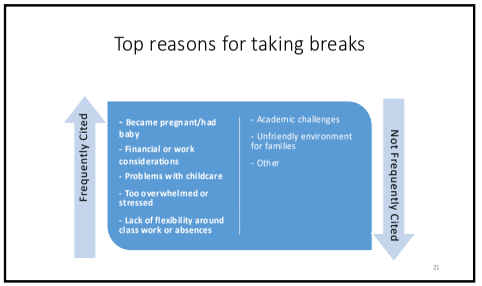

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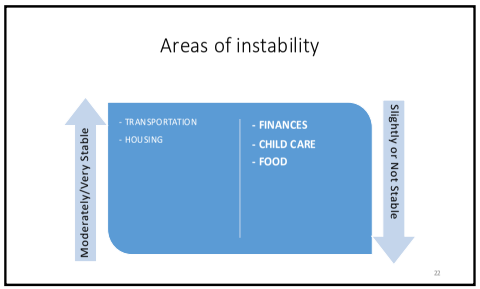

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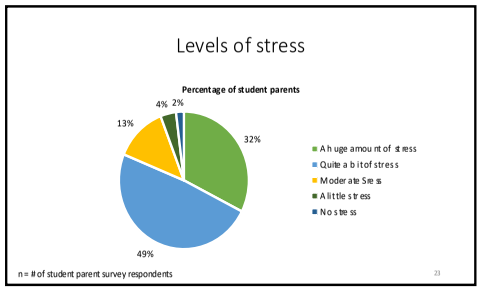

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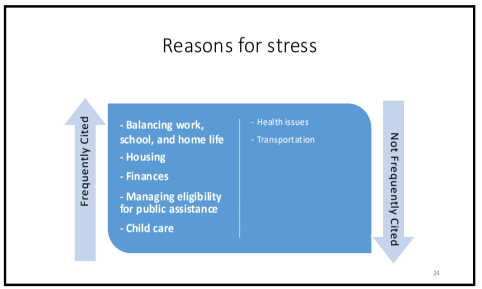

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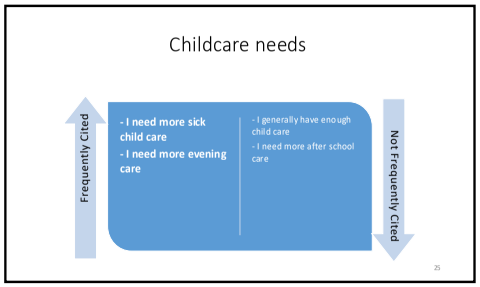

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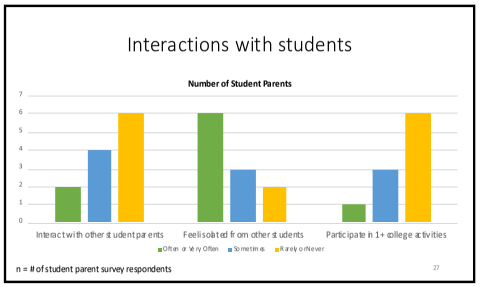

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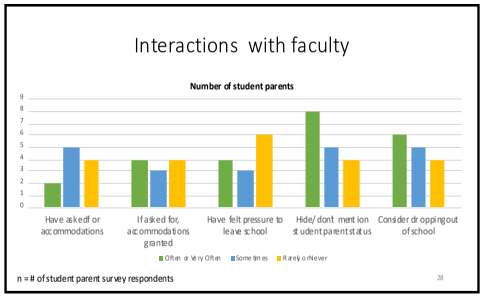

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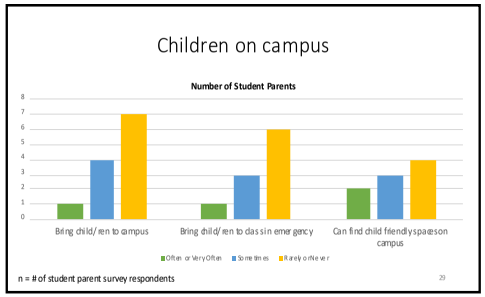

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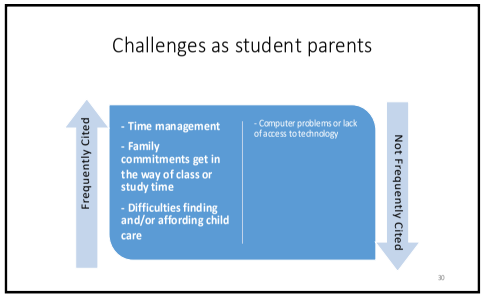

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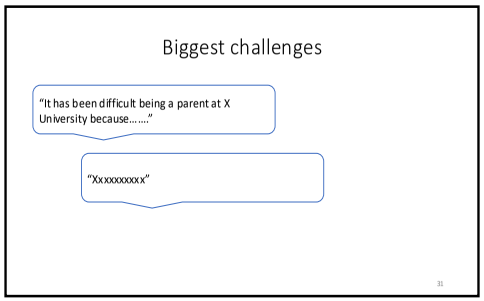

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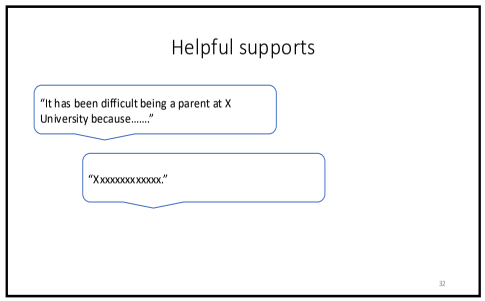

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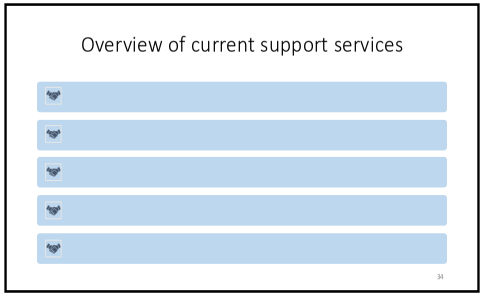

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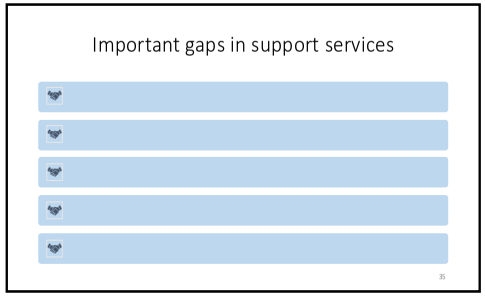

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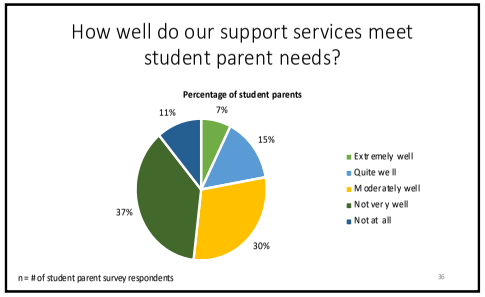

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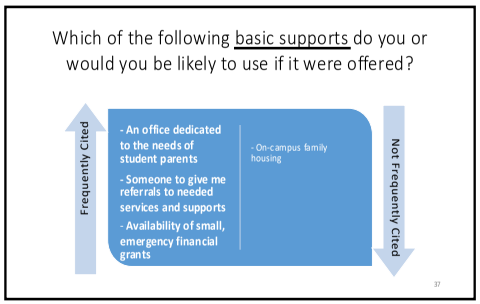

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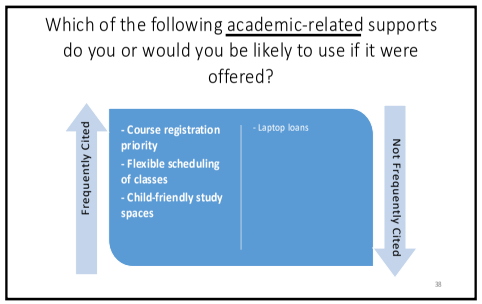

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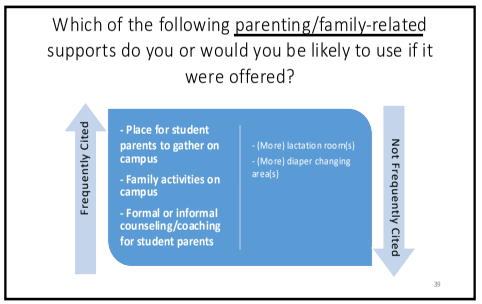

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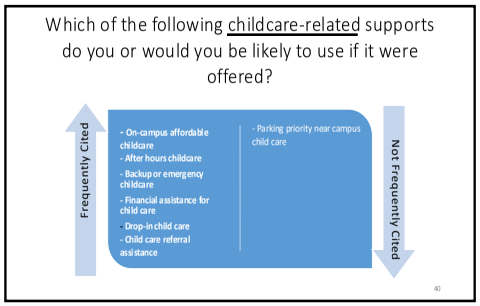

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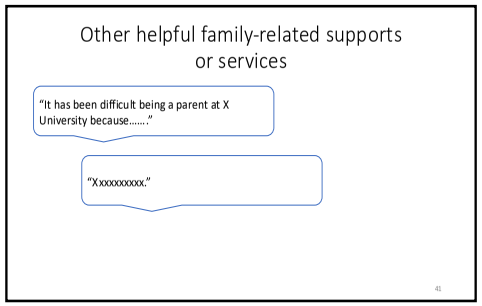

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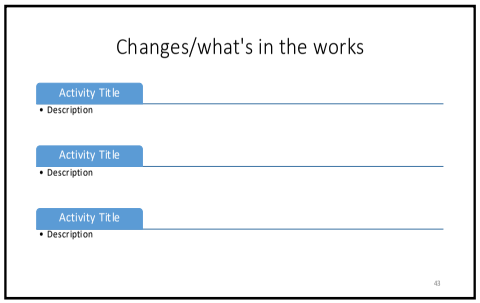

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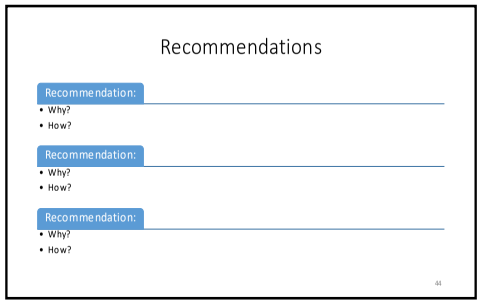

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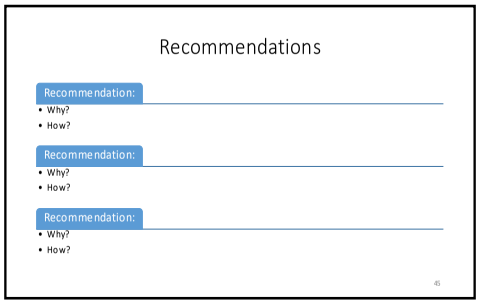

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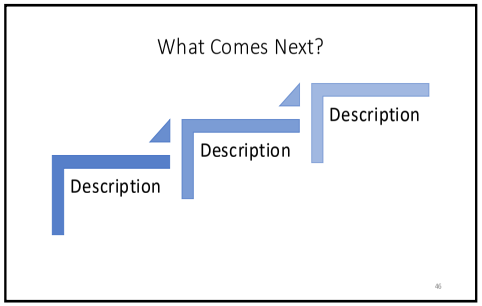

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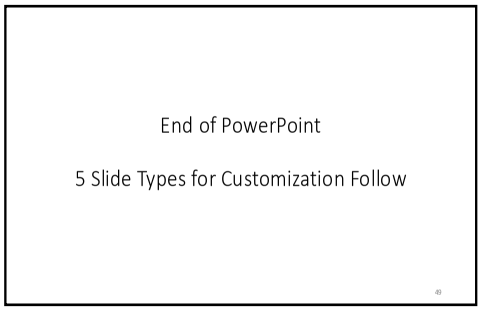

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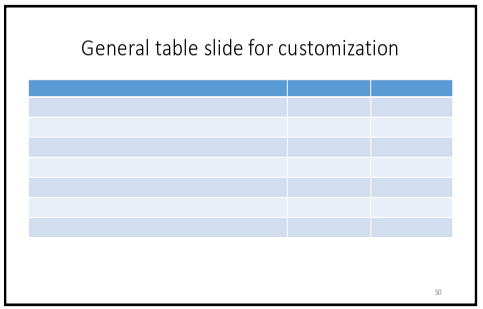

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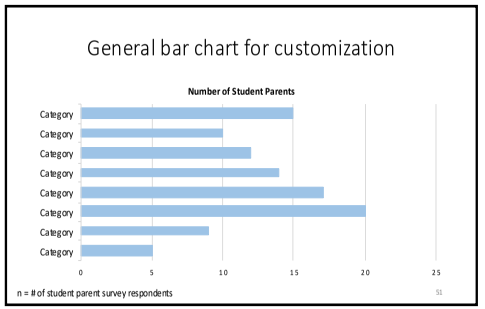

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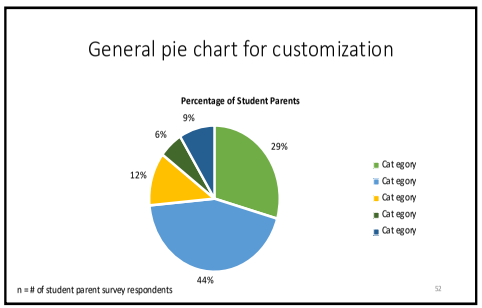

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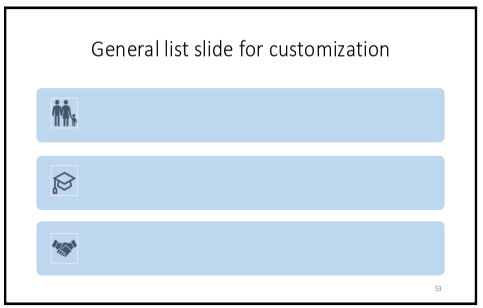

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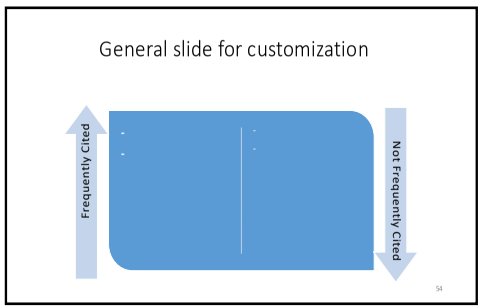

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Family Friendly Campus Toolkit:

Using Data to Improve Outcomes

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D

Helpful Resources

- Family Friendly CampusToolkit Fact Sheet
- Toolkit Implementation Profiles
  - Kent State U.
  - Mount Wachusett C.C.
  - Texas Woman's U.
- IWPR Resource Links
- Title IX, CCAMPIS, Research, & Other Resources

The Family Friendly Campus Toolkit:

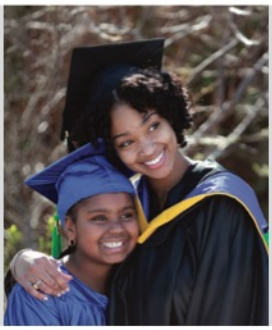
Using Data to Improve Outcomes

The *Family Friendly Campus Toolkit* is an award-winning self-assessment system and guide for improving supports and outcomes for students who are raising children. Two- and four-year colleges and universities have used the Toolkit's free resources to:

- **Raise awareness about the strengths, needs, and challenges of student parents;**
- **Increase visibility of existing supports and improve services; and**
- **Develop new resources devoted to student parent success.**

> ***"I cannot emphasize strongly enough how the self-assessment results from the Toolkit process catapulted our efforts into new territory for serving our student parents. We were able to use the data to finally get a CCAMPIS grant, after 10 years of trying, and also to see other areas of need for the first time."***
>
> —**Amy O'Keefe**, Executive Director, Campus Alliance for Resource Education, Texas Woman's University

22%
of college students are parents of dependent children[1]



29%
of student parents have taken 1-5 breaks from college[2]

13%
of student parents attain any degree within 6 years of enrollment[3]

How Can You Use the Toolkit?

Increase campus dialogue about student parents

The "Task Force Guidance" provides an approach for gathering relevant campus staff, faculty, and students to discuss the needs of and services for parenting students.

Identify current campus resources for student parents

The "Profile of Existing Resources and Policies" and "Recommended Practices Rubric" identify existing services, supports, policies, and culture on campus, and reveal any gaps, needs, and opportunities.

Learn about recommended practices

The "Recommended Practices Rubric" includes a list of practices that have been implemented at two- and four-year colleges and universities across the country.

Gather data from and about student parents

The "Student Survey" and "Student Focus Group Guidance" questions help collect information directly from student parents about their lives, experiences, and needs. Gathering "Institutional Data on Student Parents" can reveal the size and demographics of this population, as well as any academic or retention challenges.

Advocate for and prepare a comprehensive student parent success initiative

Implementing the Toolkit self-assessment process results in a concrete, evidence-based "Action Plan and Recommendations" and a set of findings that can be shared with stakeholders using the "Dissemination Guide" and "Dissemination PowerPoint."

"A college education means finding my own place in the world rather than just accepting the place that I was born into. It means giving my children a better starting point and the knowledge that they can go from there to wherever they want."

—Student Parent

To download the Toolkit, please visit: familyfriendlycampustoolkit.endicott.edu

The Toolkit was developed by the Program Evaluation and Research Group (PERG) at Endicott College, with support from the U.S. Department of Education and Lumina Foundation.

[1] Institute for Women's Policy Research (IWPR). 2018. Parents in College, By the Numbers. Retrieved from https://iwpr.org/wp-content/uploads/2019/04/C481_Parents-in-College-By-the-Numbers-Aspen-Ascend-and-IWPR.pdf

[2] Program Evaluation and Research Group (PERG). 2016. Baccalaureate Student Programs and the Students They Serve. Endicott College. Retrieved from https://www.endicott.edu/-/media/endicott/home/family-friendly-campus-toolkit/perg-report-full-rev-6-13-17-web.ashx?la=en&hash=31811FEB5BB48B61D9C7B41849049827426FE6C3

[3] U.S. Department of Education, National Center for Education Statistics, 2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

Contact PERG:

Joan Karp: jkarp@endicott.edu

Elizabeth Osche: eosche@endicott.edu

Debra Smith: drsmith@endicott.edu

SCHOOL PROFILE

Kent State University Develops a Five Year Strategic Plan for Parenting Students Utilizing the Family Friendly Campus Toolkit

Kent State University is a large public institution with 40,000 students on eight campuses in northeastern Ohio. Since 2006, the university has sponsored a small support program for single parent students. In 2018, motivated in part by concerns about retention and graduation rates, the dean of students decided to initiate a focus on all students with dependent children. The university found just what it was looking for at a NASPA conference presentation on the *Family Friendly Campus Toolkit: Using Data to Improve Outcomes*. Kent State staff and faculty spent the next year following the process laid out in the Toolkit, resulting in a Five Year Strategic Plan for Parenting Students, as requested by the dean.

Kenisha and her daughter Kamari

MEET KENISHA CHISHOLM

Kenisha Chisholm is a 27-year-old single mom of a seven-year-old daughter from Cleveland, Ohio. She originally began college at University of Akron in 2010 as a first-generation college student, but had to drop out during her sophomore year when she became pregnant. Being a new, young mom while working full-time, Kenisha lacked support to continue her education. She made a promise to herself and her daughter that no matter how hard or how long it took, she would obtain her college degree. Kenisha eventually began to take courses part time, on and off, at Cuyahoga Community College while continuing full-time work. She relocated to pursue a bachelor's degree at Kent State University, where the Literacy and Independence for Family Education (LIFE) program provides support for single parent students.

With her grade point average (GPA) of 3.11, she expects to graduate in May 2020 and continue her studies to pursue a master's degree.

> ***"I give a tremendous amount of thanks to the faculty and staff of Kent State's LIFE program. I know that their continuous support has been a catalyst for my success thus far, and I'm very grateful to have been given the opportunity to be a part of such a supportive program."***
>
> — Kenisha Chisholm, *Class of 2020*

The Family Friendly Campus Toolkit: Using Data to Improve Outcomes

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- **raise awareness about the strengths, needs, and challenges of student parents;**
- **increase visibility of existing supports and improve services;**
- **learn about recommended practices;**
- **develop new resources devoted to student parent success.**

The Toolkit includes:

- a student parent survey;
- a list of recommended practices;
- a profile of existing services;
- guidance for setting up a Task Force, collecting institutional data, and conducting focus groups;
- action and dissemination plan templates and other resources.

To download the Toolkit, please visit:
familyfriendlycampustoolkit.endicott.edu

PROCESS AND PLANS

To start the process of implementing the Toolkit, **Kent State's dean of students (now vice president for student affairs) set up a broadly representative Parenting Students Task Force,** to be led by the director of the Center for Adult and Veteran Services. The dean charged it with leading "our institutional review of the student-parent experience" and creating a Five Year Strategic Plan for Parenting Students by the end of the year. The task force proceeded to collect data using the guidance and tools in the Toolkit, which informed the recommendations and other features of the strategic plan.

In addition to new programming, this effort has led to important new information about the student parent population on campus. While the financial aid office was not able to share specific student IDs or emails, it did provide detailed demographic data, including age, major, Federal Pell Grant eligibility, and GPA ranges. The parenting student survey provided direct information about personal and academic experiences on campus, challenges related to parenting status, and needs for specific supports and services.

Goals of the Kent State plan cover retention, engagement, and community cohesion objectives; new infrastructure to identify, track, assess, and support this population; raising awareness about this group; and cultivating a culture of care throughout the campuses. While the school does not anticipate creating a new office or position, it does plan to create centralized access to information about resources specifically helpful for student parents. Among its many recommendations, the strategic plan also calls for multi-year discussions to create family-friendly campus policies and to consider providing family housing and drop-in childcare. At the end of five years, the Center for Adult and Veteran Services and others involved in this process expect to see changes in the culture, services, supports, and policies concerning parents of dependent children throughout the Kent State University campuses.

> ***"The work of engaging students who are parenting is critical to the success of any institution. Kent State University is proud to continue deepening its work on becoming a student-ready university by focusing on ensuring the success of our parenting students."***
>
> — Lamar R. Hylton, Ph.D.
> *Interim Vice President*
> *Division of Student Affairs*
> Kent State University

Josh Rider, Campus Advocate

Josh Rider has been the director of the Center for Adult and Veteran Services for the past six years and is currently also serving as interim assistant dean of students. In addition to other services it provides, the Center administers the LIFE program for single parents and provides services to students with dependents. Rider has led the strategic planning and Toolkit implementation processes and continues to lead the implementation of the Five Year Strategic Plan for Parenting Students. "It's especially important to gather lots of folks to the table," says Rider. "This isn't just my work, this is the work of the whole university." The biggest challenges have been limited resources and navigating the bureaucracy of a higher education institution. What he likes best? Helping student parents, a very high-risk population, graduate and move on to successful careers.

Josh Rider
jrider@kent.edu | 330-672-0510
kent.edu/cavs

The *Family Friendly Campus Toolkit: Using Data to Improve Outcomes* was developed by the Program Evaluation and Research Group (PERG) at Endicott College, with support from the U.S. Department of Education and Lumina Foundation. For more information, contact Joan Karp at jkarp@endicott.edu or Elizabeth Osche at eosche@endicott.edu.

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familyfriendlycampustoolkit.endicott.edu

Mount Wachusett Community College Meets Student Parent Needs through Utilizing the Family Friendly Campus Toolkit

Mount Wachusett Community College (MWCC) is a small school of about 4,000 students in a rural part of Central Massachusetts. Like many other colleges, it has seen a rise in its student parent population in recent years. MWCC is fortunate to have a federal Child Care Access Means Parents in School (CCAMPIS) grant, which subsidizes child care and support services for a limited number of students. However, the College has many more parents enrolled in their programs, and administrators predict that targeted supports for this larger population will lead to greater retention and academic success.

Arielle Bibeau and her children Braelyn and Billy.

MEET ARIELLE BIBEAU

Arielle Bibeau is a 24-year-old single parent with two young children, both of whom attend the on-campus child care center at MWCC. In addition to attending school full-time, she also works as a nursing assistant at a nearby prison. Arielle first enrolled at Mount Wachusett when she was a new mom at age 18, then returned after taking time off to have her second child. When she was accepted into the CCAMPIS program, she finally began to receive the support she needed as a young single mother. It was the CCAMPIS advisor who helped her change direction when her original participation in the nursing program became unworkable; she has been a successful student ever since. She will graduate with two associate degrees in May 2020, in criminal justice and allied health, and has been accepted into the police academy.

Arielle also plans to pursue a bachelor's degree in criminal justice in Fall 2020.

> *"A day in the life of a student parent is one of the most difficult things to handle. Most days I remind myself, 'I can do this, and it will be worth it in the end.' If I am really struggling, I go to my CCAMPIS advisor and she always manages to help me get back on track when I feel like my plate is overfilled."*
>
> —Arielle Bibeau, *Class of 2020*

The Family Friendly Campus Toolkit: Using Data to Improve Outcomes

The Family Friendly Campus Toolkit is a no-cost, award-winning self-assessment system and guide for improving supports and outcomes for students who are raising children. Two- and four-year colleges and universities have used the Toolkit's resources to:

- **raise awareness about the strengths, needs, and challenges of student parents;**
- **increase visibility of existing supports and improve services;**
- **learn about recommended practices;**
- **develop new resources devoted to student parent success.**

The Toolkit includes:

- a student parent survey;
- a list of recommended practices;
- a profile of existing services;
- guidance for setting up a Task Force, collecting institutional data, and conducting focus groups;
- action and dissemination plan templates and other resources.

To download the Toolkit, please visit:
familyfriendlycampustoolkit.endicott.edu

PROCESS AND PLAN

MWCC has been supporting student parents for many years. It has a student parent support group, annual toy fair, food pantry, on-campus child care center, and the CCAMPIS grant, which serves 24 students each semester. The CCAMPIS students have monthly check-ins with the program advisor and attend monthly workshops which help them keep their GPA in an acceptable range. However, **Student Services staff have heard many stories from other parenting students about their struggles to succeed and stay in school**. These stories prompted the College to implement the *Family Friendly Campus Toolkit: Using Data to Improve Outcomes,* so they could assess their current resources, hear directly from more of their student parent population, and make plans to meet the needs of these students.

The first step was to create a task force that reflected the college community, comprised of 14 active members. This led to some immediate changes and actions. For instance, after reviewing the College's existing resources and policies relevant for student parents, this information was posted on a Student Services Blackboard page. The task force also completed a self-assessment recommended practice rubric. Next, the Toolkit Student Survey was adapted and distributed online, in classrooms, and in hallways.

The biggest takeaway from the survey responses was the need for a place for student parents to gather and study on campus, with or without children. As a result, the College has assigned space for a Family Resource Center. It will eventually house computers, toys, and be a site for clothing swaps and workshops. The center will also make it easier for parents to organize child care exchanges. Survey responses have already led to some other changes as well, including special tutoring times and access for parents with children in the library, and encouraging faculty to publicize family-friendly policies on syllabi. **The results of the survey have been shared widely, educating faculty and staff about MWCC's student parents and their needs, and leading to a noticeable increase in the amount of discussion about related issues. Faculty were particularly surprised by the number of times parents have dropped out and come back to school.** MWCC also plans to use data and outcomes from the Toolkit to create marketing materials to entice parents to return to school.

> ***"With the help of the Family Friendly Campus Toolkit, we have spent the past year building a team of concerned students, staff, faculty, and administrators who are all deeply invested in making our campus more inclusive, welcoming, and accommodating to our student parents. It is our hope to continue to invest in this work, using the Toolkit as our blueprint and catalyst for innovation and improvement."***
>
> —Jason Zelesky,
> *Dean of Students*
> Mount Wachusett
> Community College

Ann Reynolds, Campus Advocate

Ann Reynolds began her time at Mount Wachusett Community College in 2009 as a student parent of four teenage children, and has been associated with the College ever since. Several degrees later, she currently divides her time between her responsibilities as a CCAMPIS advisor and an academic disability counselor. In both positions, she does whatever it takes to help students stay in school, addressing both academic and non-academic challenges. One of her favorite things is when student parents realize that so much more is possible when they succeed in school. Ann has been leading the Toolkit effort at MWCC and is pleased with the process. "I'm so excited that we will now have a Family Resource Center on campus, so that every parent has a chance to get support and no parent has to fall through the cracks. I'm glad that the Toolkit helped the College recognize that this is what we need."

Ann Reynolds
areynolds1@mwcc.mass.edu

Mount Wachusett Community College · Lumina Foundation · Department of Education · Endicott College

The *Family Friendly Campus Toolkit: Using Data to Improve Outcomes* was developed by the Program Evaluation and Research Group (PERG) at Endicott College, with support from the U.S. Department of Education and Lumina Foundation. For more information, contact Joan Karp at jkarp@endicott.edu or Elizabeth Osche at eosche@endicott.edu.

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familyfriendlycampustoolkit.endicott.edu

Texas Woman's University Boosts Support for Parenting Students with the Family Friendly Campus Toolkit

Texas Woman's University (TWU) is a Hispanic-Serving Institution with over 15,000 students on three campuses and is the largest public university in the nation primarily for women. While TWU has provided family housing options for many years and provides other supports for student parents through its CARE office, it has found it difficult to meet the child care needs of its students. Five years ago, with support from the chancellor, a new strategic plan made providing child care for students an institutional priority. To support this priority, TWU began to implement the *Family Friendly Campus Toolkit: Using Data to Improve Outcomes.* After 10 years of failed attempts, the new data and collaborations resulting from the work with the Toolkit finally helped TWU win a CCAMPIS grant to fund on-campus child care.

Jessica Armstrong with her children Safiya, Yusuf, and Layla.

MEET JESSICA ARMSTRONG, STUDENT PARENT

Jessica Armstrong is a married 35-year-old mother of four children ranging in age from 1 to 7 years old. She grew up in Germany, the daughter of an Army service member, and served in the U.S. Air Force from 2004–2012. She began pursuing her B.A. in Human Resource Management in 2014 as a mother of two while her husband worked as an over the road (long distance) trucker. While at TWU, she had two more children and worked as a bookkeeper and editor to add to the family's income. The support she has found with the CARE office at TWU has helped her maintain an average GPA of 3.9. She will be the first in her family to graduate from a university when she receives her diploma in May 2020.

> ***"Child care is always a challenge for me as a student, as well as the stress. I appreciate the recognition TWU gives to students who have children, because it is difficult but important to me to be both a mother and receive my education."***
>
> —Jessica Armstrong
> *Human Resources Major*
> *Class of 2020*

The Family Friendly Campus Toolkit: Using Data to Improve Outcomes

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- **increase visibility of existing supports and improve services;**
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- **develop new resources devoted to student parent success.**

The Toolkit includes:

- a student parent survey;
- a list of recommended practices;
- a profile of existing services;
- guidance for setting up a Task Force, collecting institutional data, and conducting focus groups;
- action and dissemination plan templates and other resources.

To download the Toolkit, please visit:
familyfriendlycampustoolkit.endicott.edu

PROCESS AND PLAN

Prior to leading the *Family Friendly Campus Toolkit* effort, the CARE office at Texas Woman's University was already focused on the needs of student parents at TWU. It offers emotional and more tangible help to student parents in crisis, supports SPARK—Student Pioneers Also Raising Kids, provides a special logo to indicate family friendly programming throughout the institution, and engages in other activities in support of student parents. However, **the CARE staff knew that this population faces multiple barriers to academic success unique to their status as parents.** For many of these students, the most critical need is for more child care support, especially for younger children. TWU and the CARE office decided that implementing the Toolkit could help them with this and other issues faced by student parents.

TWU began implementing the Toolkit by creating an institution-wide Task Force of faculty and staff. **The group was able to determine the number and needs of parenting students** on the three campuses based on data collected utilizing Toolkit resources and guidance. In addition to providing critical data for their successful CCAMPIS application, this information has also led to other new initiatives.

There are now three new groups that meet at TWU to focus on different aspects of improving conditions and outcomes for parenting students. One, related to their new strategic plan, is conducting focus groups based on Toolkit-collected data to gain additional insights about student parent needs. Graduate students will be in charge of these, using the data as part of their own research. The CCAMPIS grant is funding another group whose initial goal is to address the primary issues identified in the Toolkit survey—work/life balance and finances. Finally, the Toolkit Task Force continues to meet to finalize an action and dissemination plan based on all of the data they have collected using the multiple Toolkit instruments. As a result of all of these initiatives, **TWU now has a new optimism about their efforts to better meet the needs of student parents.**

> ***"At Texas Woman's, we believe that equipping a woman with a college education has a positive effect not only for her, but also her offspring. Such an education should not be limited to only those without children—we seek to provide opportunity and excellence to all of our students, particularly those academically talented students in the margins."***
>
> —Carine Feyten, PhD
> *President and Chancellor*
> Texas Woman's University

Amy O'Keefe, Campus Advocate

Amy O'Keefe has been the executive director of Campus Alliance for Resource Education (CARE) for 16 years. CARE provides targeted programming for student parents, as well as wrap-around services for veterans, former foster care students, and students in crisis from evictions, food insecurity, and financial need. It also provides services for other commuter and non-traditional students, including access to a social worker and counselor on staff. CARE's biggest challenges are having enough resources and identifying the students who need assistance. One of the reasons Amy is pleased to lead the Toolkit process is that it has enabled her office to meet long-standing goals. For Amy, this is her dream job, working at the macro and micro level to empower women through education. "I know that when a mother graduates, her life and the lives of her children are forever changed for the better."

Amy O'Keefe
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twu.edu/care

TEXAS WOMAN'S UNIVERSITY

Lumina FOUNDATION

ENDICOTT COLLEGE

The *Family Friendly Campus Toolkit: Using Data to Improve Outcomes* was developed by the Program Evaluation and Research Group (PERG) at Endicott College, with support from the U.S. Department of Education and Lumina Foundation. For more information, contact Joan Karp at jkarp@endicott.edu or Elizabeth Osche at eosche@endicott.edu.

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IWPR Resource Links

The Institute for Women's Policy Research (IWPR) is a nonprofit, nonpartisan think tank based in Washington, DC. IWPR's Center on Equity in Higher Education houses IWPR's Student Parent Success Initiative (SPSI), which seeks to improve access to college and successful graduation for low-income student parents—particularly mothers. Through a combination of research and outreach activities, SPSI works to raise awareness about both the challenges and promise represented by parents seeking postsecondary degrees.

Publication	Description
Student Parent Success Initiative	This site hosts all published research publications and presentations related to student parent success.
Parents in College: By the Numbers	This fact sheet provides the most recent data describing the demographic characteristics and experiences of the student parent population.
Investing in Single Mothers' Higher Education by State	These publications provide state and national estimates of the number of single mothers and student parents enrolled in college and the economic benefits of investing in single mothers' success in higher education.
Head Start-College Partnerships as a Strategy for Promoting Family Economic Success: A Study of Benefits, Challenges, and Promising Programs	This report describes Head Start-college partnerships as one strategy to help low-income families achieve long-term economic security through college attainment.
Bridging Systems for Family Economic Mobility: Postsecondary and Early Education Partnerships	This report describes opportunities for the early childhood and higher education systems to support each other's key goals to increase family economic mobility, including program and policy examples from around the country.
Financing Child Care for College Student Success	This toolkit provides information about a wide range of funding sources for campus-based child care. It is intended as a resource for early care and education programs, institutions of higher learning, advocates, and policymakers.
Tools for Student Parent Success: Varieties of Campus Child Care	This toolkit describes the wide variety of child care services that exist at institutions of higher learning. It is for those seeking to provide quality child care at colleges or universities and for those considering how to expand or rethink existing services.
Prepping Colleges for Parents: Strategies for Supporting Student Parent Success in Postsecondary Education	This brief provides a framework for thinking about the range of supports student parents typically need and describes example programs.
Student Parent Program Finder	The Program Finder includes over a hundred programs, supportive services, and scholarship opportunities for student parents, and is searchable by state, program services, and program affiliation.

Title IX, CCAMPIS, Research, and Other Resources

Title IX Resources

National Coalition on Women and Girls Education
www.ncwge.org/
This organization was formed to educate the public about issues concerning equal rights for women and girls in education, to monitor related legislation, and to publish research on these issues. See the report on *Title IX at 45,* and especially the chapters on Pregnant and Parenting Students: Supporting Academic Success Through Title IX, and on Title IX Coordinators; each includes highlights of key issues and helpful resources.

National Women's Law Center: Pregnant & Parenting Students
www.nwlc.org/issue/pregnant-parenting-students/
This site includes multiple resources for student parents and others, including a *Pregnant and Parenting Students' Rights Toolkit*, fact sheets, reports, and webinars.

The Pregnant Scholar
www.thepregnantscholar.org/
This is a comprehensive and well-organized site with separate sections for students, postdocs, faculty, and administrators. It covers basic information about the law, student rights, best practices, sample syllabi inserts, frequently asked questions, and helpful handouts for students and faculty.

CCAMPIS – Child Care Access Means Parents in School Program

US Department of Education
www2.ed.gov/programs/campisp/index.html
This federal program funds child care and other services for low income student parents. This official site offers links to comprehensive information about eligibility, applying, and other related government and non-governmental resources.

Organizations with Research, Reports and Briefs

Ascend at the Aspen Institute: Aspen Postsecondary Success for Parents Initiative
ascend.aspeninstitute.org/category/initiatives/aspen-postsecondary-success-for-parents-initiative/
The Aspen Postsecondary Success for Parents (PSP) Initiative, which raises awareness about students who are parents and shares recommendations to increase their postsecondary success, is a partnership between the Aspen Institute policy program Ascend, Imaginable Futures and the ECMC Foundation. Their website includes PSP Initiative external resources, including parent blogs, webinars and briefs.

The Hope Center
www.hope4college.com/
The Hope Center for College, Community, and Justice, the home of the #RealCollege movement, advocates for student success through a focus on basic needs issues for all college students. The Center's many publications include action research and evaluations, as well as practical resources and guides such as COVID-19 response resources.

IWPR – Institute for Women's Policy Research, Student Parent Success Initiative
www.iwpr.org/issue/employment-education-economic-change/student-parent-success-initiative/
IWPR has provided many important reports, briefing papers, fact sheets, and other tools utilized extensively by other researchers, organizations, and the national media. See the full page of links elsewhere in *IWPR Resources and Links (D.1)*.

National Center for Education Statistics (NCES)
www.nces.ed.gov
NCES is the primary federal entity for collecting and analyzing data related to education.

National College Transition Network (NCTN)
www.collegetransition.org
NCTN provides technical assistance and professional development services to community college, adult education, and workforce systems. They design accelerated career pathways, comprehensive student support services, and effective multi-stakeholder partnerships. Their report, *No Matter What Obstacle is Thrown My Way*, documents program models and service strategies implemented specifically in community college settings to support single mothers and increase their rates of persistence and completion. It also includes a *Single Mothers Career Readiness and Success Literature Review*.
https://www.collegetransition.org/career-pathways/featured-projects/single-mothers-success/

National Student Clearinghouse Research Center
www.nscresearchcenter.org
This Center is the research arm of the National Student Clearinghouse, reporting on longitudinal data outcomes. One of their many useful reports tracks the educational trajectories of the millions of students who leave postsecondary education before completion.
Some College, No Degree, a 2019 Snapshot for the Nation and 50 States

PERG – Program Evaluation & Research Center at Endicott College
familyfriendlycampustoolkit.endicott.edu
www.endicott.edu/perg
PERG researchers developed the *Family Friendly Campus Toolkit: Using Data to Improve Outcomes*, building on prior research and evaluation projects concerning student parents. (All are available at the *Toolkit* website.)

- *Baccalaureate Student Parent Programs and the Students They Serve* describes long-standing student parent programs at eight colleges and universities, and presents ground-breaking research on student parents at these institutions.
- Three *Fact Sheets* summarize the findings of the above report.
- *Evaluation of Keys to Degrees Replication* focuses on the attempts of Dillard University (an HBCU) to implement a wrap-around program for young, single student parents, and reports on early outcomes of those efforts.
- *Jeremiah Program: Boston Model* describes the creation of a new non-residential model for Jeremiah Program, and provides an analysis of its implementation and implications.

Other Resources

Achieving the Dream
www.achievingthedream.org/
Achieving the Dream (ATD) is a national nonprofit with a network of 270+ community colleges committed to the academic, personal, and economic success of students, particularly low-income students and students of color. ATD's Community College Women Succeed initiative puts a particular focus on adult women students and student parents. Resources include a brief that details needs for

support of student mothers at community colleges, as well as videos and a discussion guide profiling the stories of adult women students.

Family Housing Project Database
www.wcwonline.org/Family-Housing/family-housing-project-database
This site provides information about college-affiliated housing with children at colleges and universities in many states.

NASPA Knowledge Community: Adult Learner and Students with Children
www.naspa.org/division/adult-learners-and-students-with-children
The Adult Learner and Students with Children (ALSC) KC increases awareness, disseminates information, identifies resources and tracks academic and demographic trends concerning adult learners and students with children. The Knowledge Community is open to all NASPA members.

National Coalition for Campus Children's Centers (N4C)
www.campuschildren.org
N4C is a nonprofit educational membership organization that promotes quality comprehensive child care at institutions of higher education in order to support student parents. The annual conference offers opportunities for professional development, leadership recognition, networking, and resource sharing. Many attendees are recipients of the federal Child Care Access Means Parents In School Grant (CCAMPIS) grant. The conference is typically held late March.

National Student Parent Support Symposium (SPSS)
odi.osu.edu/national-student-parent-support-symposium
This annual conference is the best place to network and learn from others working with student parents in postsecondary educational settings. The focus is on how to empower student parents while assisting them with overcoming barriers that may keep them from graduating. (It is usually held in late May at The Ohio State University.)

Young Invincibles
www.younginvincibles.org
Young Invincibles (YI) is a nonpartisan policy research and advocacy nonprofit organization that works to amplify the voices of young people ages 18-34 in the political process. Their focus on higher education includes issues for student parents, such as-- *Today's Students: A Policy Roadmap for Student Parents in California.*

Thank you to the institutions & advocates who piloted & field tested the *Family Friendly Campus Toolkit*.

Borough of Manhattan Community College
California State Channel Islands
Cincinnati State Community College
DePaul University
Eastern Kentucky University
George Mason University
Iowa State University
Kent State University
Lakeland Community College
Los Angeles Valley College
Mount Wachusett Community College
Northern Kentucky University
Norwalk Community College
Purdue University
Texas Woman's University
The Ohio State University
University of Hawaii at Manoa
University of Massachusetts Lowell
University of New Mexico
University of Rhode Island
University of Wisconsin White Water
West Chester University

Cecilia Scott-Croff
Doreen Hatcher
Denise Gabrelski & Sandy Owen
James Stewart
Robyn Moreland
Emilie Dubert & Samantha Greenberg
Julie Graden & Cristina Broshar
Joshua Rider
Gloria Lane
Amber Angel & Marnie Roosevelt
Ann Reynolds
Amanda Johnson & Gail Messmer
Kristina Testa-Buzzee & Bernice Daly
Peggy Favorite & Candace Shaffer
Amy O'Keefe
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"With the help of the **Family Friendly Campus Toolkit**, *we have spent the past year building a team of concerned students, staff, faculty, and administrators who are all deeply invested in making our campus more inclusive, welcoming, and accommodating to our student parents. It is our hope to continue to invest in this work, using the* **Toolkit** *as our blueprint and catalyst for innovation and improvement."*

—Jason Zelesky
Dean of Students
Mount Wachusett Community College

"The work of engaging students who are parenting is critical to the success of any institution. Kent State University is proud to continue deepening its work on becoming a student-ready university by focusing on ensuring the success of our parenting students."

— Lamar R. Hylton, Ph.D.
Interim Vice President
Division of Student Affairs
Kent State University

"At Texas Woman's, we believe that equipping a woman with a college education has a positive effect not only for her, but also her offspring. Such an education should not be limited to only those without children—we seek to provide opportunity and excellence to all of our students, particularly those academically talented students in the margins."

—Carine Feyten, Ph.D.
President & Chancellor
Texas Woman's University

"The **Toolkit** *really is so helpful! It has been instrumental in our work with student parents over the past few years. As we disseminate our program to other community colleges, we are strongly encouraging them to utilize it too."*

—Marni Roosevelt
Founder/Director
Family Resource Center
Los Angeles Valley College

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