



# Supporting Student Parents at Oregon's Public Colleges & Universities

Higher Education Access for Student  
Parents Research Initiative

Prepared by

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- Michaela Martin, JD Candidate, University of LaVerne & LBCC & OSU student parent alum.

## Photo Descriptions

To amplify the collective request of Oregon student parents to be visible and recognized, all of the photos of students and campuses in this report have been donated by real Oregon student parents or photographed by Dr. Green at Oregon colleges and universities. Each person featured, including children who are old enough to assent, has given their permission for their photo to be used here.

Cover photo: Western Oregon University student Denise Sanchez studying with her child.

## Abstract

This report explores the availability of programs and strategies supporting college enrollment and success for Oregonian student parents and their families. The report presents a thorough background and literature review, followed by the findings of a landscape scan of programs and supports at Oregon's public colleges and universities and in Oregon higher education and human services policy. The report concludes with recommendations for Oregon college and university leaders, higher education accreditation, and federal and state policy makers to improve support and success for Oregon student parents and their families.

## Executive Summary

This report reviews and considers the landscape of postsecondary success programs and policies for pregnant and parenting students in the State of Oregon. Oregon is classified as part of the Far West region by the U.S. Department of Education, and falls under the regional accreditation jurisdiction of the Northwest Commission on Colleges and Universities.<sup>1</sup> It has 17 community colleges and 9 public universities (we include Oregon State University's Cascades campus as a separate institution for research purposes, although we recognize that it is technically a satellite campus). In the Far West region, 24.7% of students in community colleges are parents and 12% of undergraduate students at 4-year institutions are parenting.<sup>2</sup> According to the Institute for Women's Policy Research, 20% of Oregon undergraduate students attend college while parenting, which is about 41,614 student parents.<sup>3</sup>

Most Far West student parents are women (70.5%) and Far West student parents are also disproportionately Black. Among Black female undergraduate students in the Far West, 37.2% are mothers. Fathers are also overrepresented among Black male undergraduates in the Far West; 25.4% are fathers. Indigenous students in the Far West are also more likely to be parents. 37.8% of Native female undergraduates are mothers, and 33.1% of Hawaiian First Nations and Pacific Islander undergraduate women are mothers; regional data is not available about Native American and Native Hawaiian/Pacific Islander student fathers.<sup>4</sup>

Student parents in the Far West region are disproportionately low income and 62.4% qualify for a \$0 expected family contribution based on their Free Application for Federal Student Aid (FAFSA). The average unmet need for all Far West student parents is \$6,124 per year.<sup>5</sup> While student parents require financial support

## STUDENT PARENTS AT A GLANCE

### *In the Far West...*

**70.5% of student parents are women**

**37.2% of Black female undergrads are mothers**

**25.4% of Black male undergrads are fathers**

**37.8% of Native female undergrads are mothers**

**33.1% of Hawaiian First Nations and Pacific Islander female undergrads are mothers**

**62.4% qualify for \$0 expected family contribution based on FAFSA**

during their studies, college enrollment and degree completion helps low-income families permanently transition out of poverty in the long term. Single mothers who earn associate's degrees are 1.8 times less likely to live in poverty, and single mothers who earn baccalaureate degrees are three times less likely to live in poverty, than single mothers with a high school diploma or GED<sup>6</sup>.

It is important that student parents have the opportunity to pursue college degrees as opposed to vocational training programs. Low-income mothers often report having attended multiple vocational training programs that did not lead to lasting careers, nor credentials or credits that might be transferable to another postsecondary program,<sup>7</sup> while low-income parents who complete college are more likely to transition from poverty both permanently and intergenerationally.<sup>8</sup>

## Student parents represent 22% of U.S. undergraduates, yet they have largely remained invisible within the landscape of postsecondary programs across the country.

Student parents face significant challenges to education and are less likely than their peers to complete their degrees.<sup>9</sup> However, qualitative studies on postsecondary student parent experiences have shown that student parents have demonstrated their strong commitment and tenacity for completing their educational goals, and on average earn higher grades than non-parenting students.<sup>10</sup> Overall, student parents whose colleges and universities have support services and programs for student parents and their children are more successful.<sup>11</sup>

Student parents represent 3.8 million (22%) of U.S. undergraduates.<sup>12</sup> Yet student parents have largely remained invisible within the landscape of postsecondary programs across the United States.

This research study presents the Oregon-specific findings of the Student Parents on Campus Research Project, an effort to systematically identify which colleges and universities in the United States offer supportive programs, policies, and practices that welcome and include student parents as members of their campus communities. In 2020, Wellesley Centers for Women partnered with Bridge to Hope, a program working with student parents enrolled at public colleges and universities across the state of Hawaii, to provide research training and support to gather data about supportive and inclusive programs, policies and practices for pregnant and parenting students at every accredited college and university in the Pacific Western Region (Alaska, California, Hawaii, Idaho, Montana, Oregon, Nevada, Utah, Washington, and the Pacific Islands). While the full research results of our regional study are still forthcoming, we produced this initial statewide report on Oregon's public colleges and universities to help inform current statewide efforts to expand and improve support for Oregonian student parents.

Through this research we have learned that:

- While almost half (44%) of Oregon's public universities offer campus family housing, there are no Oregon community colleges that do so.

- Only five Oregon public colleges and universities offer formalized student parent success programs (Chemeketa Community College, Columbia Gorge Community College, Klamath Community College, Portland State University, and Oregon State University)
- All but one of Oregon's public universities offer campus child care centers (89%), while only six Oregon community colleges have child care centers. However, these centers may not have the capacity to serve all student parent families in need of child care, and may not be affordable for student families.
- A little less than half of Oregon community colleges offer child care scholarships or subsidy programs (41%), as do slightly more than half (56%) of Oregon's public universities.
- Only three community colleges and one public university in Oregon receive federal funding through the Child Care Access Means Parents in Schools (CCAMPIS) program. This is an untapped opportunity through which a greater number of Oregon's public colleges and universities could potentially support and fund student parent child care strategies.
- The U.S. Department of Education's Office of Civil Rights has been abundantly clear that Title IX mandates special protections and accommodations for pregnant and parenting students. However, most student parents are unaware of these rights. But only 23% of Oregon's public colleges and universities offer easily locatable information about Title IX protections for pregnant and parenting students on their websites.
- Lactation breaks and spaces are required under federal law for all colleges and universities. All but one of Oregon's public universities provide information about these spaces on their websites, however only 41% of Oregon's community colleges publish this information online.
- Oregon's public colleges and universities could improve their external messaging to better communicate that they offer a welcoming campus for students with children through their homepages, social media feeds, advertising, and outreach events.
- Very few Oregon community colleges offer on-campus women's centers, however those that do are using their resources to include outreach and support to student parents. Most of Oregon's universities offer women's centers, but only two offer information or services to pregnant and parenting students.
- While they do not exclusively serve student parents, TRIO Student Support Services and campus food pantry programs are



Photo Credit:

Jaclyn Percy, recent graduate of Linn Benton's occupational therapy assistant program. She went back to school because she wanted to make a difference and create a better life for her family. Going back to school as a single parent definitely has its challenges, but her kids have been her biggest support and cheerleaders. Kennedy, 17 Madison, 14 Wrigley, 12 Lincoln, 10.

To anyone thinking about going back to school, she would say it is possible and definitely worth it!

likely to serve large numbers of pregnant and parenting students. Both are relatively common on college and university campuses, but could be more intentional in creating services that target and provide specialized support to student parents.

- Family friendly and parent friendly student activities are a great way to promote inclusion, belonging, and campus engagement for student parents and their children. Yet these types of inclusionary student activities are offered at less than half of Oregon's public college and university campuses.
- Oregon colleges and universities appear to need increased guidance and support regarding creating inclusive and supportive institutional policies such as those pertaining to minors on campus, early registration, and other policies that promote greater college access and success for their pregnant and parenting students.
- A small handful of Oregon public colleges and universities have student parent clubs on campus. While these clubs are great resources for student parents to meet up and get involved in campus life, as they are student run they may be difficult to start, operate, and sustain.

## This report found that many Oregon safety-net programs and income-based services create barriers that impede college access for low-income parents.

Furthermore, while reviewing Oregon State policy, we found that many safety-net programs and income-based services create barriers that impede college access for low-income parents. Programs that are supportive of student parent success in the state of Oregon include:

- The Oregon Student Assistance Commission's Child Care Grant <https://oregonstudentaid.gov/child-care-grant.aspx>
- The Working Families Household and Dependent Care Credit (with limitations) <https://www.oregon.gov/dor/programs/individuals/Pages/working-family-credit-information.aspx>
- The Supplemental Nutrition Assistance Program (SNAP) <https://www.oregon.gov/dhs/assistance/food-benefits/pages/about-snap.aspx>
- The SNAP Training & Employment Program (STEP) <https://www.oregon.gov/dhs/ASSISTANCE/FOOD-BENEFITS/Pages/STEP.aspx>
- The Low-Income Energy Assistance Program (LIHEAP) <https://www.oregon.gov/ohcs/energy-weatherization/Pages/utility-bill-payment-assistance.aspx>
- The Oregon Emergency Rental Assistance Program (OERAP) <https://oerap.oregon.gov/>

- The Women, Infants & Children Nutritional Assistance Program (WIC) <https://www.oregon.gov/oha/ph/healthypeoplefamilies/wic>
- The Oregon Health Plan (Medicaid) <https://oregon.gov/DHS/healthplan>
- The Section 8 Housing Choice Voucher Program <https://www.hud.gov/states/oregon/renting>
- Food Pantries and Local Community Service Providers

Programs that restrict or impede college access for low-income parents or exclude student parents from eligibility include:

- The Employment Related Day Care Voucher Program (ERDC) <https://www.oregon.gov/dhs/assistance/child-care>
- Temporary Aid to Needy Families (TANF) and Jobs Opportunities and Basic Skills (JOBS)\* <https://www.oregon.gov/dhs/assistance/CASH/Pages/apply-tanf.aspx> \* Until 2011, Oregon’s Parents as Scholars program supported a small number of TANF eligible families enrolled in postsecondary education, however, this program has been defunded and discontinued.
- Many of Oregon’s local affordable housing agencies and project-based Section 8 housing developments

Recent Oregon legislation passed in 2021 has the potential to substantially expand support for student parents including:

- SB 564 “Relating to student demographic data at post-secondary institutions of education” <https://olis.oregonlegislature.gov/liz/2021R1/Measures/Overview/SB564>
- HB 2835 “Relating to benefits programs for students at institutions of higher education; and declaring an emergency.” <https://olis.oregonlegislature.gov/liz/2021R1/Measures/Overview/HB2835>

Special considerations are necessary to retain and support student parents in light of the COVID-19 pandemic including:

- Technology and internet access programs
- Support for student parents whose children are unable to attend school or child care due to quarantine or virtual schooling guidelines
- Mental health and work/family support for both parents and children

This report concludes with a number of recommendations for: Oregon’s public colleges and universities, the Northwest Commission on Colleges and Universities, the Oregon Higher Education Coordinating Committee, and Oregon state policy makers including:



Photo Credit: Kelly and Briar Rose Skaer standing in front of the Memorial Union at Oregon State University in January 2021.

Photo courtesy of Aaron Sanchez, Orange Media Network.

## **This report includes recommendations for Oregon public colleges and universities, the Northwest Commission on Colleges and Universities, the Oregon Higher Education Coordinating Committee, and Oregon state policy makers.**

- Conducting needs-assessment studies to determine institutional student parent demographics, evaluating how effectively Oregon postsecondary institutions are serving these students, and developing action plans for addressing their needs.
- Considering the impact of student parent support programs on institutional goals such as recruitment and retention, degree completion rates, and educational equity.
- Conducting internal audits of college and university websites to ensure that information about student parent programs, resources, and/or Title IX protections can be easily located and accessed.
- Assessing whether barriers such as affordability, capacity, and restricted eligibility criteria for student parent support programs should be addressed and remediated to better serve the needs of the student parent population.
- Exploring local off-campus resources to support student parents such as nonprofit organizations and state programs, and offering students information and referrals to these resources.
- Exploring potential partnerships with community-based organizations to provide contracted services such as housing, child care, and/or individualized case management.
- Training faculty and staff about strategies for supporting student parent success and the mandate of compliance with Title IX protections for pregnant and parenting students.
- Working with legal counsel to study the potential legal implications of exclusion of pregnant and parenting students from support services that institutions regularly provide to non-parenting students to ensure compliance with local, state and federal laws.
- Expanding current diversity, equity, and inclusion program efforts to include student parents.
- Developing guidelines within accreditation and recertification processes that include self-assessment of accessibility and support for student parents.
- Requiring accredited colleges to collect demographic data on their student parent populations, as is common-practice with other high needs student demographics such as low-income, first-generation, and minority students, and to report this information as part of their self-study, as required for the accreditation process.



- Requiring that all state and/or regionally accredited postsecondary institutions ensure institution-wide compliance with current Title IX guidelines as issued by the U.S. Department of Education's Office of Civil Rights. And with other local, state, and federal laws.
- Conducting further research on the systemic trends pertaining to student parents studying at Oregon postsecondary institutions to inform future inclusionary policy for student parents.
- Paying close attention to the process of student parent demographic data collection as institutions begin to implement it under SB 564. Some institutions may require support and mentorship from other Oregon colleges and universities with experience collecting and analyzing these data, and with addressing student parent issues.
- As student parent demographic data are collected, Oregon state policymakers should consider mechanisms for directing funding for infrastructural and/or targeted resources to best address their unmet needs.
- Oregon's Department of Human Services should reconsider rules that do not allow college to count as a stand-alone work readiness activity for TANF and OFSET, and should create attendance and verification forms for students to document attendance and program hours that match the structure of a college program as current forms are designed for workforce development training, and are confusing for college faculty, staff, and students.
- Oregon state policymakers should review and reconsider the elimination of the Parents as Scholars program, and create options that allow student parents to access TANF, SNAP, ERDC, and other benefits afforded to low-income families engaged in other types of education and training programs.
- Oregon's affordable housing providers should reconsider policies that mandate that residents meet work or work-readiness requirements that exclude postsecondary education.
- State and federal Departments of Education should consider supporting further research to inform inclusion efforts directed toward student parents through federal and state policy.

## Introduction

With a population of 4.32 million people as of 2020, Oregon is the 27<sup>th</sup> most populated state in the U.S. and the second most populated in the Pacific Northwest Region.<sup>13</sup> Oregon's public colleges and universities include 17 community colleges and 9 universities—considering Oregon State University's Cascades campus in Bend as a separate institution, although the two campuses are technically part of the same university.

Accreditation of Oregon's public colleges and universities is overseen by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU also oversees the states of Alaska, Idaho, Montana, Nevada, Utah, and Washington within its jurisdiction.<sup>14</sup>

The National Center for Education Statistics classifies Oregon as part of the Far West region, also including the states of Alaska, California, Hawaii, Nevada, and Washington. According to the Institute for Women's Policy Research, 20% of Oregon undergraduate students attend college while parenting. According to these estimates **there are 41,614 student parents attending colleges and universities across the state.** However, because the National Center for Education Statistics does not publish state-level data about student parent demographics, these numbers are drawn from estimates based on the percentage of undergraduate student parents who are enrolled in colleges across the Far West region.<sup>15</sup>

Student parents attend diverse postsecondary institutions across the Far West. At Far West community colleges 24.7% of students are parenting. At its four-year institutions, 12% of undergraduate students are parents. For profit-colleges enroll the largest proportion of student parents with enrollments at 37.4% of their student bodies.<sup>16</sup>

**Most Far West student parents are women (70.5%). Far West student parents are also disproportionately Black.** Among Black female undergraduate students in the Far West, 37.2% are mothers. By comparison, 23% of female Latinx Far West undergraduates, and 20.5% of white female Far West undergraduates are mothers. Dads are also overrepresented among Black male undergraduate students in the Far West, whereby 25.4% are fathers. Among Latinx male Far West undergraduates 15.1% are dads, as are 14% of white male Far West undergraduates.<sup>17</sup> Indigenous students in the Far West are also more likely to be parents. Among First Nations undergraduate students in the Far West, 37.8% of

**20%**  
of Oregon undergraduate  
students attend college  
while parenting.

Photo Credit: Don Harvey with his wife Alyssa and daughter Baetheah, at his graduation from Southwestern Oregon Community College. Alyssa also completed her degree at SWOCC as a mom of two.



# The average unmet need for all Far West student parents is \$6,124 per year.

Native American female undergraduates are mothers, and 33.1% of Hawaiian First Nations and Pacific Islander undergraduate women are mothers; data is not available on the number of First Nations and Pacific Islander Far West undergraduates who are dads. Thus, across the Far West, disproportionate numbers of Black and Indigenous students are parenting.<sup>18</sup>

**Far West undergraduate student parents are also disproportionately low-income**, with 62.4% qualifying for a \$0 expected family contribution (EFC) based on their Free Application for Federal Student Aid (FAFSA), an indicator of low-income status, as compared to 40.1% of all Far West undergraduate students. The number of Far West undergraduate student parents with a zero-dollar EFC increased by 31.8% between 2004 and 2012, indicating increased need within the region for supportive programs, services, and scholarships.<sup>19</sup> Students with an EFC of zero are not expected to pay out-of-pocket toward their educational costs of attendance, however Federal Student Aid dollars often fall short before covering all of a student's cost of attendance (a situation referred to as having “unmet need”). The average unmet need for all Far West undergraduate student parents is \$6,124 per year, and for single-parent undergraduate students the average unmet need is \$6,888 per year.<sup>20</sup>

This report presents the findings of a landscape scan of supportive programs, services, policies and practices that support student parent success at Oregon's 26 public colleges and universities and in Oregon state higher education and public assistance policy. In this report we present findings about the existence (or lack thereof) of key and critical student parent support services at Oregon public colleges and universities. **Through this report we hope to inform policy makers, higher education leaders, and others about the current landscape of support for student parents at Oregon's public colleges and universities**, as well as opportunities for development toward greater inclusionary efforts targeting Oregonian student parents' success in completing their degrees.

## Student Parents: Invisible and Unseen in Higher Education

**Student parents represent 3.8 million, or 22%, of U.S. undergraduates.<sup>21</sup> Yet student parents have largely remained invisible within the landscape of inclusionary postsecondary programs across the United States.** The only publicly available data about student parents comes from the National Postsecondary Student Aid Survey (NPSAS). However, this data is aggregated at the regional level, and state-level and institutional-level data are not available.<sup>22</sup> The Offices of Institutional Research of individual institutions may analyze their own data on the parenting status of their students, either through including questions about parenting status on annual student demographic surveys, or through internal analysis of their own FAFSA data. However, few institutions identify their parenting students in attendance or track their enrollment, retention rates, degree completion, or other relevant information about them.<sup>23</sup> However, the recent passage of Senate Bill 564 in the Oregon State Legislature now requires all of Oregon's public colleges and universities to begin to collect student parent demographics.

**While student parents earn better grades than their non-parenting peers, they are more likely to leave college without graduating.**



Photo Credit: Portland State University Graphic Design Student Parent Taylor Grey won a 2017 design contest which has been used to promote student parent success nationally.

To borrow the words of the Oregon Student Parent Success Coalition, “When you are invisible, so are your problems.”<sup>24</sup> Oregon student parents are hopeful that as Oregon colleges and universities begin to count their numbers, they will increase their visibility and subsequently the attention their colleges give to supporting them.

*Generation Hope*, an advocacy organization supporting student parents based in Washington, DC, partnered with Temple University’s Hope Center and the Institute for Women’s Policy Research, to conduct a national survey of student parents. Their report stresses how respondents felt invisible on their campuses. One student said, “I feel like I have no guide. I feel like there is no one like me walking around campus.”<sup>25</sup> Respondents commonly reported that they felt as though they were the only parenting student on their campuses. One-in-three reported that their campuses were not family friendly. For Black student parents, 45% said their campuses were not family-friendly.<sup>26</sup>

Student parents struggle tremendously to access and complete postsecondary education. While qualitative studies of postsecondary student parent experiences have demonstrated their strong commitment and tenacity for completing their educational goals,<sup>27</sup> **student parents face incredible obstacles and challenges to both finding their way to college and completing their degrees.** While student parents earn better grades than their non-parenting peers, they are more likely to leave college without graduating.<sup>28</sup> Only 32.6% of student parents complete *any* degree or certificate within six years; including graduation from one- and two-year certificate and associate’s programs.<sup>29</sup> Looking specifically at baccalaureate graduation rates, only 17.4% of student parents who begin their studies in a four-year degree program graduate within six years.<sup>30</sup> Longitudinal research on mothers receiving public assistance who pursued postsecondary education, found that these mothers averaged ten years to finish a bachelor’s degree; many took longer.<sup>31</sup> Yet graduation-rates are not calculated to include students who take longer than six years to complete their degrees. However, even if graduation rates are low because student parents’ degree completion is not being counted beyond the six-year cut-off, it is important to question why so many parenting students take longer than six years to finish an undergraduate degree, and develop strategies for increasing their graduation rates by reducing their time to degree completion.

**While student parents overall struggle to complete postsecondary education, those who access campus-based support services and programs targeting support to students with children are more successful.** At the University of Minnesota at Twin Cities for example, student parents who regularly engaged with the *Student Parent Help Center* between 2008-2018, had higher

GPA, retention, and graduation rates than a control group of University of Minnesota student parents who only completed an initial intake form and did not follow-up to receive services.<sup>32</sup> The *Life Impact Program* at the University of Wisconsin-La Crosse reports an 84% graduation and retention rate for the 133 student parents who have participated in the program since 2014.<sup>33</sup> The *Keys to Degrees* Program at Eastern Michigan University graduated 50% of its single-parent participants, a rate 12% higher than the university's graduation rate for all students.<sup>34</sup>

### Diversity & Inclusion in Higher Education

While studies of student-parent experiences show their capability, intelligence, and determination,<sup>35</sup> their ability to complete college degrees is negatively impacted by challenges experienced at the intersection of race, socioeconomic status, gender, marital, and parenting status, among other identities.<sup>36</sup> Student parents should be considered as part of diversity, inclusion, and equity (DEI) initiatives and priorities at postsecondary institutions, yet their challenges are largely unaddressed.

Many student parents are represented however, among other equity populations, and are thus likely to be overrepresented among participants in existing DEI programs. The federally funded TRIO Student Support Services (SSS) program for example, provides academic and basic-needs support to students with low-incomes, who are first-generation college students, and/or who have disabilities. While the program does not mention student parents explicitly, many SSS students are parents.<sup>37</sup>

**Student parents should be considered as part of diversity, inclusion, and equity initiatives and priorities at postsecondary institutions, yet their challenges are largely unaddressed.**

Yet, parenting status within many DEI initiatives and training materials, appears to be acknowledged only in passing.<sup>38</sup> Brenda Coronel's research on community college student parents in Los Angeles offers one exception. Using a DEI framework, Coronel concludes that **DEI efforts should offer services that specifically address the needs of student parents**, as well as other needs and issues arising from racial, class, and gender inequality, suggesting increased tutoring, counseling, and child care programs.<sup>39</sup>

Furthermore, educators suggest that inclusive approaches to higher education, must engage students lived identities and perspectives to meet students where they are, connecting with their primary identities and experiences while offering instruction, guidance, and mentorship as they reach educational milestones.<sup>40</sup> Given the overrepresentation of student parents among other DEI populations, some campus programs serving these broader student populations, provide critical support for student parents.

The invisibility, cold reception, and failure to acknowledge student parents by their home institutions,<sup>41</sup> and failure to count or track them as an at-risk demographic,<sup>42</sup> may also be part of the reason that so few institutions across the U.S. have initiated efforts to address their needs. To date, our research findings offer the only national, regional, and/or statewide data documenting how postsecondary institutions

Each Oregonian single-mother who earns an associate's degree saves the State of Oregon an average **\$28,859** in lifetime public assistance benefits.



Photo Credit: OSU graduate Michaela Martin celebrates graduation with her son Ezra. After struggling to access child care as an LBCC single-parent student, Michaela became a champion for increased recognition and support for student parents across the state of Oregon.

impact student parent inclusion and success across the U.S. **Without this data there is no means to assess the degree to which U.S. colleges and universities are addressing the needs of student parents**, the pervasiveness of features such as family housing, campus childcare, student parent programs, and other support strategies, or to learn what approaches are effective and how they are evaluated. Data on these programs is critical to understanding their pervasiveness and how they are effective in addressing the needs of student parents. Thus, research on these programs is becoming of increasing interest to researchers and program evaluators, policy makers, funding partners, and higher education leaders.

### *Mobility from Poverty*

Postsecondary programs for student parents are not only matters of diversity, equity and inclusion, they are also critical strategies for supporting mobility from poverty. **College enrollment and degree completion helps low-income families permanently transition from poverty to the middle-class.** Single mothers who earn an Associate's Degree are 1.8 times less likely to live in poverty, and single mothers who earn baccalaureate degrees are three times less likely to live in poverty, than single mothers with a high school diploma or GED. Furthermore, single-mothers who complete baccalaureate degrees, add an average of \$625,134 to their lifetime earnings, compared to those who only complete high school. Single mothers who complete baccalaureate degrees also pay more in taxes over the courses of their lifetimes, and are less likely to receive public assistance benefits. Single-mothers who earn bachelor's degrees receive \$40,000 less in public assistance over the courses of their lifetimes. Each Oregonian single-mother who earns an associate's degree saves the State of Oregon an average \$28,859 in lifetime public assistance benefits, and even single-mothers who attend college but do not earn degrees receive \$10,000 less in lifetime public assistance benefits. According to the Institute for Women's Policy Research, the current cohort of single-mother students enrolled at U.S. colleges and universities has the potential to save the public \$19.9 billion in reduced public assistance program spending.<sup>43</sup>

Since the passage of the Personal Responsibility and Work Opportunity Reconciliation Act in 1996, the predominant

approach to promoting mobility from poverty, has focused on the transition from public assistance to work, sometimes through the pathway of short-term workforce development and vocational training programs, but not college.<sup>44</sup> **After welfare reform, very few states continued to allow public assistance recipients to meet their work requirements for Temporary Assistance to Needy Families (TANF) cash assistance, educational support through the Supplemental Nutrition Assistance Program's SNAP Education & Training funds, and state supported child care assistance vouchers, through enrollment in postsecondary degree programs.**<sup>45</sup>

However, research demonstrates that low-wage jobs and many workforce development programs are often not effective in helping families permanently transition from poverty.<sup>46</sup> Instead, **low-income mothers often report having attended multiple vocational training programs that did not lead to lasting careers**, nor credentials or credits that might be transferable to another postsecondary program.<sup>47</sup> In Amanda Freeman's research with low-income mothers in a poverty-mobility program, participants who were initially interested in degree programs were often redirected by their program advisers and caseworkers away from college into a related vocational education program. For example, a student who was interested in earning a Bachelor of Science in Nursing, was redirected to a training program for CNAs. Freeman raises concerns that due to practices of advising low-income mothers against pursuing their self-identified educational goals in favor of shorter-term vocational training, many low-income mothers spend longer amounts of time completing multiple workforce development programs than they would completing their originally intended college degree. This takes low-income mothers pursuing upward mobility through postsecondary education down winding and indirect paths that extend their time both to degree completion and to achieving financial independence from public assistance and enough financial security to move permanently out of poverty.<sup>48</sup>

**As parents reach their goals, they transition into career-track employment, and living wage jobs that can support their families.**

Within the last decade or so, postsecondary approaches to mobility for low-income families have been framed within the *Two-Generational Model of Human Capital Development*.<sup>49</sup> **The two generational model of human capital development supports the efforts of low-income families to achieve educational and career goals aimed at mobility from poverty for parent and child simultaneously.** Two-generation programs and initiatives offer programming and services to parent and child, targeting and measuring outcomes for both. Some two-generation initiatives initiate their approach by working with children (e.g. Head Start), while other two-generation programs begin with initial contact with the parent, adding supplemental services and programming that also support the children's educational development.<sup>50</sup> Family friendly programs, policies, and initiatives on college and university campuses, can be classified as *Postsecondary Approaches to Two-Generation Mobility*, and generally begin by working with the parent, and create expanded educational engagement opportunities, child care, and other support services to serve both student parents and their children.<sup>51</sup>

The underpinnings of the two-generation human capital approach are, the “interrelatedness of outcomes for parents and children...and decades of research from developmental science [that] demonstrates that parents are the primary influence on young children’s development...and that the parent child dyad and home environment are the foundation for children’s health and development.”<sup>52</sup> As parents reach their goals, they transition into career-track employment, and living wage jobs that can support their families. Family investment theory suggests that as parents move through this transition, they will spend more money on their children’s educational enrichment.<sup>53</sup> Qualitative interviews with student parents support this theory, finding that student parents often imagine the “better life” they are planning for their children after graduation to include afterschool sports and lessons, family outings to museums and libraries, and the opportunity to take educational trips with their children, as outcomes of the financial security and career stability they hope to find after graduation.<sup>54</sup> Financial stability also reduces stress, enhances parental mental health and wellbeing, and increases optimism, all of which are associated with improved family/child wellbeing.<sup>55</sup>

Sheila Katz challenges the assumption that families must wait for graduation to achieve the benefits of postsecondary education, finding that the educationally enriching environment that develops when parents go back to school begins at enrollment.<sup>56</sup> Parents and children take mutual pride in education, complete homework assignments together, celebrate successes, and strategize challenges.<sup>57</sup>

While many postsecondary two-generation programs have only recently begun efforts to measure child outcomes, longitudinal research by Paul Attewell and David Lavin with low-income mothers attending the City University of New York while receiving AFDC (the pre-welfare reform predecessor to TANF), found that across their lifetimes, the children of mothers who attended college were more likely to complete college and to not reproduce the cycle of poverty.<sup>58</sup>

**The educationally enriching environment that develops when parents go back to school begins at enrollment.**

**The children of mothers who attended college were more likely to complete college and to not reproduce the cycle of poverty.**

Photo Caption: Portland State University student parent Ami Halverson and her husband, PCC Student parent Mat Halverson took their daughter Pai to Japan while Ami studied abroad at Hokkaido University. While living in Sapporo, Hokkaido, Japan for a semester, Mat took courses at PCC online and Pai attended 1st Grade at a Japanese public school.





Efforts to frame student parents as “undeserving” of educational opportunity due to their participation in public assistance programs, continue to inform public policy. Studies show that 98% of Americans think that all people should have equal access to higher education.<sup>59</sup> In contrast to this dominant message, current and perspective **student parents are consistently told both directly and indirectly that college is not for them.** Numerous stories from student parent research participants recount encounters with faculty, staff, and other students at their colleges, which made them feel ostracized, bullied, and marginalized, not only by individuals on campus, but also by a hostile and unwelcoming climate that was institutionalized within the structures of their colleges and universities themselves.<sup>60</sup> Importantly, student parents come from populations that are otherwise marginalized as overrepresented among low-income and/or first-generation college students and students of color—many of whom receive public assistance. As Butler, Deprez, and Smith explain, the role of higher education as human capital development “is well established and rarely questioned in our society, until it is applied to the welfare population”.<sup>61</sup> As a result, “limiting access to higher education forces [women] to accept low-wage jobs, often providing incomes below the poverty line, thus continuing the devastating effects of poverty.”<sup>62</sup>

**It seems that most colleges and universities have avoided strategies for including and welcoming student parents as part of the campus community by largely ignoring their existence.**

The most common critical response we have heard from college and university administrators regarding efforts to support student parents, is that doing so is both expensive, and promotes and encourages attitudes of “entitlement,” by parenting students. Conversely, it seems, that most colleges and universities have thus taken an opposite approach, avoiding strategies for including and welcoming student parents as part of the campus community, by largely ignoring their existence. This may connect with shared views that associate student parents that receive Pell Grants with stereotypical ideas about who low-income parents are, and whether or not they deserve compassion and support. Colleges and universities should not systemically ignore, marginalize and exclude low-income student parents in hopes that they will go away. The changing demographics of U.S. undergraduate students, and the larger goals of equity and inclusion in postsecondary education, and in facilitating meaningful and effective opportunities for lasting mobility from poverty, require increased support from postsecondary institutions and public assistance programs for student parents, and for non-traditional students and low-income students more broadly, as informed by a student parent lens.

# Exclusion and/or discrimination “from any education program or activity” based on pregnancy or parenting status is a violation of Title IX.

## *Higher Education & Civil Rights Law*

There are five important federal higher education laws that protect the rights of student parents to equitable access to postsecondary education to some extent, or that may apply to student parents, although some of these protections have not yet been established in existing case-law. These laws include: *Title IX of the Educational Amendments of 1972, the Higher Education Opportunity Act, the Equal Educational Opportunities Act, the Civil Rights Act, and the Fair Housing Act*. Additionally, a number of applicable federal and state laws require certain accommodations for breastfeeding parents.

Title IX establishes that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”<sup>63</sup> While it may not initially be clear upon plain text examination, the U.S. Department of Education’s Office of Civil Rights (OCR) has established that because pregnancy or having been pregnant (i.e. a mother) is a condition specific to a certain sex, exclusion and/or discrimination “from any education program or activity” based on pregnancy or parenting status is a violation of Title IX.<sup>64</sup> Title IX applies to all postsecondary institutions receiving federal financial assistance, including all of Oregon’s public colleges and universities.

To date, the OCR has established specific guidelines that must be upheld with regards to pregnant and parenting high school and college students. Pregnant students must be afforded campus-based accommodations comparable to those accommodations and services provided by the college to other students with temporary disabilities. Absences from class due to pregnancy related medical procedures, labor and delivery, postpartum respite, and breastfeeding or lactation related issues, *must* be excused, and students must be allowed to make up all missed work without penalty.<sup>65</sup>

Additionally, **pregnant, postpartum, breastfeeding, and parenting students may not be excluded from any academic program, extracurricular activity, or service on campus** due to their pregnancy or parenting status. This includes all aspects of college life, from academic honors programs to collegiate athletics. Furthermore, students may not be discriminated against because of their pregnancy or parenting status. Existing examples of discrimination include hate-speech directed at a student by faculty, staff, or classmates pertaining to their parenting status, mandated participation in specialized programs for parenting students (such programs may be offered but must always be optional), failure to uphold guidelines for absences excused under Title IX, or failure to provide reasonable accommodations for pregnancy or lactation.<sup>66</sup>

Furthermore, **Title IX also protects student fathers from exclusion** from protective policies, support services or programs afforded to student mothers on the basis of their sex.<sup>67</sup> Therefore, all student parents who are pregnant, nursing, or parenting, are protected from discrimination and exclusion under Title IX.

According to the U.S. Department of Justice, educational discrimination and exclusion is also protected under the *Civil Rights Act of 1964* and the *Equal Educational Amendments Act of 1974*. Specifically, Title VI of the Civil Rights Act prohibits discrimination on the basis of race, color and national origin. Additionally, the Equal Educational Opportunities Act of 1974 prohibits deliberate segregation on the basis of race, color, and national origin.<sup>68</sup> While the degree to which the failure of a postsecondary institution to initiate inclusionary practices for student parents might constitute exclusionary practices is a concern for the courts, because student parents are disproportionately students of color, systemic exclusion of student parents across the higher education system is also a concern of racial equity.

Attorney Allison Tanner offers a thoughtful critique of how the Fair Housing Act may apply to student parents, as the law specifically bars discrimination or exclusion based on familial status. Tanner’s analysis explains how case law has already determined that other housing protections under the Fair Housing Act, such as those pertaining to students with disabilities, must be upheld, even in college and university housing—including campus residence halls. Many colleges and universities have implemented “students only” policies that exclude the children of parenting students as well as other non-student relatives and housemates from residing with the student in campus housing. However, according to Tanner, although it has yet to be successfully established in case law, **student parents may have a case for challenging “students only” policies as applied to the desire to live in campus housing with their children, on the basis of discrimination** based on familial status under the Fair Housing Act.<sup>69</sup>

Finally, **a number of applicable laws pertain to protections for breastfeeding parents on campus.** The Patient Protection and Affordable Care Act established additional parameters regarding employer requirements for lactation spaces. Specifically, the law amends a section of the Fair Labor Standards Act requiring all employers subject to the FLSA to provide, “reasonable break time for an employee to express breast milk for her nursing child for one year after the child’s birth each time such employee has need to express the milk.” Employers are also required to provide “a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.”<sup>70</sup>



Photo Credit: Portland State University Student Parent Ann Marie Bäckström & her daughter Elliot.



Photo Credit: Single dad Philip Metz started his college journey by completing his GED at Southwestern Oregon Community College, where he is now pursuing his Associate’s Degree in science and education, while working as a peer-tutor in the GED program.

A number of Oregon State Laws provide additional lactation guidelines, ORS§109.001, allows breastfeeding parents to nurse in all public places, including college campuses. ORS§653.075, §653.77, and §653.256 require employers to provide 30-minute breaks during each four-hour shift to breastfeed or pump.<sup>71</sup> OR HB 2341 (2019) makes it illegal for an employer to deny reasonable accommodations related to pregnancy, childbirth, or related medical conditions, including breastfeeding.<sup>72</sup> OR HB 2593 (2019)<sup>73</sup> aligns state and federal law, eliminating the federally allowed exceptions to employers for whom compliance with mandatory breaks would present undue hardship.<sup>74</sup>

According to the Oregon Health Authority: (1) Only employers with 10 or fewer employees are eligible for an undue hardship exemption, which must be applied for and approved by the Oregon Bureau of Labor and Industries (BOLI). This effectively excludes all of Oregon's public colleges and universities from the ability to argue an undue hardship exemption. (2) BOLI may impose a fine of \$1000 per incident of non-compliance. (3) Nursing parents are protected until their child is 18 months old. (4) Employers are required to allow employees a reasonable rest period each time they need to express breast milk, regardless of the frequency of this necessity. (5) The location of lactation spaces must be in close proximity to the employee's work area, and cannot be a toilet stall or restroom. Additionally, the space needs to be shielded from view, and free from intrusion from coworkers and the public. Effectively, this means that the door must lock and that the space can neither be publicly viewable (such as a room with a glass wall) or shared for other purposes such as meditation, napping, or quiet study, unless there is a policy regarding prioritizing the space for breastfeeding and pumping and a strategy of enforcement in place to remove users of the space who are using it for non-lactation related purposes when it is needed by breastfeeding employees. The space also must function effectively as a space for expressing breastmilk, meaning that unfurnished spaces, unsanitary spaces, spaces without adequate light or heating, and spaces without easy access to power outlets necessary to plug in an electronic breast pump, and a sink to wash and sanitize pumping equipment are not likely to meet standards of compliance.<sup>75</sup>

While these laws particularly apply to colleges and universities in the context of their role as employers, Title IX also requires excused rest breaks to nurse or pump for student parents.<sup>76</sup> Furthermore, whereby **colleges and universities are already required to provide a suitable and private lactation space—that is not a bathroom—for breastfeeding employees to nurse or pump, extending access to these**

Programs like campus family housing, food pantries, diaper banks, clothing exchanges, childcare subsidies, and student-parent centers, have helped fill critical gaps to meet basic-needs.



Photo Credit: The Student Parent Center at Chemeketa Community College is one of three student parent resource centers on Oregon's community college campuses.

## Single mother college students spend *nine hours per day* on caregiving and household labor, by comparison to less than two hours per day for female college students without children.

**spaces to breastfeeding students is both allowed under the law, and an easy extension of existing college resources** toward greater inclusion and support for breastfeeding students in tandem with existing lactation spaces and policies mandated under federal and state law.

### *Research on Postsecondary Student Parents*

As they are disproportionately low-income, student-parents continue to struggle with basic-needs security.<sup>77</sup> A recent survey of over 23,000 student-parents found that **53% of student-parents reported food insecurity in the prior 30 days, while 68% reported housing insecurity, and 17% had experienced homelessness in the past year.**<sup>78</sup> These realities present tremendous challenges to staying focused on college.<sup>79</sup> Programs like campus family housing, food pantries, diaper banks, clothing exchanges, childcare subsidies, and student-parent centers, have helped fill critical gaps to meet basic-needs.

Stress is also an important issue facing student-parents.<sup>80</sup> Single mother college students spend nine hours per day on caregiving and household labor, by comparison to less than two hours per day spent on these activities by female college students without children.<sup>81</sup> While researchers of work/life balance have long acknowledged gendered disparities within unpaid household and family labor,<sup>82</sup> and the impact of parenting, and motherhood in particular, on career and family related role strains,<sup>83</sup> the combination of role strain and lack of resources amplifies these demands on student parents.<sup>84</sup> Managing and maintaining public assistance requirements adds an additional “unspoken shift” to the challenges of balancing school, work, and family with welfare programs and policies, and disorganized and siloed safety net systems.<sup>85</sup> **A few of Oregon’s public colleges and universities offer resources to assist student parents in maintaining their school/work/family balance** through: one-to-one coaching, referrals to campus and community resources, basic needs support, academic support services, parenting workshops, peer-networking, mental health services, and/or child care.

**Student-parents often lack peer support and community on-campus.**<sup>86</sup> Educational literature reflects the importance for diverse students of building campus connections and finding purpose in college as critical to success.<sup>87</sup> Yet student-parents have largely reported the opposite experience: feeling isolated, marginalized, disconnected, and invisible to campus leadership.<sup>88</sup> College and university programs and policies can help to promote inclusionary family friendly campuses through offering services to student parents, engaging student parents in student activities and extracurricular programs, and promoting policies and practices that invite the presence of children on campus. Representation of student parents in college marketing and communications also makes student parents feel welcomed within their campus communities. In Generation Hope’s *National Student Parent Survey*, only 7% of respondents reported seeing photos of students with children in their colleges’ marketing or communications, and only 3% reported that their college had a policy allowing them to bring their children to campus. Sixty percent found it “difficult” or “very difficult”

to participate in extra-curricular activities or group projects.<sup>89</sup> Despite the size of the student parent population, and the compounding challenges they face, **research highlighting student-parent experiences has been historically marginalized.**<sup>90</sup> This means that students of color, first-generation, and low-income students have been made further invisible in higher education research and policy by way of their invisibility and intersectional identities as parents.

Although student parent support services have existed since the Post World War II Era, research on these programs remains scarce. In one of the few available multi-site studies of student parent programs, Kates found that after welfare reform, when thousands of low-income parents were forced out of college, institutional support for this population declined significantly.<sup>91</sup> Yet, during the Great Recession, the nationwide population of student parents increased by about 900,000 undergraduate students.<sup>92</sup> Yet, at a systemic level, programs do not appear to have resurged in response to demographic changes.<sup>93</sup> In fact, **many programs have quietly closed their doors since we began collecting data on student parent programs in 2014**, a trend that would have gone unnoticed without our research, and which has still not been fully documented.<sup>94</sup> As numbers of undergraduate and graduate students who are parenting in college forces demands for student parent programs, a tipping point is coming through which institutional concerns about recruitment, retention, and degree completion will begin to pressure many colleges & universities to create family friendly campuses.

As society marches further into the 21st Century, increased focus has been brought to the importance of higher education in promoting “21st Century Skills” such as creative problem solving and critical thinking. Within this context, college is an increasingly important investment for individuals, their families and society, and **more emphasis should be given to promoting educational equity for diverse groups including student parents.**<sup>95</sup> Some researchers have focused on studying and expanding supports in specific areas, especially childcare.<sup>96</sup> However, the accounts of student parents paint a more complex picture, in which childcare is critical, but is one of many needs to be addressed to facilitate success.<sup>97</sup>

### The Student Parents on Campus/Find Your Way Initiative:

In 2014, our research team launched the Campus Family Housing Database research study – aiming to comprehensively identify every U.S. college and university offering family housing options for students with children. To do this, we first developed comprehensive lists of every regionally accredited college and university in each state, and then conducted content analysis of the information provided on each

## College and university programs and policies can help to promote inclusionary family friendly campuses through:

- offering services to student parents
- engaging student parents in student activities and extracurricular programs
- promoting policies and practices that invite the presence of children on campus
- representing student parents in college marketing and communications

institution’s website to determine whether the institution offered *any* opportunity to live in student housing with a child. Where we identified that the institution offered a family housing option, we also collected supplementary data on whether the institution also offered other services to parenting students such as on-campus childcare, scholarships, or specialized resource centers or programs for parenting students. In addition to searching the primary student housing pages of the websites for this information, our research team also reviewed student housing floor plans, rental rates, application forms, and resident handbooks to identify whether the college offered any opportunity to live on campus with a child—even if only by special exception; even if it was too expensive for most student parents to afford; and even if there were only a very small number of family housing units available, meaning that the likelihood of a parenting student and their child(ren) securing a unit was low. In 2016, and 2019 we re-reviewed the websites to update our database, finding that across the United States, 28 campus family housing programs have closed since we initially began collecting this data.

Through this research, the University of Oregon’s *Family Housing and Student Apartments (FHSA)*, offering 415 one-to-five bedroom units priced below market-rate for the area, stood out as a national model of best practice for campus family housing programs. Yet, despite the large number of units available, in an interview with FHSA Associate Director Francis Pastorelle, we learned that student parents are waiting up to 18-months for a unit, with the program operating at full capacity, and unable to accommodate all UO student families in need of family housing.

In tandem with the launch of the *Campus Family Housing Database* study, in 2014, our team also began a regionally comprehensive study of a broader range of student parent support services in New England. Through this research we recorded data on: family housing; campus child care centers; scholarship programs targeted to parenting students; services for student parents offered by work/life offices and women’s centers on-campus; and specialized programs or resource centers targeted toward student parents or related populations such as returning students, non-traditional students, and/or single-parents. In 2016, we replicated our research methods to collect regionally comprehensive data for the Mid-Atlantic region, from New York state, to Washington DC. In 2018, we partnered with University of Houston sociologist Dr. Sheila Katz and her graduate student research team who expanded upon our research methods to collect statewide data on postsecondary support services for student parents in Texas and Florida—adding food pantries and emergency loans to the programs about which they collected data.

In 2020, we partnered with Bridge to Hope (BTH), a statewide partnership between the state of Hawaii’s Department of Human Services and the University of Hawaii, supporting TANF and First-to-Work participants enrolled at Hawaii’s public universities and community colleges to provide paid virtual

## Research Insight:

The University of Oregon’s Family Housing and Student Apartments offer 415 one-to-five bedroom units priced below market-rate for the area. This stood out as a national model of best practice for campus family housing programs. Yet, despite the large number of units available, this study found that student parents are waiting up to 18-months for a unit, with the program operating at full capacity, and unable to accommodate all UO student families in need of family housing.

research training apprenticeships. Through this partnership, BTH students are presently collecting comprehensive data on the Pacific Western Region (PWR), as defined by the jurisdictions of the Western Association of Schools and Colleges (WASC), and the Northwest Commission on Colleges and Universities (NWCCU). From what we have learned through data collection in the previous regions we have adjusted our research parameters and protocols to assess a number of variables to determine each campus's family friendliness, including student parent programs and support services, as well as representation of student parents on-campus and in the college's website and social media, and expanded support services for low-income and first-generation college students that may not specifically target services to parenting students, but are likely to serve them in significant numbers. We have also expanded our research methods whereby, in addition to collecting data on colleges and universities accredited by WASC and NWCCU, we have also included institutions accredited by the Accrediting Commission of Career Schools and Colleges (ACCC). This decision was made in effort to include for-profit colleges in our assessment, where it is known that nearly half of the student bodies are parents,<sup>98</sup> because very few for-profit colleges are regionally accredited. This decision was made for demographic reasons, and while our research to date has not found any for-profit college offering any specific supports for parenting students, given student parents' demographic representation at these colleges, we believe it is important to include them in our assessment.

While the results of the PWR data collection are still forthcoming, we have completed our data collection protocol for each of Oregon's public colleges and universities as part of this research, including data collection on family housing, campus child care centers, child care subsidies, student parent programs, information about Title IX protections and accommodations for pregnant and parenting students, lactation spaces, and supportive services, programs, policies, and practices on campus at each of Oregon's 17 community colleges and 9 university campuses.



Photo Credit: Princess Blair Unicorn Parks was a single-mother and survivor of domestic violence when she went back to PSU, where she graduated in 2020, despite contracting COVID-19 the spring of her graduation year. Her husband Ethan, son Landon, child Bob, and step-daughter Aria all came out to celebrate her accomplishment! Ethan is also studying to become a music teacher at Portland Community College.

**Our researchers approached the design of our research methods and protocols with the same diligence we would use if researching a prospective college for ourselves or a close friend or family member, and brought the expertise of having personally lived through the experience of searching for and applying to suitable colleges as a student parent, to the research design and process.**



Our project director, Dr. Autumn Green, has also conducted in-person site visits to Chemeketa Community College, Oregon State University, Portland State University, and the University of Oregon. As part of her previous research studies and student parent mentoring, in addition to the above colleges Dr. Green has also worked with student parents studying at: Central Oregon Community College, Linn-Benton Community College, Lane Community College, Mt. Hood Community College, Oregon Coast Community College, Southwestern Oregon Community College, and Western Oregon University.

**Student parents across the country are struggling, and want to see change toward increased equity and opportunity for student parents—even if it only impacts those who come behind them. In this report, we aim to honor this request.**

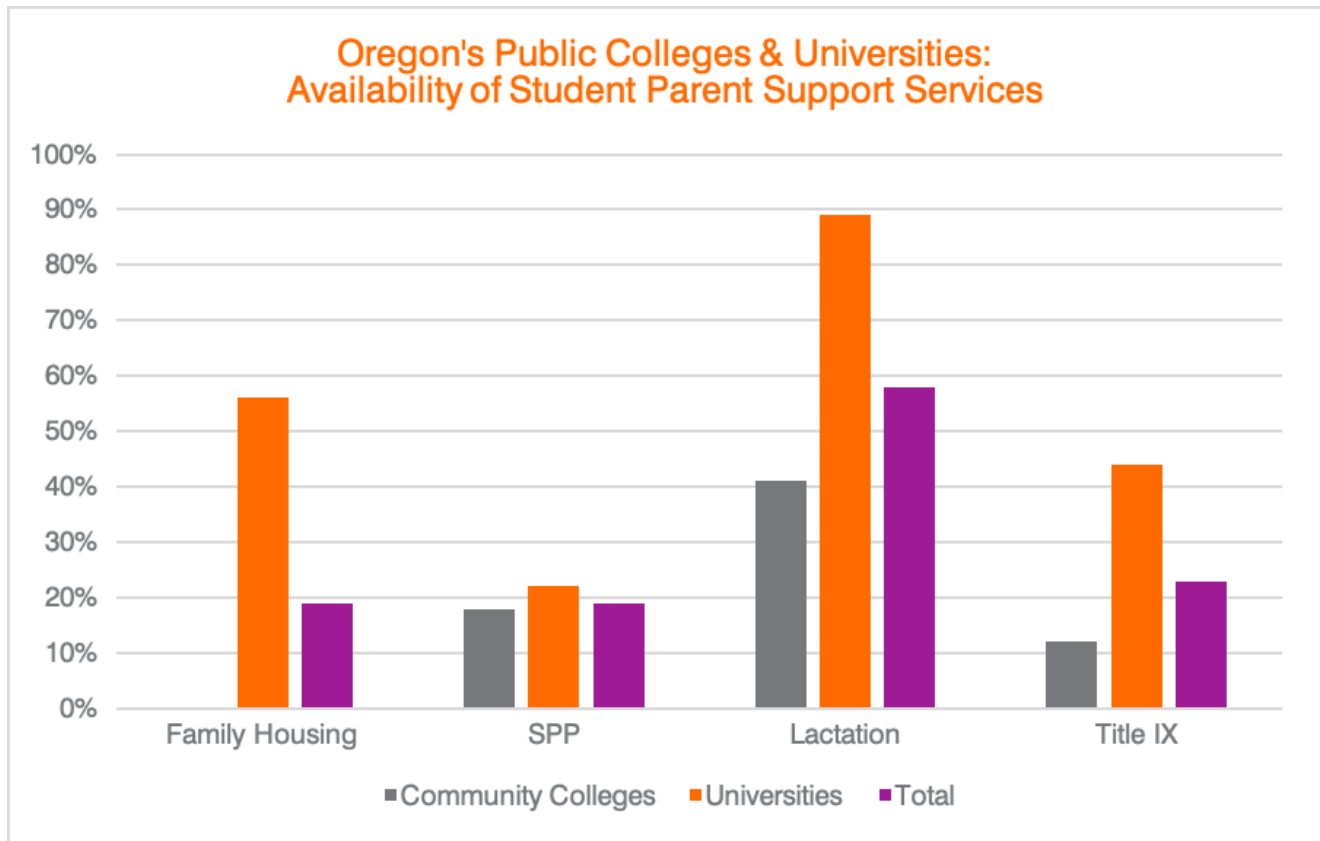
Dr. Green has also extensively studied Oregon public assistance and higher education policy, and has interviewed the directors of both Oregon's Parents as Scholars Program and Oregon's Student Child Care Grant, as part of the previous research which informs this report.

Importantly, we value that our research methodologies have centered student parents' voices and expertise throughout this process from conceptualization through dissemination. Our research began in New England, where we noticed that young parents were struggling to identify colleges that would support their success. Most of our research team are student parents or student parent alums, including Dr. Green who completed her undergraduate degrees at Chemeketa Community College and the University of Oregon as a teenage mother of two. Our researchers approached the design of our research methods and protocols with the same diligence we would use if researching a prospective college for ourselves or a close friend or family member, and brought the expertise of having personally lived through the experience of searching for and applying to suitable colleges as a student parent, to the research design and process. Our protocol is also informed by the voices of student parents from across the United States who have contributed to Dr. Green's previous research, including 11 Oregon student parents who contributed to semester-length research journals or in-depth research interviews about their experiences, challenges, and successes with balancing college with caring for and supporting children.

Our protocol includes specific directions for reviewing each potential program or service including: which web pages to review, keyword search terms, and instructions about where and how to locate information that is difficult to find. We are careful to document the sources of our information, including web links. We have found this to be critical as we have learned in our data updates that when programs close, colleges and universities often remove the information about them from their websites quietly and without announcement, which we have been able to document through these now broken web links.

**This report focuses specifically on postsecondary institutions which are part of Oregon's public college and university system.** These colleges and universities are an important focus of attention because they are directed by the state, and thus most impacted by state-level policy recommendations.

Importantly, a nearly universal message that we have heard from student parents across the country is that they are struggling, and want to see change toward increased equity and opportunity for student parents—even if it only impacts those who come behind them. In this report we aim to honor this request,



made by the collective voices of student parents both from Oregon and across the country, by offering recommendations for institutional and state-level policy that can improve opportunities and outcomes for Oregon student parents across the state.

## Results: Support for Student Parents at Oregon's Public Colleges and Universities

We began our research process in Oregon by reviewing the available online information about five basic types of student parent support services at Oregon's public colleges and universities: family housing, specialized programs or resource centers for student parents, child care centers, lactation support, and Title IX information about pregnant and parenting students (see Figure 1). These programs are unique in that they target specific basic needs of student parents (e.g. housing and child care), directly target student parent engagement (or exclusively serve parenting students), and/or are compulsory under federal law.

### Family Housing

Family housing programs address a foundational need for student parents who do not otherwise have access to student housing options on campus. A recent survey by Temple University's *Hope Center for College, Community & Justice* found that 68% of student parents reported experiencing housing insecurity within the past year and 17% had experienced homelessness.<sup>99</sup>

More than half (55%) of Oregon's baccalaureate colleges provide some option for family housing, although the type, number, and size of units available varies widely between institutions. University

of Oregon provides 415 1-5 bedroom apartments and houses which may be occupied by UO student parents and their families (including undergraduate and graduate students), with rents starting at \$815 per month. Portland State University family housing options include only 1-bedroom units in Blackstone Hall, which rent for \$1277-\$1420 per month, depending on whether the student lives with a partner or is a single-parent. Oregon State University, Southern Oregon University, and Western Oregon University also provide family housing options.

Because Oregon's community colleges are commuter schools, and only three Oregon Community Colleges provide any type of student housing, it is not surprising that none of Oregon's community colleges offer family housing programs. However, family housing programs at community colleges are not unheard of. In Texas, Angelina College has a long-established partnership with Buckner Child and Family Services, a non-profit which is contracted to provide on-campus housing and wraparound support services for single-parent students. Housing insecurity is a particular concern for community college students who are more likely to be low-income, first-generation college students, and/or parents. **Oregon's community colleges should consider strategies for addressing housing insecurity and homelessness for their students;** these strategies must include and consider student parents.

### Student Parent Programs

Student parent programs include comprehensive resource centers or wraparound programs specifically targeted toward the needs of student parents. These programs may target specific sub-populations of student parents, for example single-parents, older/returning student parents, undergraduate/graduate student parents, or may serve all student parents attending the institution. Oregon's five student parent programs, include resource centers at three community colleges (Chemeketa Community College, Columbia Gorge Community College, and Klamath Community College), and two baccalaureate institutions (Portland State University and Oregon State University). Chemeketa, Columbia Gorge, and Klamath Community College's *Support to Expectant and Parenting Students (STEPS) Programs* offer support groups, a lending library, parenting classes, referrals to campus and community services, and other resources for expectant and parenting students. Linn-Benton Community College is also indicated as previously being part of the STEPS initiative, but no longer provides any information about this program on their website. Notably, this program is different than the SNAP Training and Employment Program (STEP), which is offered as part of the Supplemental Nutritional Assistance Programs Education & Training Program at all of Oregon's community colleges and Portland State University.

Nearly half of Oregon's baccalaureate colleges provide some option for family housing. However, none of its community colleges offer family housing programs.

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Oregon's five student parent programs, include resource centers at three community college and two baccalaureate institutions.

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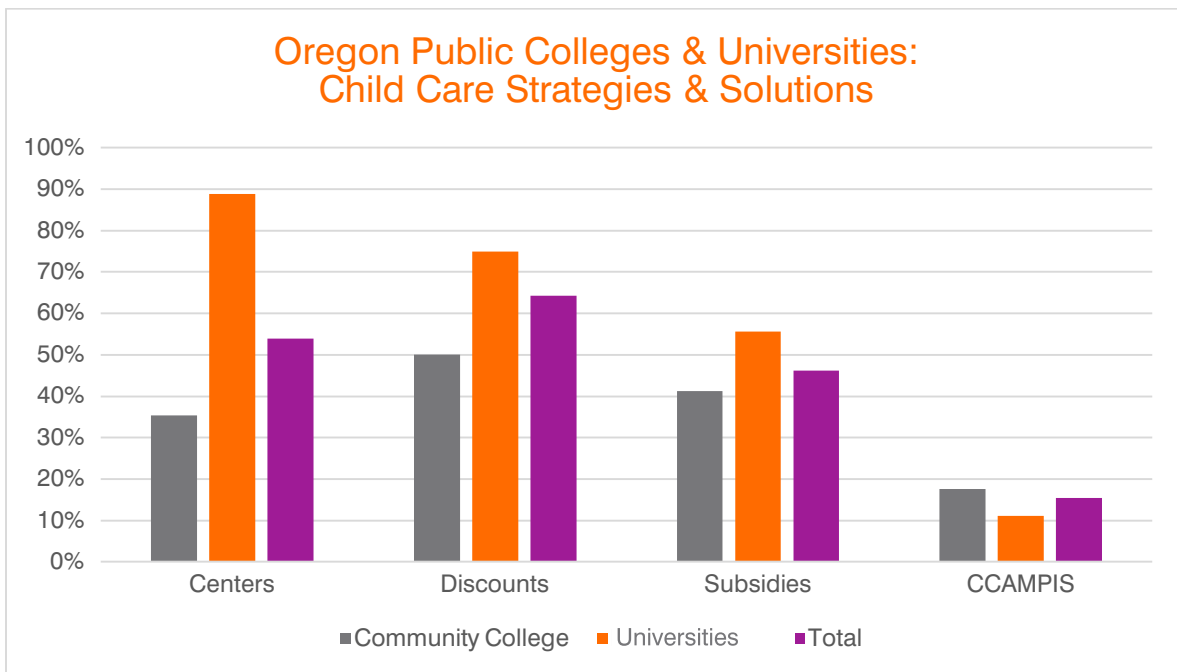
Portland State University's program has been nationally recognized as a model of best practices for supporting student parents.

At Oregon’s public universities, the *OSU Family Resource Center* oversees its child care programs, as well as coordination of other campus services for student parents. While University of Oregon does not have a specific student parent program, notably, the *UO Campus Family Alliance* is a coalition of representatives of on-campus offices that serve and support student parents who meet regularly to plan and coordinate a campus-wide support system for student, staff, and faculty families. Portland State University’s *Services for Students with Children* coordinates multiple campus services for students with children, including the *Resource Center for Students with Children*, an office on the fourth floor of PSU’s Smith Memorial Union building offering a variety of in-kind resource items (clothing, diapers, parenting books, breast pumps, technology items, etc.) financial assistance, counseling, a family lounge space, activities and events, and other direct services to students with children. PSU’s *Services for Students with Children* has been nationally recognized as a model of best practices for supporting student parents, and can be a resource to Oregon’s other public colleges and universities as they plan, expand, and enhance their student parent success strategies.

Some colleges and universities do not have student parent resource centers, but do offer informational pages on their websites about resources for student parents. Five universities host a webpage including resources and information for pregnant and parenting students (55%); but only four community colleges (23.5%) offer this informational resource.

### Child Care Centers & Subsidies

Child Care is another important component of basic security necessary to facilitate student parents’ collegiate engagement. In total, a little more than half (54%) of Oregon’s public colleges and universities offer on-campus child care centers. In fact, most of Oregon’s public universities have on-campus child care (89%). Only one university (Oregon Institute of Technology) does not appear to have any child care options on-campus. Oregon’s largest public universities (University of Oregon, Oregon State University, and Portland State University) each have four full and part-time child care programs



on campus. Southern Oregon University operates one community preschool. Western Oregon University houses a Child Development Center. Oregon Health & Sciences University has contracted with KinderCare to provide both an on-campus child care center and priority admissions and tuition discounts for OHSU affiliated families at other KinderCare centers in Portland. Eastern Oregon University operates a Head Start program on-campus. OSU Cascades has recently launched their *Little Kits* child care program.

Although student parents are more common at community colleges, a smaller proportion of Oregon's community colleges offer campus child care centers (35%). In total, six of Oregon's 17 community colleges have some option for child care on campus: Chemeketa, Clackamas, Mt. Hood, Lane, Portland, and Umpqua community colleges. Chemeketa, Lane, and PCC's Sylvania campus offer college operated child development centers in coordination with their early childhood education programs. Mt. Hood and Portland Community Colleges partner with Head Start to offer campus-based programs. Clackamas, Umpqua and Portland Community Colleges partner with non-profit child care providers to provide campus-based care. Portland Community College offers child care options at each of its four main campuses, using diverse strategies to address the needs at each site. Until recently, Southwestern Oregon Community College offered an on-campus preschool, however this program has now closed and has been replaced with a child care referral office serving both the campus and general community.

While campus child care is a critical support for student parents, the presence of a child care center on campus does not inherently mean that the center effectively serves student parents. Campus child care centers generally also serve faculty, staff, and community families as well, and admissions can be competitive. Some centers offer admissions priorities to student families, while others prioritize other groups such as faculty and staff, or operate waitlists on a first-come first-served basis.

A second challenge of access to campus child care centers is affordability. Among colleges and universities with campus child care centers, half of Oregon's community college child care centers, and three-quarters of Oregon's university child care centers, offer discounted tuition rates to student families. Because child care tuition discounts are generally

**Most of Oregon's public universities have on-campus child care.**

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**Although student parents are more common at community colleges, a smaller proportion of Oregon's community colleges offer campus child care centers.**

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**Half of Oregon's community college child care centers, and three-quarters of Oregon's university child care centers, offer discounted tuition rates to student families.**

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**41% of community colleges and 56% of public colleges and universities offer some form of institutional subsidy or scholarship for childcare.**

supported through student incidental fee funding, it is critical to assess the need for child care discounts at Oregon's higher education institutions, and to assess the numbers of students who can potentially benefit from them.

Oregon's public colleges and universities also offer child care subsidy and scholarship programs, which are also generally supported through student incidental fees. At community colleges, 41% offer some form of institutional subsidy or scholarship for childcare, as do 56% of Oregon's public universities.



Photo Credit: Jade Prior and her mom Mishelle Prior of Eugene represent two-generations of Oregon student parents.

Another source of funding that can support student child care discounts and/or subsidies is the U.S. Department of Education's federally funded CCAMPIS program.<sup>100</sup> Supported as part of the DOE's Student Service Division (which also supports TRIO programs for low-income and first-generation students), the Child Care Access Means Parents in Schools (CCAMPIS) program offers up to \$50 million per year in federal funding to support campus child care initiatives. Awards to individual institutions are capped at 1% of the total Pell Grants awarded by the institution in the previous year—regardless of whether they were awarded to parenting or non-parent students. Applicants may bolster their competitiveness for these grants by offering needs assessment data such as demographic information about their student body, including the number of parenting students enrolled, and the numbers and ages of children in need of care. Importantly, **in 2016 Congress moved to expand annual funding for CCAMPIS from \$15 to \$50 million, creating a watershed opportunity for colleges and universities to apply for funding** that had not previously received CCAMPIS funds. As of 2020, funding had still not been fully awarded.

Only four of Oregon's colleges and universities currently receive CCAMPIS funding: Portland Community College, Chemeketa Community College, Lane Community College, and Portland State University. Chemeketa uses CCAMPIS funds to offer both daytime and evening programs for student parent families at its existing Child Development Center. LCC and PSU use funds to create subsidized slots for student parent families in their full-time full-day child care programs. However, the CCAMPIS program does not set limits on the number of institutions per state that may receive funding. In fact, other states, including Florida and New York, have much larger numbers of CCAMPIS supported programs than Oregon. **This represents an untapped opportunity for Oregon's public colleges and universities to bring more funding to their institutions, while supporting student parents at the same time.**

## Title IX and Breastfeeding Support

Title IX of the Education Amendments of 1972 requires all U.S. educational providers receiving federal funding (including all of Oregon’s public colleges and universities) to ensure protection from sex/gender discrimination. **The U.S. Department of Education’s Office of Civil Rights has been abundantly clear that Title IX mandates special protections and accommodations for pregnant and parenting students. However, most student parents are unaware of these rights.**

Title IX information on a college or university website often focuses exclusively on sexual assault and harassment prevention, and does not provide information on Title IX protections for pregnant and parenting students. When student parents do not know that these protections exist, they are disempowered to enforce them.

Among Oregon’s public colleges and universities, web-based information about Title IX protections for pregnant and parenting students is generally uncommon; even less so at community colleges, where demographically it can be expected that greater numbers of the students are pregnant or parenting. In total, **15% of Oregon’s public colleges and universities offer easily locatable information about Title IX protections for pregnant and parenting students on their websites.** However, this information is more commonly found at universities, 22% of which offered this information, whereby only 12% of Oregon’s community colleges mention Title IX protections for pregnant and parenting students on their websites.

In fact, through a content analysis of the Title IX websites of Oregon’s public colleges and universities, to most who read this information it might seem that Title IX specifically applies to issues of sexual misconduct on campus, with no mention of other types of potential Title IX grievances. While every college and university is required to have a Title IX officer, there are no specific mandates regarding what information about Title IX is published on institutional websites. But, **when information is not there, it is implied that these protections do not exist** and thus students cannot hold their institutions

Among Oregon’s public colleges and universities, 58% include information about lactation rooms or other breastfeeding support or accommodations on their websites.

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Title IX enforcement and the provision of lactation spaces are required under federal law.



Photo Credit: Portland Community College offers lactation spaces at each of their campuses.



Photo Credit: Southwestern Oregon Community College single-dad Zac Warner had a lot of ups and downs in life before returning to college by starting in the GED program at SWOCC. Zac now works as a peer-tutor in the GED program, while completing his second year at SWOCC studying physics and engineering with a 4.0 GPA. In 2021 Zac was accepted to NASA's Community College Aerospace Program, a competitive training program for community college STEM students. This photo shows Zac with his son Eli.

accountable to upholding and enforcing them. This also reinforces the pervasive feeling that has been expressed by student parents to numerous researchers that they feel invisible to and undervalued on their campuses.

Similarly, Title IX also requires colleges and universities to accommodate students who are breastfeeding. As discussed above, there are also a number of federal and state laws pertaining to breastfeeding, which regulate additional mandates for postsecondary institutions. Among Oregon's public colleges and universities, 58% include information about lactation rooms or other breastfeeding support or accommodations available to nursing students, faculty, or staff on their websites. Oregon's public universities seem to provide effective information about lactation support, with 89% including lactation support information on their websites. Less than half—41%--of Oregon's community colleges provide online information about breastfeeding support or lactation rooms.

These findings are critical for the state of Oregon, because Title IX enforcement and the provision of lactation spaces are required under federal law. Of course, these findings can only reflect what is published on the institutions' websites about their services. If in fact, the lack of online information reflects a lack of federally mandated enforcement of Title IX and lactation accommodations for pregnant, parenting, and breastfeeding students, this would be an issue of concern to be raised both with the individual institution and Oregon's statewide Higher Education Coordinating Committee to ensure that all of Oregon's public colleges and universities maintain federal and state compliance.

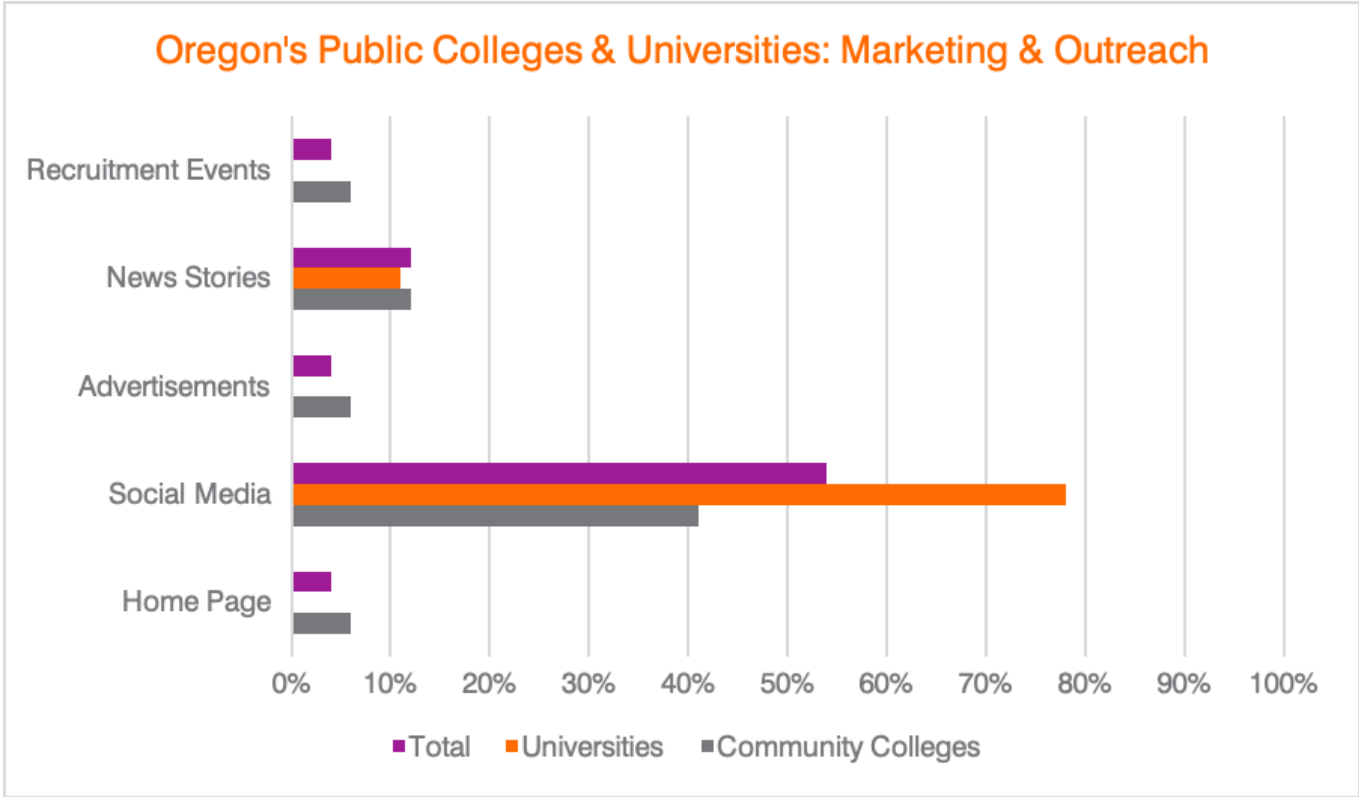
### Other Supportive Policies & Practices

#### *Marketing & Outreach*

A college or university tells the world, and their prospective students, who they and their students are through their outward facing marketing and outreach efforts. To evaluate this messaging we reviewed representation and inclusion of student parents: (1) on the institution's homepage (2) on the institution's social media pages (Facebook, Instagram, Twitter, and LinkedIn), and (3) in advertising and recruitment materials.

Only one institution's homepage (Southwestern Oregon Community College) featured a student parent, although this was part of a news feed feature that will likely expire. Oregon Health and Sciences University's home page also featured an image of a person with a child, however, it was unclear if this was intended to represent a student parent or a healthcare trainee working with a pediatric patient.





When reviewing the social media pages of each institution, we went back at least one year through each of the institution’s primary social media feeds. Seven community colleges included photos of student parents and their children, and an additional three institutions included photos of children in their feeds, although it was unclear whether these were the children of student parents, or children of faculty or staff, or who were engaged in educational or other programs at the college. Seven universities also included photos of student parents and their children on their social media feeds, and one included decontextualized photos of children but did not provide context framing them as the children of student parents.

While this may seem like student parents are well represented on the social media feeds of Oregon’s public colleges and universities, it is important to note, that photos representing student parents were uncommon, and often there were only one or two per institution, even when we looked back through more than one year of social media posts. Portland State and Oregon State University’s student parent programs maintain their own social media feeds that include representations of student parents and their children. Photos of student parents and their children were often only featured as part of graduation season, and it was sometimes unclear whether the photo featured a student parent, or a student who posed with a sibling or other minor family member for the photo. Many photos did not include captions, and thus it was difficult to determine whether they were intended to represent student parents, or children of faculty or staff members or from the local community. Importantly, no college or university, excepting the student parent program social media feeds at PSU and OSU featured any sort of series of photos representing student parents, although there were many other photo series intended to tell the story of who the college or university’s students are. For example, a few colleges appeared to provide clearer messaging that they are a great college for students with pets, than they effectively conveyed the message that they are a great college for students with kids.

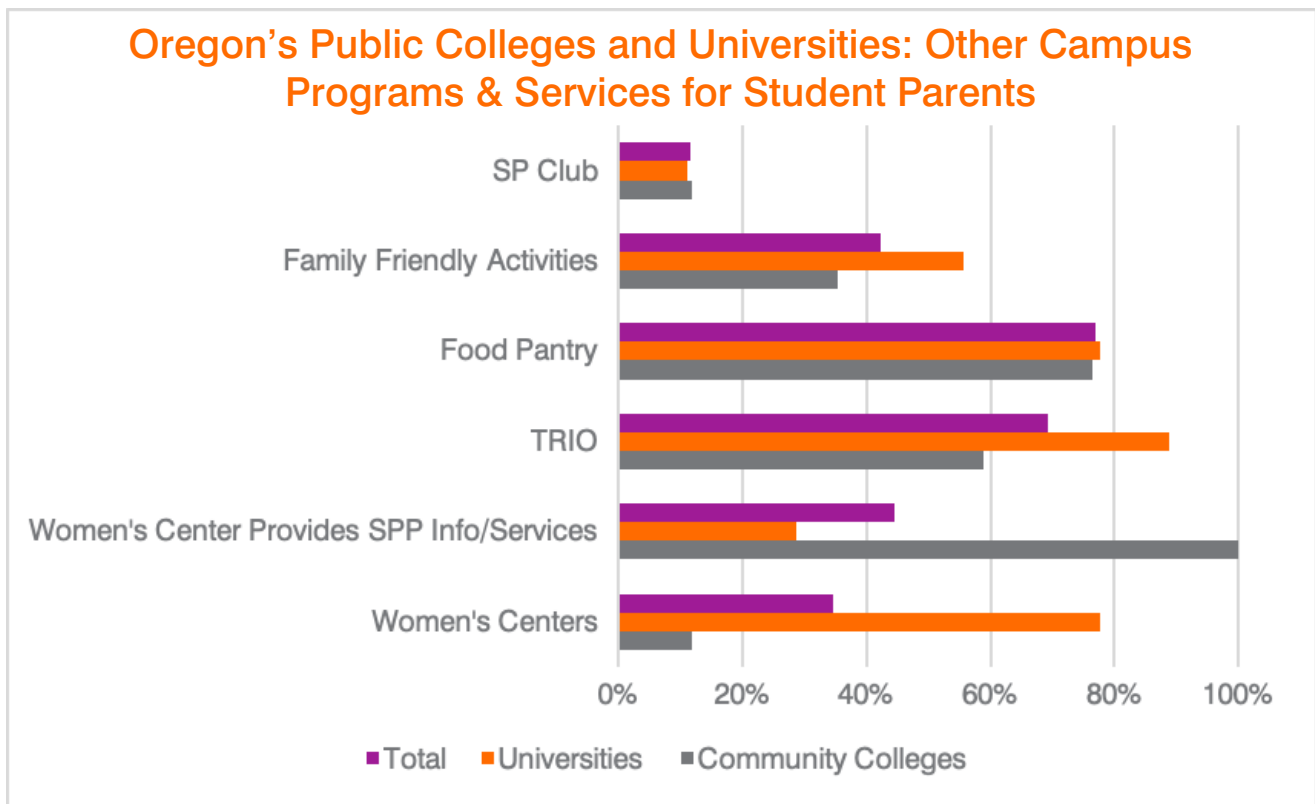
Columbia Gorge Community College was the only institution to feature an advertisement featuring a student parent. However, Clatsop Community College featured a news story on their website about a mother and her two children who graduated together in 2020, and OSU Cascades hosts an outreach event called “Discovery Day” on which children are invited to campus with their parents.

*Other Campus Services*

Other campus resources that may support student parents include women’s centers, work/life centers, TRIO programs, food pantries, clubs, non-traditional student services, and inclusive spaces, programs, and events. While many of these programs serve both parenting and non-parenting students, given student parent demographics, we know that many student parents are supported by these types of programs, and also reviewed each program for indicators of any specific offerings targeted to pregnant and parenting students.

Women’s Centers historically have been one of the first spaces that supported student parents on campus, however, we have found that many of these centers no longer target support for student parents today. Only two Oregon Community Colleges have a women’s center on campus (Portland Community College and Lane Community College), and both include limited information about child care and scholarships for student parents on their websites. While seven of Oregon’s public universities have women’s centers on campus, only two, University of Oregon and Western Oregon University, include information about programs or support services for parenting students on their websites.

Work-Life Offices, usually managed through an institution’s Office of Human Resources, often provide information about services for campus-affiliated families but generally do not serve students, unless they are also college or university employees. However, University of Oregon’s Work-Life Office does maintain



## Campus food pantries are an expanding practice on college and university campuses in recognition of growing concerns about campus food insecurity for college students in general.

a webpage called, “Parent and Family Resources” which provides information to UO faculty, staff, and students with children. Portland State University’s work-life office also maintains a website called, “Work-Life Balance”, which includes resources and information for the entire campus community.

The federally funded TRIO Student Support Services (SSS) program is another opportunity through which many student parents find supportive resources. This program serves students who qualify for services because they are first-generation college students, students with disabilities, and/or low-income students. Because demographically student parents are overwhelming low-income, most qualify for TRIO Student Support Services. Services offered through TRIO SSS include: academic, career and personal advising; academic support and tutoring; financial support and assistance; designated SSS spaces and resource centers; mentoring and social activities; and other resources. Students must apply for acceptance to the SSS program at their college or university. Ten Oregon community colleges, and eight Oregon universities offer TRIO SSS programs. Additionally, although it does not appear to operate through TRIO SSS funding, the Promoting Access to Student Success (PASS) program at Columbia Gorge Community College appears to provide parallel services to TRIO SSS, but does not appear to be funded by a TRIO SSS grant, and does not use the name TRIO or Student Support Services.

Campus food pantries are also an expanding practice on college and university campuses in recognition of growing concerns about campus food insecurity for college students in general. Thirteen of Oregon’s community colleges offer campus food pantries, as do seven of Oregon’s public universities. Each campus operates their food pantry and allocates allotments and items that are distributed in a way that is unique to their campus. Some allow community families, while others are restricted only to students. Most offer very limited online information about what items are allotted and only three community colleges and one university indicate that students with spouses and dependents are eligible for larger distributions than single childless students receive. Portland State University’s Resource Center for Students with Children has partnered with their campus food pantry to provide stickers, which are affixed to a student’s campus ID card, indicating their parenting status and family size. These stickers entitle parenting students



Photo Credit: Oregon State University Music Major Natasha LaBlue meeting up her nephew and daughter Cadence after Natasha performed as a flutist at OSU’s Family Day at Reser Stadium.



Photo Credit: Portland State University's Resource Center for Students with Children offers "Fun Kits" allowing students to check-out a backpack filled with age appropriate toys, books and games, that are perfect for keeping kids busy while attending a study group, meeting or appointment with their parents on campus.

to larger food allotments, specialized items for children (such as formula, baby food, and diapers), and the ability to visit the food pantry by appointment, rather than having to wait in long lines during regular food pantry hours. The food pantries at Clackamas, Klamath, and Linn-Benton Community Colleges also indicate that they offer larger food distribution amounts for students with families.

In terms of family friendly campus policies, we reviewed policies regarding early registration, student parent demographics, children on campus, student activities and student clubs. Our research protocol also includes questions about the availability of federal student aid, work study, institutional scholarships, and student employment opportunities, which are offered at all of Oregon public colleges and universities.

While some colleges allow student parents additional considerations such as early registration, in recognition that child care schedules and caregiving responsibilities may constrain their course scheduling options, we did not find any Oregon colleges or universities that indicate that they offer early registration to student parents or to student sub-populations that are demographically likely to include student parents. Similarly, no college or university currently publishes any information about their student parent demographics or enrollment numbers. Two Oregon universities indicate some sort of policy regarding minors or children on campus, as do ten of Oregon's community colleges. However, most of these policies act to exclude children from certain campus spaces.

Most of these policies indicate that minor children must be supervised at all times while on campus, and five indicate that children are not allowed in classes or labs. Umpqua and Tillamook Bay Community College policies allow children in the classroom, with permission from the instructor (unless they are enrolled in the class). Other policies provide guidance about the presence of children in the library, and a few explicitly state that children are not allowed in the fitness center.

**The only statewide program supporting Oregonian student parents is the Oregon Student Assistance Commission's (OSAC) Child Care Scholarship, and many of Oregon's public assistance programs and affordable housing providers impose specific work requirements that do not count nor support college study—especially beyond the Associate's level.**

In juxtaposition to policies that restrict children from being on campus, several Oregon colleges and universities offer family friendly spaces on campus. Seven offer family-friendly lounge or study spaces where children are welcome, and five offer family-friendly recreation spaces. Although student parents often need specialized information as they enter college or university, Oregon Institute of Technology is the only public postsecondary institution in Oregon to offer a non-traditional student orientation program.

With regards to student activities, six community colleges and five universities offer family friendly meetups, events, lectures, or other events on campus targeted to students with children, many of which invite children to participate. Two community colleges and one university have a student parent club on campus.

Because these types of policies, spaces, and activities are opportunities to promote inclusion and belonging for student parents on campus, this can be an easy place for colleges and universities to begin to promote greater inclusion and support for student parents as members of their campus communities.

## Support for Student Parents in Oregon State Policy

While Oregon's public colleges and universities are making varied degrees of effort to support parenting students who are enrolled at their institutions, to date, Oregon State policy has done little to address their needs. The only statewide program specifically supporting Oregonian student parents is the Oregon Student Assistance Commission's (OSAC) Child Care Grant, and many of Oregon's public assistance programs and affordable housing providers impose specific work requirements that do not count nor support college study—especially beyond the Associate's level.

OSAC's statewide child care grant is a competitive application-based award, which served 135 Oregon student parent families from across the state during the 2008-2009 academic year, and 105 families in 2009-2010, when the program coordinator was interviewed as part of a previous research study.<sup>101</sup> Scholarships are awarded with consideration to the average child care costs for the geographic location of the family within the state, the number of children a student has, and the age of each child, and thus awards are granted based on an individually determined maximum scholarship reimbursement amount for each family, rather than a pre-determined maximum award amount. Child Care Scholarship recipients are reimbursed for the lesser of their actual child care costs, or their maximum scholarship reimbursement limit. Awards are based only on the academic year, and are not available for summer term. Families with children ages 12 and younger are eligible to apply for the scholarship. While program representatives have emphasized that each award is individualized to each family and are thus not uniform, the average annual scholarship amount is around \$4700. Because the program



Photo Credit: UO's Spencer View Apartments offer 272 two- and three-bedroom apartments for students with families.

has a limited amount of funding, awards are made via a priority system, and are only able to fund a fraction of student families who apply. First priority is made to prior year recipients, followed by students with the fewest number of remaining quarters to baccalaureate degree completion, followed by students with the same number of remaining quarters to complete their Associate's Degrees. This system is applied to award student applications until funds are exhausted.

Clara, a graduate student parent at the University of Oregon, spoke about the difficulties in her experience trying to obtain childcare subsidies through state childcare programs as a two student-parent family:

We got on [the Oregon Student Childcare Program waiting list] but we were like number 1500 on the waiting list or something... And then, the other DHS one that we would qualify for because of income we can only use when both parents are working. So, it doesn't count if you're going to school...This is the student one. We applied for that. So obviously we never got that. And that's the one through the state. And then there's the working parents you know there's like a [state tax] subsidy [for] childcare. [But both parents have to be working]. At the same time. So, for example I was teaching a class, so I had to be on campus, but my husband is in class. It doesn't matter... [because he was in class and thus "not working"]. Yeah. So, you both have to be being paid to work at the same time. So it just didn't work. You know for the one hour or something it might overlap it just didn't seem worth it to get it.

The tax credit to which Clara references in telling her story is Oregon's ***Working Family Household and Dependent Care Credit***, a refundable state tax credit that reimburses low- and moderate-income families for a portion of their child care expenses from the previous tax year. Qualifying families must meet income guidelines, and be working or engaged in work-readiness activities. Single parent students may also attend school to meet the work-readiness requirement. For married parents who file jointly, one spouse may attend school, if the other spouse is working or is disabled. Families without any earned income are not eligible for the credit. Qualifying expenses include up to \$12,000 per year per child towards the costs of out-of-home care for children ages 0-12, including child care centers, family care providers, afterschool programs, and other eligible child care expenses.<sup>102</sup> Reimbursement percentages are determined based on the Oregon Department of Revenue's WFDHC online calculator.<sup>103</sup> **While most Oregon student parents do work, in addition to their studies, those who do not have "earned income" as full-time students are ineligible for the credit.**



Photo Credit: At UO all students may ride Lane Transit District busses for free with a student ID, helping alleviate transportation costs for low-income students, including student parents.

**While student parents report that the process of applying for and maintaining SNAP benefits can be tedious, time consuming, and frustrating, the allowed exceptions have meant that most student parents have continued to be eligible for SNAP benefits.**

Clara also mentions her experience with **Oregon’s Employment Related Day Care Voucher Program, which specifically excludes college classes, homework and study time.** For this program, because Clara and her husband both had to work at the same time for child care to be subsidized, and class time was not counted, it did not make sense for Clara and her family to continue to pursue an ERDC voucher.

Oregon’s other Department of Human Services supported public assistance programs have also been less than fully supportive of low-income families pursuing college degrees.

Oregon’s Supplemental Nutritional Assistance Program (SNAP) follows federal guidelines regarding student eligibility. Until 2021, when, in response to the crisis caused by the COVID-19 pandemic, the Biden/Harris Administration moved to relax these guidelines, the SNAP program had restrictions which excluded students enrolled at least half-time in college, unless they met one or more of a number of listed exceptions. These exceptions included all single-parent students with a child under the age of 12, married student parents with a child under the age of six, student parents who did not have child care available to work, students with disabilities who are otherwise exempt from work requirements, students who are also working at least 20 hours per week, and students whose financial aid awards include Federal Work Study. While student parents report that the process of applying for and maintaining SNAP benefits can be tedious, time consuming, and frustrating, the allowed exceptions have meant that most student parents have continued to be eligible for SNAP benefits. After the 2021 changes to SNAP program guidelines, all students who meet other income and program eligibility guidelines are now eligible to receive benefits. Additionally, work requirements for all Oregon SNAP participants have been temporarily suspended.<sup>104</sup>

The SNAP program also supports funding for the SNAP Education & Training (or SNAP E&T) programs. Oregon has three SNAP E&T programs: The Able Bodied Adults without Dependents program (ABAWD), the Oregon Food Stamp Employment Transition program (OFSET), and the SNAP Training & Employment Program (STEP)—Oregon’s 50/50 SNAP E&T program. Of these three programs, student parents are unlikely to be referred to ABAWD unless they are a single-parent whose child’s other parent claims their child for tax and/or public assistance purposes. **Only the STEP program allows postsecondary enrollment to count toward work requirements,** if the student is not deemed exempt from them. Oregon’s STEP program consortium provides support to SNAP eligible students attending all 17 of Oregon’s community colleges, and Portland State University. Until recently, the STEP program only supported students enrolled in GED, ESOL, workforce training, and Associate of Applied Science Degree programs. However, recent expansions to STEP program guidelines now allow students who pursuing specific career fields that require an Associates or Baccalaureate Degree, who can specifically articulate why their degree program is necessary to achieve their career goals, to be eligible for STEP.<sup>105</sup>

Oregon's federal and state supported **Temporary Aid to Needy Families program (TANF)** is also highly restrictive about participants attending college. While the program does not explicitly forbid parents receiving TANF from enrolling in college, the program excludes college courses, homework, and transportation time both from meeting work requirements for the mandatory Jobs Opportunities and Basic Skills (JOBS) program, and from allowed hours that the parent can receive TANF subsidized child care. While the JOBS program does support high school and GED completion, and vocational and on-the-job training, it does not support college degree completion.

**Temporary Aid to Needy Families (TANF) is highly restrictive about participants attending college.**

**The program excludes college courses, homework, and transportation time from meeting work requirements and from hours that the parent can receive TANF subsidized child care.**

Lola, a single mother and junior at the University of Oregon, who attended college full-time while working 30-hours per week as a barista through the TANF JOBS program, struggled to maintain both her job and her studies while caring for her son. While she had transitioned through her job to the post-TANF program, she continued to rely on ERDC and work-support benefits through JOBS to make-ends-meet. But because ERDC and JOBS did not support her efforts as a student, and the campus-based supports that she blended with state support to make it all work also required her to maintain full-time enrollment, Lola felt torn between conflicting responsibilities, through which there was no possibility to reduce either her work or school commitments without jeopardizing important pieces of her financial support system. **Had the JOBS and ERDC programs been more supportive of Lola's efforts to complete her bachelor's degree, Lola might have been able to reduce her work hours to allow her to focus on her studies, or to pursue work opportunities more aligned with her long-term career goals.**

**Prior to 2011, Oregon's Parents as Scholars program supported a limited number of Oregon TANF families to pursue postsecondary education at a two- or four-year college or technical, professional, or career school through JOBS.** While PaS did not pay for college tuition or fees, it did cover up to \$100 per quarter in last-dollar funding for required textbooks and supplies, as well as cash, child care, and SNAP benefits supporting postsecondary degree completion. The Parents as Scholars program was capped at 1% of Oregon's total TANF population each year. In 2008 the capacity of the PaS program was 191 TANF parents statewide, and in 2009 the program could serve 226 families. As of November 2009, the PaS program had a wait list of 254 applicants, and was drawing PaS waitlist applications from March 2009, reflecting an eight-month waitlist at that time. In 2011, when the PaS program was phased out, PaS parents testified at the Oregon State Capitol that they had waited a year or longer before being accepted to the PaS program.



While the rationale for phasing out the PaS program largely stemmed from claims that the PaS program was ineffective, sociologist Dr. Lisa Dodson has searched extensively for evaluation studies of the Oregon PaS program to evaluate the bases of these claims. She has found that no such studies appear to exist, and if they do, there is no public record of them.<sup>106</sup> **Restoring and evaluating Oregon’s Parents as Scholars program is another potential opportunity within Oregon state policy for expanding college access and success for very-low-income Oregonian parents, and the accompanying two-generational impacts on their children.** Oregon might also consider collaborating with other state TANF-to-college programs, including: California’s CalWORKS Program, Maine’s and Montana’s Parents as Scholars programs, and Hawaii’s Bridge to Hope Program, to evaluate the effectiveness of these programs across-states, and to identify strategies for employing best-program-practices, and continuous program development and improvement based on documented evaluation measures and outcomes.



Photo Credit: PSU offers a number of state of the art family study rooms including toys, games, and children’s activities, as well as Smartboards for study groups and meetings.

**Programs that are contracted for direct-service through community providers and counties, such as the Low-Income Home Energy Assistance Program, Eviction & Utility Shut-Off Prevention, and food pantries are unlikely to use student enrollment status as a factor in determining eligibility or to require parents to meet work requirements that exclude college. Additionally, the Oregon Health Plan and county-operated Women Infants & Children (WIC) nutrition assistance program also does not consider student status in determining eligibility, nor do they have work requirements that might preclude student parents from maintaining eligibility.** However, Oregon student parents report that other WIC requirements such as nutrition classes and frequent in-person appointments create barriers to WIC participation.

**Local housing providers however, are more restrictive regarding college enrollment and eligibility requirements.** Cherry, a student parent in Portland, was forced to take repeated breaks from community college because her subsidized apartment required her to maintain full-time employment—full-time enrollment in college did not count. This was verified in 2018, in conversation with the Executive Director of *Home Forward*, formerly the *Housing Authority of Portland*, who confirmed that many of their contracted **housing providers do have rules that exclude parents who are enrolled in college**, and suggested that her office might consider contacting their providers to discuss policies that exclude student parents. For housing insecure student parents like Cherry, this pressures parents to choose between housing their children and continuing their efforts to pursue permanent mobility from poverty through a college degree. However, **student parents are eligible to live in both project-based and voucher-based subsidized housing through the federal Section VIII housing program, as administered by local housing authorities across the state.**



Photo Credit: Google Maps directs nursing PSU parents to lactation rooms throughout campus. Each room is a quiet locked space with a power outlet, sink, comfortable chair, and an electronic breast pump machine. Breastfeeding student parents receive a key code to access these rooms and a free sterile personalized kit to be used with the electronic breast pumps in campus lactation spaces as well as other support and referrals to breastfeeding support resources on- and off-campus.

In eligible areas, residents of subsidized housing may be eligible to participate in housing authority initiatives under the Federal HUD Moving to Work initiative. This program provides savings opportunities and supportive services for parents pursuing a five-year self-sufficiency plan, which may include college degree attainment. In Portland, **Home Forward's GOALS Program, helps parents living in subsidized housing pursue mobility through individualized support, career development planning, child care referrals, and home ownership readiness, and can be used to support postsecondary education.** In addition to individualized support, participating families may accrue savings towards their career, educational, and homeownership goals. Increases in rent during their participation in GOALS as they advance in their self-sufficiency plan, are saved in an escrow account and distributed to families when they graduate from the program. Additionally, GOALS offers a matched savings individual development account (IDA) for participating families, through which each dollar a family saves during the program is matched three-fold by GOALS. Moving to Work programs present an excellent existing opportunity for supporting student parents who live in subsidized housing programs across the state of Oregon.

Lastly, student parents have been minimally addressed in Oregon State Higher Education Policy. However, **SB 564, a recently passed senate bill passed in 2021, represents the first legislative bill pertaining to student parents in Oregon state higher education policy.** The bill directs Oregon's public colleges and universities to collect demographic data on their students' self-reported pregnancy or parenting status, in places where other demographic information is collected. Having this data available will help inform college and university student parent success programs and initiatives. It can also increase Oregon's competitiveness for federal CCAMPIS and other federal and private funding supporting two-generation approaches to ending poverty.

A second state bill that was passed in the Oregon State Legislature in 2021, HB 2835 creates resource navigator positions to assist students with basic needs security at all 26 Oregon public college and university campuses. While HB 2835 does not explicitly mention student parents, given the demographics of Oregon student parents, and their struggles with basic needs security, these resource navigators will offer critical resources to support student parent success.

### Special Considerations & Recommendations in Response to COVID-19

The COVID-19 pandemic mandated the shift of most educational and public assistance program services to virtual contexts. While the lack of child care and overseeing children attending school virtually has made this difficult for student parents, the ability to navigate many offices and programs virtually has relieved some of the time pressures and conflicts associated with school, work, caregiving, and public assistance for low-income student parent families. Programs that have already adopted a virtual service context might consider continuing to offer services such as appointments and meetings virtually to reduce time, transportation, and child care burdens associated with traditional in-person appointments and meetings.

Within the virtual and digital contexts of COVID-19 it is *critical* to address issues of the digital divide. Low-income students often do not own personal computers, or own computers that are older and may **not have the capacity to host video-based virtual meetings and classes. Student parents also have reported that they often have only one computer or device at home, which they cannot use during the day to attend classes and complete homework, because their child uses the device to attend virtual school.** COVID-19 responses to address the digital divide have included efforts such as Portland State University's loaner laptop program, providing a semester-length laptop loan to students who needed them. PSU's Resource Center for Students with Children also lends tablets with kids activities. Their Little Vikings and Baby Vikings child care center educators are currently offering virtual playdates, in which PSU early childhood educators do virtual activities with children while their parents attend virtual classes or study in the same room. **Helping student parents access and afford the technology devices that both they and their children need to stay successful as virtual students is critical to student parent retention during this moment.**



Photo Credit: OSU PhD Student Parent Terese Jones and her son Quinlan. Terese is a Corvallis School Board member.

Photo courtesy of Aaron Sanchez, Orange Media Network.

Additionally, many low-income students do not have reliable home internet access. After college and university campuses closed, many low-income students reported driving to public hotspots such as McDonald's and Starbucks parking lots to complete homework and/or attend classes. Furthermore some student parents live in remote areas where home internet access is spotty and/or unaffordable. **Thus, efforts to address and provide free or low-cost home internet service, are also critical to addressing the digital divide.**

Lastly, in addition to school closures and the move to virtual K-12 learning environments, child care centers have largely closed due to the COVID-19 pandemic, creating a national and state child care crisis for all families. While some child care centers have now reopened in accordance with health and safety guidelines, they are operating at limited capacity, and others have yet to reopen. **Considering a broad range of strategies for addressing the child care crisis is thus critical, both to student parent success, and to the broader future of the economies of Oregon and the United States.**

## Recommendations:

### Recommendations for Oregon's Public Colleges & Universities

- Oregon's colleges and universities should conduct needs-assessment studies to determine their institution's student parent demographics, evaluate how effectively the institution is serving these students, and develop an action plan for addressing their needs. PERG Education's free open source resource, *The Family Friendly Campus Toolkit*, can be used to help guide this process: <http://familyfriendlycampustoolkit.endicott.edu>
- College and university administrators should consider the impact of student parent support programs on institutional goals such as recruitment and retention, degree completion rates, and educational equity.

- Colleges and universities should conduct internal audits of their websites to ensure that information about student parent programs, resources, and/or Title IX protections can be easily located and accessed.
- Colleges and universities with existing programs should assess whether barriers such as affordability, capacity, and restricted eligibility criteria for their programs should be addressed and remediated to better serve the needs of their student parent population.
- Colleges and universities might consider exploring local off-campus resources to support their student parents such as nonprofit organizations and state programs, and offer their students information and referrals to these resources.
- Colleges and universities that determine that they do not have capacity to provide student parent support services directly might explore potential partnerships with community-based organizations to provide contracted services such as housing, child care, and/or individualized case management.
- Oregon's colleges and universities should train their faculty and staff about strategies for supporting student parent success and the mandate of compliance with Title IX protections for pregnant and parenting students.
- Oregon colleges and universities should work with their institution's general counsel to study the potential legal implications of exclusion of pregnant and parenting students from support services that the institution regularly provides to non-parenting students to ensure compliance with local, state and federal laws.
- Oregon colleges and universities should expand current diversity, equity, and inclusion program efforts to include student parents.

### *Community College Models of Best Practice*

- Portland Community College provides a comprehensive support system for student parents including child care solutions at each of its four main campuses, CCAMPIS and student-fee funded child care subsidies, and a STEP program. Portland Community College has made a strategic overall commitment to its family friendly campus efforts and has shown statewide leadership in promoting student parent success.
- Chemeketa Community College's CCAMPIS and Student Parent Center programs offer daytime and evening child care and other individualized support services to Chemeketa student parents and their families.
- Mt. Hood and Portland Community Colleges have established partnerships with local Head Start programs to provide free child care for low-income student parents and their children.
- Central Oregon Community College offers a child care assistance fund.
- Klamath and Rogue Community Colleges' Title IX websites include language about Title IX protections for pregnant and parenting students which might be modeled by other Oregon postsecondary institutions. Similarly, web-based information about lactation support on campus can also be modeled by Oregon institutions that have already included this information online (see list in appendix).

### University Models of Best Practice

- Portland State University's *Services for Students with Children* coordinates campus-wide programming and support services addressing student parents comprehensively from basic needs support, to campus engagement and inclusion, to creating and maintaining family friendly campus spaces and incorporates a student parent lens in all campus-wide program and construction initiatives.
- Oregon State University's *Family Resource Center* coordinates a university-wide child care subsidy and resource center. OSU also collects institutional-level demographic data on the parenting status of their student body, and offers housing and other basic needs support for student parents and their families.
- University of Oregon's *Campus Family Alliance* is an interdepartmental committee that works to coordinate and integrate an institution-wide support system for student parent families including housing, child care, and other services.
- Southern Oregon University offers a range of support services for parenting students including family housing, a student fee funded child care subsidy, and other support services.

### Recommendations for the Northwest Commission on Colleges and Universities

- Develop guidelines within accreditation and recertification processes that include self-assessment of accessibility and support for student parents.
- Require accredited colleges to collect demographic data on their student parent populations, as is common-practice with other high needs student demographics such as low-income, first-generation, and minority students, and to report this information as part of their self-study, as required for the accreditation process.
- Require all regionally accredited Pacific Northwest institutions to ensure institution-wide compliance with current Title IX guidelines as issued by the U.S. Department of Education's Office of Civil Rights. <https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>
- Conduct further research on the systemic trends pertaining to student parents studying at Pacific Northwest institutions of higher education to inform future inclusionary policy for student parents.

### Recommendations for the Oregon State Higher Education Coordinating Committee & Oregon Policy Makers

- With the passage of SB 564, the Higher Education Coordinating Committee should pay close attention to the process of student parent demographic data collection as institutions begin to implement it. Some of these institutions may require support and mentorship from other Oregon colleges and universities with experience collecting and analyzing these data and with addressing student parent issues. These inter-institutional relationships might be supported by the Higher Education Coordinating Committee or through inter-institutional coalition and partnership building facilitated through institutional and/or outside leadership.
- As student parent demographic data are collected, Oregon state policymakers should consider mechanisms for directing funding for infrastructural and/or targeted resources to best address their unmet needs.

- State policy makers may look to other states such as California, who recently passed the *Equity in Higher Education Act* mandating that the state's public colleges and universities provide reasonable accommodation and support for breastfeeding students. Furthermore, California's *Sex Equity in Education Act*, mandates that all California higher education institutions comply with Title IX, specifying specific provisions and guidelines that must be followed in order to do so.
- Oregon's Department of Human Services should reconsider rules that do not allow college to count as a stand-alone work readiness activity for TANF and OFSET, and should create attendance and verification forms for students to document attendance and program hours that match the structure of a college program as current forms are designed for workforce development training, and are confusing for college faculty, staff, and students.
- Oregon state policymakers should review and reconsider the elimination of the Parents as Scholars program, and create options that allow student parents to access TANF, SNAP, ERDC and other benefits afforded to low-income families engaged in other types of education and training programs.
- State and federal Departments of Education should consider supporting further research to inform inclusion efforts directed toward student parents through federal and state policy.

## Appendixes:

### LIST 1: Oregon Colleges and Universities Reviewed

#### *Community Colleges*

- 1) Blue Mountain Community College, Pendleton
- 2) Columbia Gorge Community College, The Dalles
- 3) Chemeketa Community College, Salem
- 4) Clackamas Community College, Clackamas
- 5) Clatsop Community College, Astoria
- 6) Central Oregon Community College, Bend
- 7) Klamath Community College, Klamath Falls
- 8) Linn-Benton Community College, Albany
- 9) Lane Community College, Eugene
- 10) Mt. Hood Community College, Gresham
- 11) Oregon Coast Community College, Newport
- 12) Portland Community College, Portland
- 13) Rogue Community College, Grants Pass
- 14) Southwestern Oregon Community College, Coos Bay
- 15) Tillamook Bay Community College, Tillamook
- 16) Treasure Valley Community College, Ontario
- 17) Umpqua Community College, Roseburg

#### *Universities*

- 1) Eastern Oregon University, La Grande
- 2) Portland State University, Portland
- 3) Oregon Health & Sciences University, Portland
- 4) Oregon Institute of Technology, Klamath Falls
- 5) Oregon State University, Corvallis
- 6) Oregon State University – Cascades, Bend
- 7) Southern Oregon University, Ashland
- 8) University of Oregon, Eugene
- 9) Western Oregon University, Monmouth

### LIST 2: Colleges and Universities with Support Services (by type)

#### *Family Housing*

- 1) Southern Oregon University, Ashland
- 2) Oregon State University, Corvallis
- 3) University of Oregon, Eugene
- 4) Western Oregon University, Monmouth
- 5) Portland State University, Portland

### Child Care Centers

- 1) Southern Oregon University, Ashland  
*Community Preschool at Southern Oregon University\**
- 2) Oregon State University-Cascades, Bend  
*Little Kits Child Care\**
- 3) Oregon State University, Corvallis  
*Our Little Village<sup>+</sup>, OSU Child Development Lab\*, OSU Beaver Beginnings\*, Kid Spirit (Summer/Early Release/No School Care)\**
- 4) Clackamas Community College, Clackamas  
*YMCA Partnership Program\**
- 5) Lane Community College, Eugene  
*Lane Child and Family Center<sup>^</sup>*
- 6) University of Oregon, Eugene  
*The Moss Street Children's Center\* & Co-Op Family Center\* prioritize student families. A third on-campus child care center the Vivian Olum Child Development Center prioritizes faculty/staff.*
- 7) Mt. Hood Community College, Gresham  
*Mt. Hood Community College Head Start<sup>+</sup>*
- 8) Eastern Oregon University, La Grande  
*EOU Head Start<sup>+</sup>*
- 9) Western Oregon University, Monmouth  
*Western Oregon University Child Development Center\**
- 10) Oregon Health & Sciences University, Portland  
*Healthy Starts Children's Center operated by KinderCare; OHSU discounts and priority enrollment at other KinderCare locations also available*
- 11) Portland Community College, Portland<sup>^</sup>  
*Sylvania Child Development Center (Sylvania)\*, YMCA Child Development Center (Southeast)\*. Partnerships: Albina Head Start (Cascade)<sup>+</sup>; Fruit & Flower (Rock Creek)\**
- 12) Portland State University, Portland  
*Helen Gordon Child Development Center\*<sup>^</sup>, ASPSU Children's Center\*, & Little/Baby Vikings\**
- 13) Umpqua Community College, Roseburg  
*Maple Corner Montessori*
- 14) Chemeketa Community College, Salem  
*Chemeketa Child Development Center<sup>^</sup>*

*\*Indicates that the center offers tuition discounts for student families.*

*+Indicates that program is free for all families.*

*<sup>^</sup>Program is supported by a CCAMPIS Grant*

### Child Care Scholarships or Subsidies

- 1) Southern Oregon University, Ashland  
*ASSOU Child Care Subsidy*
- 2) Central Oregon Community College, Bend  
*Central Oregon Community College Child Care Assistance Fund*
- 3) Oregon State University Cascades, Bend  
*ASCC Child Care Subsidy*
- 4) Clackamas Community College, Clackamas  
*ASG Child Care Grant*
- 5) Oregon State University, Corvallis  
*OSU Child Care Assistance*



- 6) Lane Community College, Eugene  
*Lane Child & Family Center CCAMPIS Program<sup>^</sup>*
- 7) University of Oregon, Eugene  
*ASUO Child Care Subsidy*
- 8) Rogue Community College, Grants Pass  
*Child Care Assistance is only available to students enrolled in the SOHOPE Allied Health Program*
- 9) Mt. Hood Community College, Gresham  
*ASG Child Care Grant*
- 10) Portland Community College, Portland  
*PCC offers child care subsidies through both its CCAMPIS<sup>^</sup> and ASPCC Child Care Grant Programs*
- 11) Portland State University, Portland  
*Jim Sells Child Care Subsidy and Helen Gordon CCAMPIS Program<sup>^</sup>*
- 12) Chemeketa Community College, Salem  
*CCAMPIS Child Development Center Subsidy<sup>^</sup>*  
  
*<sup>^</sup>Program is supported by a CCAMPIS Grant*

### Student Parent Programs

- 1) Oregon State University, Corvallis  
*Family Resource Center*
- 2) Klamath Community College, Klamath Falls  
*Support to Expectant and Parents Students (STEPS)*
- 3) Portland State University, Portland  
*Services for Students with Children*
- 4) Chemeketa Community College, Salem  
*Student Parent Program*
- 5) Columbia Gorge Community College, The Dalles  
*Support to Expectant and Parenting Students (STEPS)*

University of Oregon, Eugene

*Although University of Oregon does not offer a specific program or resource center for parenting students, UO's Campus Family Alliance includes representatives from multiple campus offices supporting student parents, who coordinate through this alliance to create a campus-wide support system.*

### Lactation Space & Breastfeeding Support Information on Website

- 1) Southern Oregon University, Ashland
- 2) Central Oregon Community College, Bend
- 3) Oregon State University – Cascades, Bend
- 4) Clackamas Community College, Clackamas
- 5) Oregon State University, Corvallis
- 6) Columbia Gorge Community College, The Dalles
- 7) Lane Community College, Eugene
- 8) University of Oregon, Eugene
- 9) Mt. Hood Community College, Gresham
- 10) Oregon Institute of Technology, Klamath Falls
- 11) Western Oregon University, Monmouth
- 12) Oregon Coast Community College, Newport
- 13) Oregon Health & Sciences University, Portland
- 14) Portland Community College, Portland

15) Portland State University, Portland

*\*Linn-Benton Community College, Albany indicates that there is a “room of requirement” in the library which can be used for quiet activities including meditation and breastfeeding. However, because this room is accessible to all students, according to parameters requiring privacy and suitability of the space to both nurse and pump, it is unlikely that this space meets the technical/legal requirements of a suitable lactation space.*

Information About Title IX Protections for Pregnant and Parenting Students on Website

- 1) Rogue Community College, Grants Pass
- 2) Klamath Community College, Klamath Falls
- 3) Eastern Oregon University, La Grande
- 4) Western Oregon University, Monmouth
- 5) Oregon Health & Sciences University, Portland
- 6) Portland State University, Portland

TABLE 1: Oregon Public Colleges and Universities Student Parent Support Services

	Family Housing	SPP	Lactation	Title IX
Community College N=17	0% (0)	18% (3)	41% (7)	12% (2)
Universities N=9	56% (5)	22% (2)	89% (8)	44% (4)
Total N=26	19% (5)	19% (5)*	58% (15)	23% (6)

*\* Note that while University of Oregon does not have a specific student parent program, their Campus Family Alliance does coordinate services for student parents across campus through an interdepartmental committee. UO is not however counted among institutions offering a SPP here.*

TABLE 2: Oregon Public Colleges and Universities Child Care Centers & Tuition Strategies

	Centers	Discounts	Subsidies	CCAMPIS
Community College N=17	35% (6)	50% (3)	41% (7)	18% (3)
Universities N=9	89% (8)	75% (6)	56% (5)	11% (1)
Total N=26	54% (14)	64% (9)	46% (12)	15% (4)

TABLE 3: Oregon Public Colleges and Universities Marketing &amp; Outreach

	Home Page	Social Media	Advertisements	News Stories	Recruitment Events
Community College N=17	6% (1)	41% (7)	6% (1)	12% (2)	6% (1)
Universities N=9	0% (0)	78% (7)	0% (0)	11% (1)	0% (1)
Total N=26	4% (1)	54% (14)	4% (1)	12% (3)	4% (1)

TABLE 4: Oregon Public Colleges and Universities Other Campus Services

	Women's Centers	Women's Center Provides SPP Info/ Services	TRIO	Food Pantry	Family Friendly Activities
Community College N=17	12% (2)	100% (2/2)	59% (10)	76% (13)	35% (6)
Universities N=9	78% (7)	29% (2/7)	89% (8)	78% (7)	56% (5)
Total N=26	35% (9)	44% (4/9)	69% (18)	77% (20)	42% (11)

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## Endnotes

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