THE ACCT 2016 INVITATIONAL SYMPOSIUM: GETTING IN THE FAST LANE

Ensuring Economic Security and Meeting the Workforce Needs of the Nation

Discussion Papers 2016 Invitational Symposium

THE FAMILY-FRIENDLY CAMPUS IMPERATIVE

SUPPORTING SUCCESS AMONG COMMUNITY COLLEGE STUDENTS WITH CHILDREN

BY BARBARA GAULT, PH.D., ELIZABETH NOLL, PH.D., AND LINDSEY REICHLIN, M.A.

ACCT
ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

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Supporting Success Among Community College Students with Children

The ACCT discussion paper series, ***Getting in the Fast Lane: Ensuring Economic Security and Meeting the Workforce Needs of the Nation***, is supported by Strada Education Network, formerly known as USA Funds.

ACCT represents the community college trustees who govern our nation's community, technical, and junior colleges. ACCT aims to foster the principles and practices of exemplary governance while promoting high quality and affordable higher education, cutting-edge workforce training, student success, and the opportunity for all individuals to achieve economic self-sufficiency and security.

Strada Education Network is a nonprofit corporation that supports Completion With a Purpose, building a more purposeful path for America's students to and through college and on to rewarding careers and successful lives. Strada Education Network pursues its nonprofit mission through philanthropic activities and partnerships, policy research, and programs and services that enhance preparation for, access to and success in higher education.

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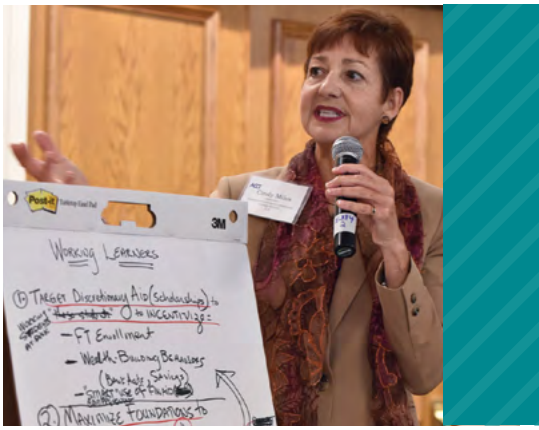
INTRODUCTION

In partnership with Strada Education Network, formerly known as USA Funds, the Association of Community College Trustees (ACCT) hosted its seventh Invitational Symposium on Student Success in October 2016. The Symposium focused on how to improve the return on students' investments in higher education.

Papers prepared by five researchers were delivered during the Symposium. Authors explored the value of obtaining an associate degree and presented data on both the opportunities and the challenges students face in obtaining a sub-baccalaureate degree or credential. These papers are meant to help inform boardroom discussions and to give policymakers and community college leaders tools and data to support these important discussions. Each paper also provides a study guide with questions to help spur these important conversations.

In this paper, researchers Barbara Gault, Elizabeth Noll, and Lindsey Reichlin, assess the unique needs of community college students who are also parents. The majority of students with children attend community college, and women make up the majority of the student parent population. Single parents, the majority of whom are mothers, are less likely to graduate from community college with a degree or certificate when compared with their parent and non-parent counterparts. In addition, they are more likely to work full-time and spend 35 hours a week or more on caregiving. The time demands of caregiving make child care options vital to staying in college and graduating. Meanwhile, the percentage of institutions that offer on-campus child care has dropped while demand for services has increased. Attaining a higher degree or credential is critical to finding a quality job with sustaining wages.



This paper encourages colleges to make child care facilities available and to make them a hub of their student success efforts. Such supports can contribute to breaking the cycle of poverty from one generation to the next by providing educational opportunities to the parent.

With the increasing numbers of community college student parents appearing on our campuses, we hope this paper will help policymakers consider how best to meet the needs of these students now and for future generations.

To view the sessions where the papers were presented and discussed and to download a PDF version of these papers please visit the ACCT Trustee Education website at: www.trustee-education.org/.

We wish to thank the authors, Strada Education Network and ACCT staff who helped support the completion of these reports.

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THE FAMILY-FRIENDLY CAMPUS IMPERATIVE:

Supporting Success Among Community College Students with Children

BARBARA GAULT, PH.D.,
ELIZABETH NOLL, PH.D.,
AND LINDSEY REICHLIN, M.A.

ABOUT THIS REPORT

This paper presents a portrait of the community college student parent population, their unique needs, and discusses the role that child care plays in their educational success. It provides an analysis of the availability of child care on community college campuses, a state-by-state review of student parents' eligibility for Child Care Development Fund subsidy programs, and a description of strategies that community colleges can adopt to expand access to affordable, quality child care. This paper is based on research funded by the Lumina Foundation and the W.K. Kellogg Foundation, and is part of the Institute for Women's Policy Research's (IWPR) Student Parent Success Initiative.

INTRODUCTION

Raising dependent children while in college is one of the most powerful challenges to a student's ability to attain a college degree, requiring a complicated balancing act between family, work, and college responsibilities. Among the growing numbers of students who are working, older, financially independent, enrolled part-time, living off campus, or first-generation, nearly five million undergraduate students are also parents (CLASP 2015; Gault et al. 2014a). The majority of these students attend community colleges, which are increasingly the sites of targeted initiatives aimed at promoting postsecondary success among low-income and independent students. As the world of higher education works to increase rates of degree attainment among U.S. adults, community colleges must take into account the unique challenges facing students with caregiving responsibilities and more strategically implement supports that will help student parents manage significant family, financial, and time demands, in addition to their obligations to school.

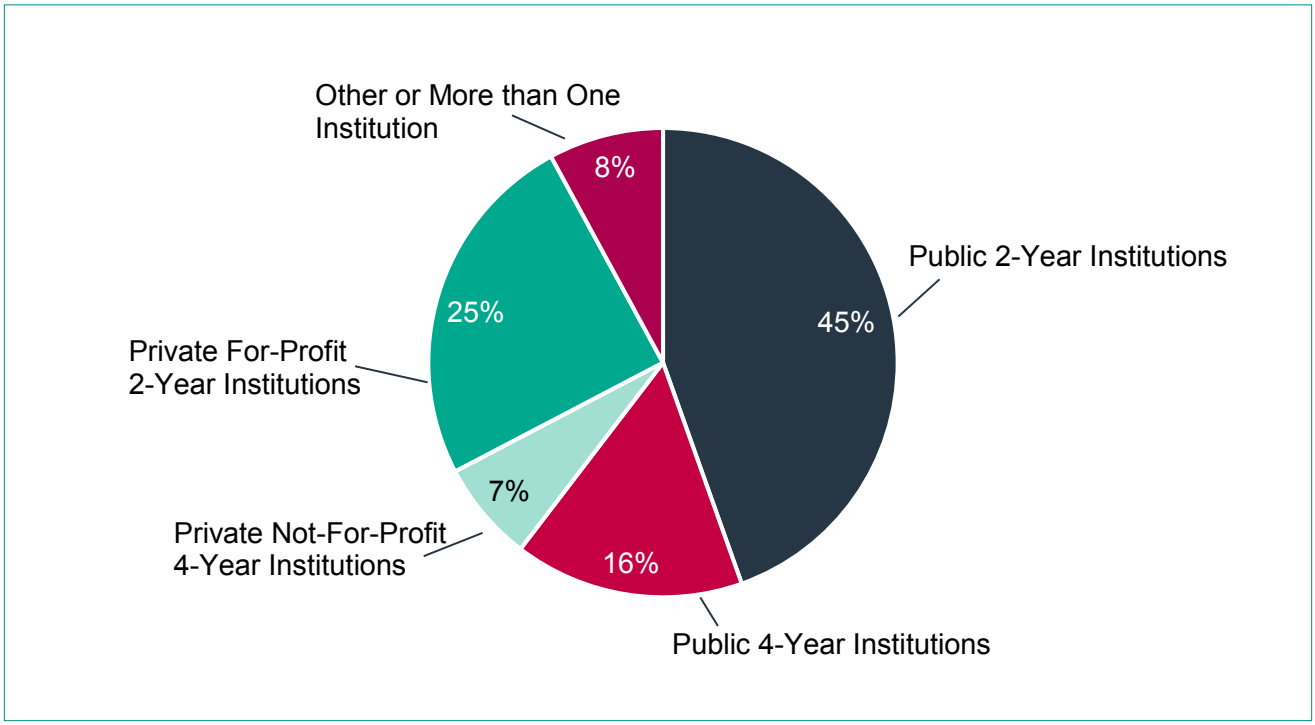
Increasing the availability of two-generation supports, particularly child care, would improve the capacity of community colleges to address the diverse needs of student parents, making campuses more welcoming to an increasingly independent student body. Despite the role that greater investment in child care and other parental supports could play in improving educational outcomes among student parents, many institutions view these supports as secondary to their fundamental academic mission. Federal and state policies that include child care as a priority for increasing college attainment could complement and help sustain greater institutional support for this growing student body.

Drawing on quantitative analysis of national education data, expert interviews, surveys, and technical assistance work conducted by IWPR, as well as reviews of national and state policies, this paper presents a portrait of the community college student parent population and their unique needs; describes the role that child care plays in the educational progress of student parents; examines the state of child care on community college campuses nationally and by state; provides strategies that community colleges can adopt to expand access to affordable, quality child care and other two-generation supports; and gives an analysis of how federal and state policies can better support child care access for student parents.

THE COMMUNITY COLLEGE STUDENT PARENT POPULATION

Community colleges enroll the largest share of parents pursuing higher education or training—45 percent of all student parents attend public two-year institutions. In comparison, 25 percent of the undergraduate student parent population attend for-profit institutions, and 16 percent attend public four-year institutions (Figure 1).

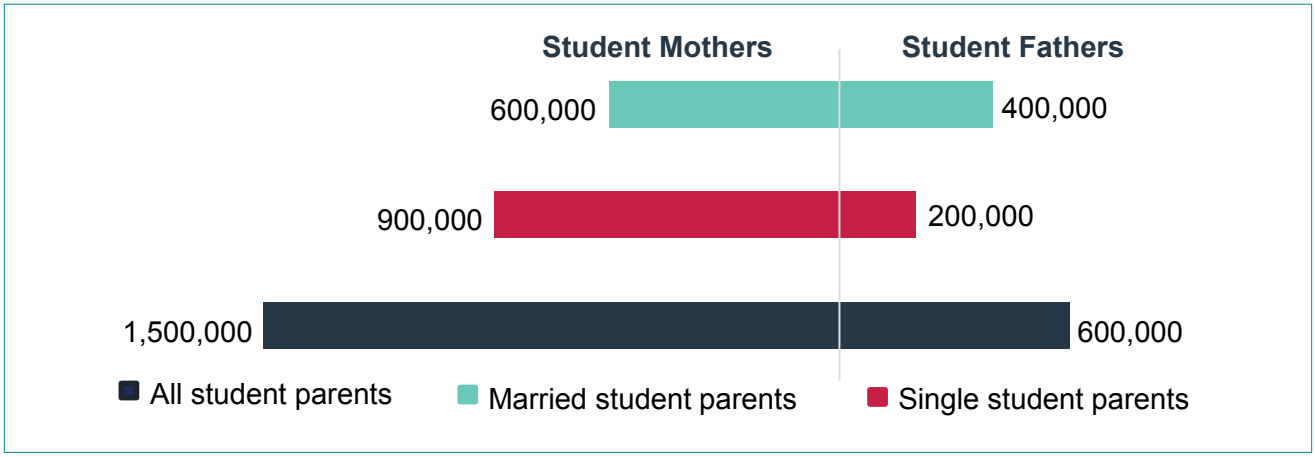
FIGURE 1. LARGEST SHARE OF STUDENT PARENTS ATTEND COMMUNITY COLLEGES



Source: IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12).

Nearly 40 percent of all women in community college are mothers. Women make up the majority of the student parent population at two-year colleges: (Institute for Women's Policy Research 2015a). Of the 2.1 million community college students who are raising dependent children, approximately 1.5 million students are mothers (representing 71 percent of all student parents at community colleges; Figure 2). More than half of student mothers in community college are raising children without the support of a spouse or partner (900,000 or 58 percent; Figure 2). Roughly 29 percent of all student parents at community colleges are fathers, two in five of whom are single parents (Institute for Women's Policy Research 2015a).

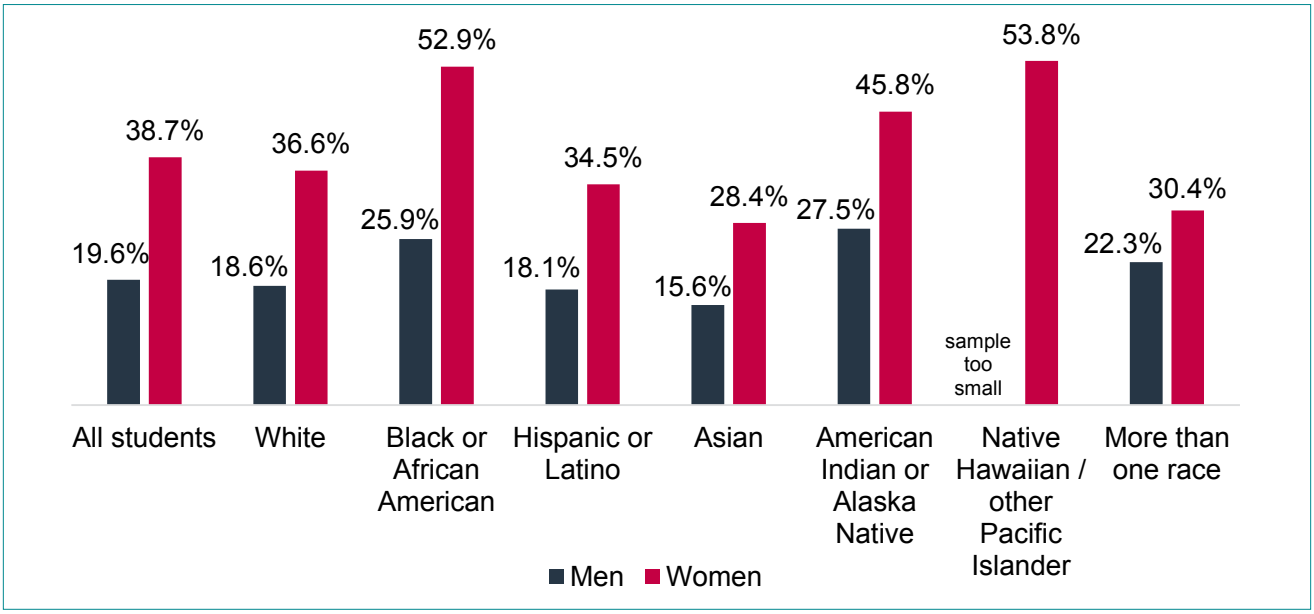
FIGURE 2. NUMBER OF STUDENT PARENTS AT PUBLIC TWO-YEAR INSTITUTIONS BY SEX AND MARITAL STATUS, 2011-12



Source: IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study and the Integrated Postsecondary Aid Survey (IPEDS).

Rates of parenthood among community college students varies significantly by race/ethnicity. For example, Figure 3 shows that 54 percent of all Native Hawaiian and other Pacific Islander women students and 53 percent of all Black women in community college are raising dependent children, compared with 37 percent of White women (Figure 3). American Indian or Alaska Native women and Hispanic women are also disproportionately likely to be mothers while in community college (Figure 3).

FIGURE 3. SHARE OF STUDENTS WHO ARE PARENTS AT PUBLIC TWO-YEAR COLLEGES BY RACE/ETHNICITY AND SEX, 2011-12

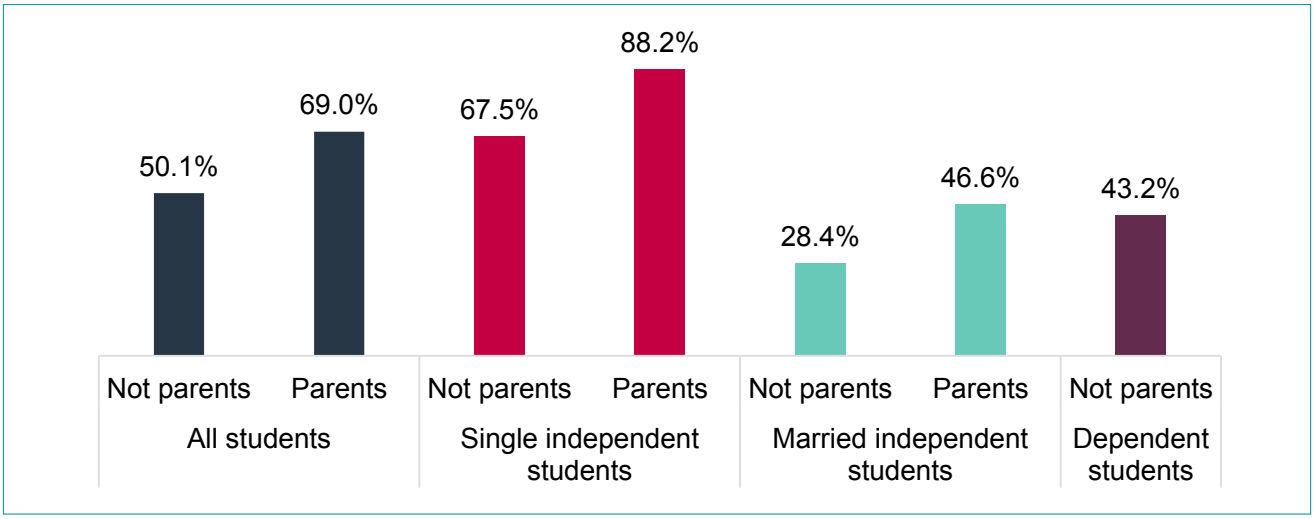


Source: IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12).

Many student parents at two-year institutions live with low incomes. Nearly 70 percent of two-year college students with dependents are living at or below 200 percent of poverty, as are the vast majority—88 percent—of single student parents. In comparison, half of all community college students who are not parents live within this income range (Figure 4).

"Nearly 70 percent of two-year college students with dependents are living at or below 200 percent of poverty..."

FIGURE 4. SHARE OF STUDENTS AT PUBLIC TWO-YEAR INSTITUTIONS LIVING AT OR BELOW 200 PERCENT OF POVERTY BY DEPENDENCY, PARENT, AND MARITAL STATUS, 2011-12



Source: IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12).

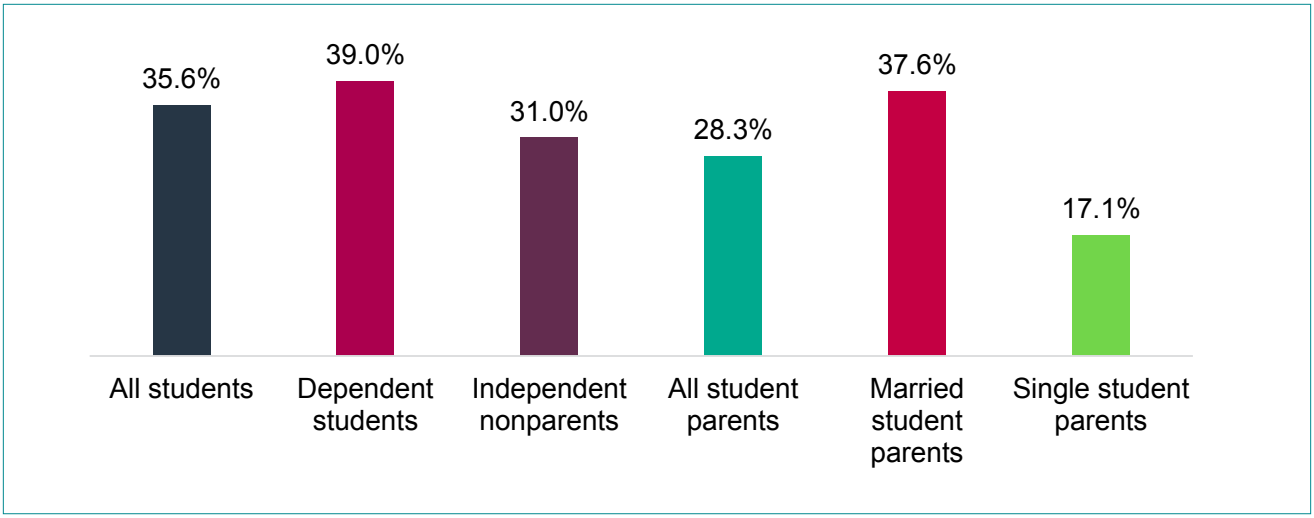
STUDENT PARENTS' OUTCOMES IN COMMUNITY COLLEGE

Today, attaining a higher degree or certificate is critical to finding a quality job with family-sustaining wages. Student parents who leave school without any credential face an uphill battle when attempting to find quality employment that will support their family and allow them to pay off their student debt—which is often higher than debt held by their nonparent counterparts, especially for mothers (Gault, Reichlin, and Román 2014).

Completion rates among parents in community college are lower than those of students without children: 28 percent of all student parents who enrolled in an associate degree or certificate program at a public two-year institution graduate with a degree (AA or BA) or certificate within six years of enrollment, compared with 39 percent of comparable dependent students (Figure 5). More than half of these parents in community college—54 percent—leave school without attaining a degree or certificate in the same time frame (Institute for Women's Policy Research 2015b). Single parents—the majority of whom are mothers—are the least likely to graduate from community college with a degree or certificate when compared with their parent and nonparent counterparts, while, in contrast, married student parents have attainment rates that are similar to those of dependent students (Figure 5).

"Student parents who leave school without any credential face an uphill battle when attempting to find quality employment that will support their family and allow them to pay off their student debt..."

FIGURE 5. ATTAINMENT OF AA DEGREE, CERTIFICATE, OR BA DEGREE WITHIN 6 YEARS OF ENROLLMENT AMONG PUBLIC 2-YEAR STUDENTS ENROLLED IN AA OR CERTIFICATE PROGRAMS AS OF 2003–04



Source: IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

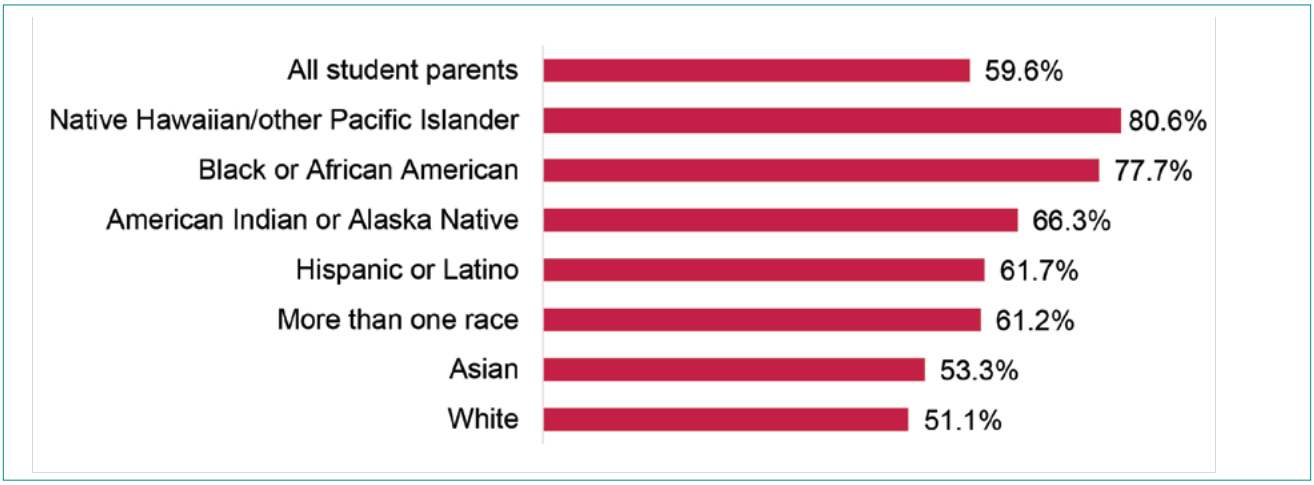
Factors Contributing to Low Degree Attainment among Student Parents

Students with children face financial and other challenges that can hinder their ability to earn a degree or certificate. Student parents are less likely than students without children to have parents who hold college degrees, and they are more likely to work full-time, which can impede degree completion (Miller, Gault, and Thorman 2011). High levels of unmet financial need, part-time enrollment, hours employed, and the need for child care may also contribute to their low degree attainment.

Student parents have significantly greater financial needs associated with providing for their family, on top of paying for tuition, books, and other college costs (Gault, Reichlin, and Román 2014). Student parents are also more likely than their counterparts without children to have little or no money to contribute to college expenses (Gault, Reichlin, and Román 2014; Huelsman and Engle 2013). Nearly 60 percent of community college student parents have an Expected Family Contribution (EFC) of zero, compared with only one-third of students who are not parents. Parents of color are particularly likely to have an EFC of zero, with roughly 80 percent of Native Hawaiian/other Pacific Islander parents and 78 percent of Black parents having no family financial support for college (Figure 6).

"Student parents have significantly greater financial needs associated with providing for their family, on top of paying for tuition, books, and other college costs."

FIGURE 6. SHARE OF STUDENT PARENTS AT PUBLIC TWO-YEAR INSTITUTIONS WITH AN EXPECTED FAMILY CONTRIBUTION OF ZERO BY RACE/ETHNICITY, 2011-12



Source: IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12).

Two-thirds of all community college students who are parents juggle work on top of their obligations to school and family, and nearly 40 percent work full-time—meaning 40 hours or more per week in addition to class hours, study time, and family care (Institute for Women's Policy Research 2016a). Research has shown that educational success is threatened when a student balances significant work hours with school, especially when that student enrolls part-time as a result (Bound, Lovenheim, and Turner 2007; Huelsman and Engle 2013). A 2015 survey of community college students found that 40 percent of respondents feel that working full-time is likely or very likely to cause them to withdraw from classes or college completely (CCSSE 2015a). Another nationally representative survey of more than 600 adult community college students, ages 22-30, who dropped out before graduating found that, in addition to "family commitments," the most common reason cited for non-completion was the challenge of balancing coursework with long work hours (Johnson et al. 2009). Data from the 2003–2009 Beginning Postsecondary Students Longitudinal Study (BPS) support these findings: 57 percent of all student parents who worked between 20 and 39 hours per week reported that their job had a negative impact on their grades, compared with only 39 percent of students who were not parents but worked the same number of hours per week (Institute for Women's Policy Research 2015b).

Working can also increase stress and make it difficult for parents to juggle education and training with family care responsibilities (Gault, Reichlin, and Román 2014; Gault and Reichlin 2014; Hess et al. 2014). For parents who work in low-wage jobs, unpredictable work schedules and lack of workplace flexibility can make it difficult to fulfill course requirements, or to deal with unexpected developments in family life, such as a child care breakdown or sick child (Ben-Ishai 2014; Gault and Reichlin 2014; Hess et al. 2014; Watson, Frohlich, and Johnston 2014; Gault et al. 2014b).

BETTER ACCESS TO CHILD CARE WOULD FOSTER SUCCESS FOR PARENTS IN COMMUNITY COLLEGE

On top of significant obligations to school and work, studies have shown that student parents at community colleges, particularly mothers, spend a large amount of time caring for their children. According to the Community College Survey of Student Engagement (CCSSE), in 2015, 27 percent of women attending community colleges reported spending more than 30 hours per week providing care to dependents, compared with only 12 percent of men (CCSSE 2015b). The time demands experienced by student parents make child care vital to a parent's ability to stay in school and graduate successfully. Quality and affordable care options for students with children enable them to fulfill responsibilities to school, work, and family, helping to lessen sources of stress and insecurity that can be debilitating to their college careers (Gault, Reichlin, and Román 2014; Green 2013).

While data that provide concrete evidence of the role child care plays in student parents' postsecondary success are lacking, some institutional evidence has found a relationship between child care access and improved educational outcomes for parents. A study at Monroe Community College (NY) (MCC) of the effect of campus child care access on student parents' academic outcomes illustrates the important role it can play in parents' postsecondary success (Monroe Community College 2013). MCC students with children under the age of six who used the campus child care center were more likely to return to school the following year than their counterparts who did not use the child care center (68 percent, compared with 51 percent). Parents who used child care were also nearly three times more likely to graduate or go on to pursue a B.A. within 3 years of enrollment (41 percent, compared with only 15 percent; Monroe Community College 2013).

The high cost of child care, however, can be prohibitive for the many low-income parents in community college, making access to quality care incredibly difficult. For community college students who pay for child care, average monthly costs come to $415—an amount that exceeds the majority of student parents' ability to pay (Institute for Women's Policy Research 2016a). Most parents at community colleges use unpaid care provided by family, friends, or neighbors, whether or not it is the type of care they would prefer for their children (Hess et al. 2014; Matus-Grossman and Gooden 2001). An IWPR survey of women attending community colleges in Mississippi found that, the majority of respondents who have dependent children rely on free child care from relatives (77 percent), and nearly half of respondents whose children are ages 10 and under (47 percent) reported that they cannot get the kind of care they want for their children because it is too expensive (Hess et al. 2014).

Federally-funded child care subsidies could relieve some of the financial need student parents experience when facing the cost of quality care, but the share of parents who actually receive child care subsidies is much lower than the share who are eligible. As of 2016, eligible parents in 20 states were unable to access subsidies due to state waiting lists or frozen intakes (Schulman and Blank 2016). In 2011, the most recent year for which data are available, only 17 percent of federally-eligible children, or 2.4 million, received child care subsidies (ASPE 2015). Low take-up stems largely from inadequate funding available to states through the Child Care and Development Block Grant (CCDBG). Despite slight funding increases in 2014 and 2015, CCDBG funding remains too limited to fully meet parents' need for child care assistance. In addition, state eligibility rules for parents in education and training to receive subsidies, such as work requirements, limitations on the amount of time a parent can participate in education, and restrictions on the type of degree parents can pursue, can make subsidies even harder for student parents to obtain (Appendix C).

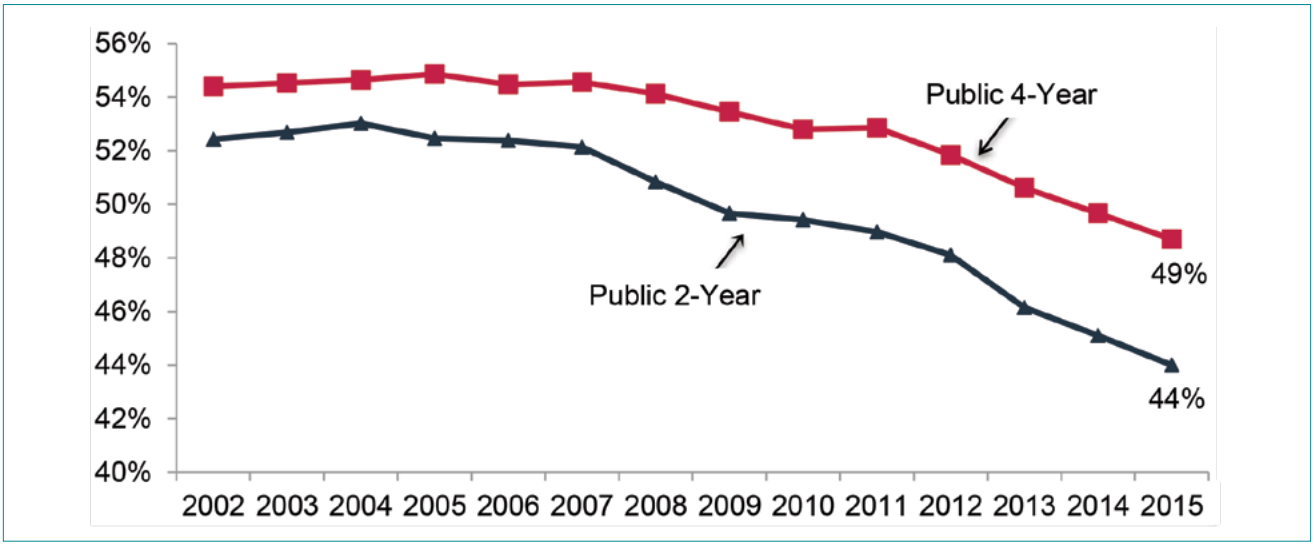
The inadequate availability of affordable child care, combined with the financial and time demands associated with being a college student and a parent, means many student parents leave college before graduation (Johnson et al. 2009).

The State of Child Care on Community College Campuses

Child care centers on college campuses provide a convenient, quality, and often affordable source of care for student parents. Campus child care is often thought of as high-quality, as many campus child care centers are accredited by national, state, and local accrediting organizations, serve as training labs for students enrolled in early childhood education degree programs, and utilize cutting-edge curricula and teaching methods. Many campus child care centers offer subsidized slots to students, making center-based care much more feasible for the large share of low-income student parents (Boresoff, 2012).

Despite the growing need for quality, affordable child care among student parents, the proportion of campuses with child care centers has been steadily diminishing. The decrease is especially notable among community colleges where the proportion of community colleges offering child care on campus has declined from 52 percent in 2005 to just 44 percent in 2015 (Figure 7; Institute for Women's Policy Research 2016a).

FIGURE 7. SHARE OF INSTITUTIONS WITH CAMPUS CHILD CARE, 2002-2015



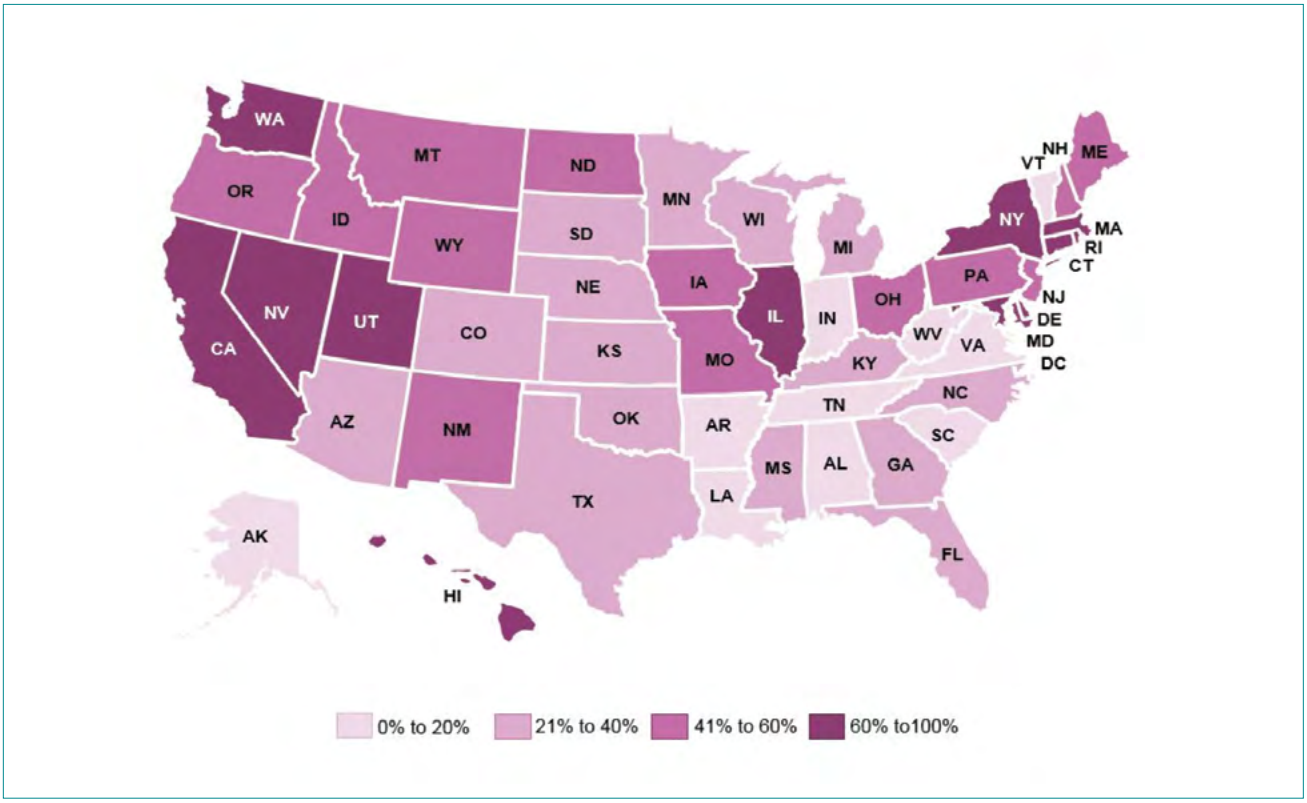
Source: IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-15 Institutional Characteristics Surveys (2015 Preliminary Release).

Campus Child Care Availability Varies Widely By State

The availability of campus child care in community colleges varies widely by state. Over the ten-year period of 2005-15, 36 states saw a decline in campus child care centers, 3 states saw an increase, and 12 states had no change. Among states with at least three community colleges in 2015, the five states with the highest percent of community colleges with child care were Washington, New York, Hawaii, Maryland, and California, and the five states with the lowest percent were West Virginia, Alabama, Louisiana, South Carolina, and Tennessee (Figure 8; Appendix B).

While campus child care centers provide a vital resource for many community college students, they usually cannot meet student demand. A 2011 IWPR study found that existing campus child care only meets roughly 5 percent of total student parent need, and a 2016 survey of nearly 100 campus children's center leaders, also conducted by IWPR, found that 95 percent of centers at two- and four-year schools across the country maintained a waiting list with an average of 82 children (Institute for Women's Policy Research 2016a; Miller, Gault, and Thorman 2011).

FIGURE 8. THE SHARE OF COMMUNITY COLLEGES WITH CAMPUS CHILD CARE IN 2015



Source: IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics. Integrated Postsecondary Education Data Systems (IPEDS). 2015 Institutional Characteristics Component (2015 Preliminary Release).

SUMMARY

Higher education is key to family economic security and children's success, and ensuring that student parents have access to affordable, quality child care and other two-generation supports must become a higher priority for educational institutions, higher education advocates, and policymakers. As colleges increasingly close campus child care centers, articulating the role that child care plays in the educational outcomes of students who are parents becomes especially important in light of the heightened national focus on increasing degree attainment. With almost one in three community college students juggling school and care for dependent children, it is critical that campus and policy leaders take proactive steps to identify and support student parents. By making community colleges more welcoming to student parents and helping them access resources that support their educational goals, colleges can increase their attainment rates and contribute to improving economic outcomes for families and communities. Even small changes can make a difference in student parents' lives and their graduation rates.

"With almost one in three community college students juggling school and care for dependent children, it is critical that campus and policy leaders take proactive steps to identify and support student parents."

"Helping students secure childcare is one of a number of strategies that can help community college students succeed."

HOW CAN COMMUNITY COLLEGES SUPPORT STUDENT PARENTS?

Given that 30 percent of community college students have a dependent child, it is essential that campus and policy leaders take steps to meet these students' needs (Institute for Women's Policy Research 2015a). Many community colleges are already taking such action. Expanding existing initiatives and developing new strategies to welcome student parents can increase their success in school, strengthen their prospects for attaining a job with family-sustaining wages, and benefit the next generation. Helping students secure child care is one of a number of strategies that can help community college students succeed.

- **Increase understanding of the student parent population on campus.**

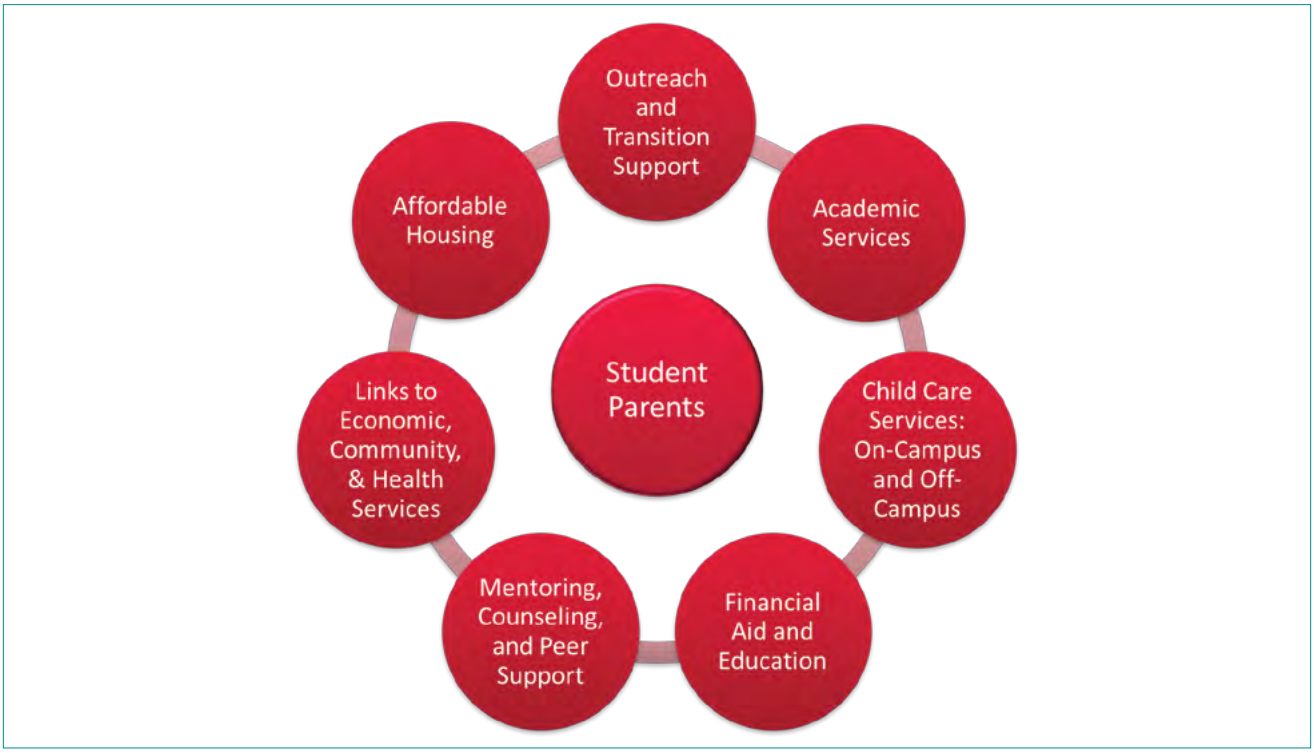
For community colleges to better promote success for students who are parents, administrators, staff, and faculty must gain a better understanding of the composition of their student bodies. Determining how many students are raising dependent children is a vital step toward understanding and tracking parents' retention and completion and targeting student services to ensure their success. Institutional awareness of the student parent population can also help pave the way toward making campuses friendlier, more welcoming settings that embrace students with dependent children.

Colleges can include questions on parent status on intake forms or surveys or use financial aid data collected from the Free Application for Federal Student Aid (FAFSA) to estimate of the number of low-income students on campus who are raising dependents. A FAFSA-based estimate can give an institution an idea of the size of the low-income student parent population on a campus, and/or allowing that institution to identify student parents who are at high risk of leaving school prematurely and who need targeted supports (such as single parents or parents with very low incomes). Disaggregating data by gender, parent status, marital status, race/ethnicity, and/or income level, could provide important insight into a community college's student demographics, and allow that institution to track outcomes for parents, in addition to other specific subpopulations that have a heightened need for support services.

While anecdotal evidence and research suggest that support services play a key role in the ability of parents to successfully complete education or training programs, no rigorous, large-scale research has been conducted to validate this assumption. Such data is also critical to more concretely demonstrating the link between support services that address the needs of the whole individual and retention and completion. Tracking the receipt of services like child care and other supports for parents, in conjunction with student persistence, retention, and completion is an important step in making the case for increasing resources devoted to support provision of child care and other supports—both at the institutional level and in conversations regarding state and federal funding.

To increase the odds that student parents can be successful in postsecondary education, it is critical that administrators, faculty, student services, and other students come to welcome them and recognize the unique challenges and opportunities they can contribute to college campuses. Campuses can provide a range of services to help parents succeed academically while they meet their responsibilities as parents (Figure 9).

FIGURE 9. KEY ELEMENTS OF A SUPPORT SYSTEM FOR STUDENT PARENTS IN POSTSECONDARY EDUCATION



Source: Schumacher, Rachel. 2015. *Prepping Colleges for Parents: Strategies for Supporting Student Parent Success in Postsecondary Education*. Working Paper, IWPR #C406. Washington, DC: Institute for Women's Policy Research.

- **Conduct outreach and offer transition support to make campuses welcoming and responsive to student parents.**

Colleges can conduct outreach to identify and build connections to student parents as early as possible in their college careers. Community colleges can partner with local high schools, health clinics, and community-based organizations to reach parents, encourage them to enroll in postsecondary education, and inform them about the supports they can receive. Once parents are in college, early efforts at reaching out to them specifically as a part of the orientation process, can help get them off to a good start.

Campuses can reach out and assess the needs of student parents on campus through existing structures, such as outreach, admissions, financial aid, coursework scheduling and advising, and campus life and social supports. Student parents can be offered help with enrollment and transition to the college environment, and offer activities that acknowledge the presence of student parents on campus and increase awareness of the resources available to them. Data on the proportion of student parents should be shared with staff, faculty, and administrators to raise awareness of the potential family responsibilities and to integrate this understanding into instructional contexts and program planning. Designating an existing (or new) staff person who is knowledgeable about the available supports and resources on campus and in the community to act as a resource for student parents can help streamline student parents' access to supports on campuses and in their communities.

- **Provide targeted academic services.**

Student parents face many challenges that academic services can help to address. These services include specialized academic advising and skill-building supports, such as courses that cover topics on how to develop study skills and time management strategies that take their parenting responsibilities into consideration. Community colleges can also offer supports such as academic advising and flexible scheduling or hybrid/online courses that accommodate the needs of students.

- **Provide access to financial aid and education.**

Colleges can expand the continuum of services available to student parents through targeted scholarships or emergency assistance and financial counseling. Many student parents need significant financial aid to enroll in postsecondary education because of the often under recognized costs of raising children. Community colleges can provide financial supports to help cover expenses such as books and school supplies, groceries and gas, and supplies for their children such as clothes and diapers. Colleges can also assist student parents by providing financial education and individualized career coaching that can help with budgeting and financial planning. Porterville Community College in California, for example, provides financial education and resources to parents at their child development center as a component of their campus-wide student success initiative.

- **Offer tailored mentoring, counseling, and peer support.**

Given the multiple demands they must negotiate, student parents often do not have the time to build networks of support on campus. To address this challenge, many student parent support programs connect student parents with specialized counseling services or classes on specific topics, such as child development, parenting education, life skills, and stress reduction. Recruiting community, business, and organizational leaders to act as mentors and sponsors for parents pursuing postsecondary education, or maintaining a website that provides a centralized platform for students to communicate about various topics related to balancing academics and family responsibilities are among the range of strategies community colleges can implement to benefit student parents (Costello 2014). Los Angeles Valley Community College in California has created the Family Resource Center on its campus, where student parents can come to workshops, playgroups, exchange baby clothes and books, and obtain mentoring and advice (LA Valley College n.d.)

- **Create links to economic, community, and health services and benefits.**

Student parents—especially those who are single—are often eligible for economic benefits and tax programs, but many who qualify for these benefits do not receive them. Some institutions are addressing this gap through programs that coordinate access to benefits. These programs train staff to understand the needs of low-income students, refer students to on- and off-campus resources, provide screening for a range of government resources, and cultivate strong connections to community and state administrators of child care subsidies, work supports, and cash assistance.

- **Help student parents secure affordable housing.**

For many low-income student parents, finding affordable and safe housing can be a challenge. According to a 2011 IWPR Survey of Student Parent Support Programs, nearly half (47 percent) of two-year institution respondents reported that their program or organization offers housing assistance for students with children (Institute for Women's Policy Research 2011). Some programs have developed community-based partnerships to provide residential opportunities for single parents that include a range of services—such as counseling, an on-site child development center, case management, academic advising, and family support services.

- **Improve child care access for students with children.**

Child care services are arguably the most important support for parents pursuing higher education, and can take numerous forms, including campus-organized care, assistance finding care in the community, and help with paying for care. Community colleges can help student parents cover the costs of care by giving them information on how to access available public child care subsidies. They can also provide resources such as child care subsidies offered through their financial aid office, to assist students in meeting their child care needs. Several community colleges are using a variety of means to increase access to child care, as seen in the following examples.

Campus-Organized Child Care Centers and Family Child Care

Campus-provided child care can be an incredible resource for community college students with children. Though campus child care is on the decline, many institutions maintain exemplary programs that provide this vital resource to their students with children. The Oklahoma City Community College Child Development Center and Lab School, for example, provides care for children ages six weeks to kindergarten age within the Family and Community Education Center facility. The Center serves students, faculty, and members of the community with a traditional full-day program that receives the top state rating for child care quality, and is nationally accredited through the National Association for the Education of Young Children (NAEYC). The program also offers student scheduled drop-in care for children whose parent/guardian is in class by reservation at the rate of $10 per three-hour session. The reservations are made for a complete semester, scheduled to match the student-parent's course schedule.

- **Help students find appropriate child care.**

Institutions can also help student parents find child care in the community that meets their needs for work and school, as well as the developmental needs of their children. Campuses can help students identify these resources by providing students with information on local child care services in their communities, such as resource and referral agencies. Such information can be shared through the college website, counseling offices, financial aid offices, and at orientation. Students at Lane Community College in Eugene, Oregon, have access to no-cost assistance with finding child care through a child care resource and referral center located on campus. Family Connections of Lane and Douglas Counties is one of 13 community-based referral centers that are part of a statewide network supported, in part, by the state Child Care Division within the Department of Employment. Staff are specially trained to assist parents in finding the right child care for their specific needs.

- **Help students pay for child care by applying to the Child Care Access Means Parents in School (CCAMPIS) grant program.**

Child Care Access Means Parents in School (CCAMPIS) is a federally funded competitive grant program, administered through the U.S. Department of Education, intended to support the participation of low-income parents in postsecondary education through the provision of campus-based child care services. CCAMPIS grants, the only ongoing source of federal funding geared directly toward expanding college student access to child care, are awarded directly to higher education institutions (Sykes, Reichlin, and Gault 2016). A number of colleges and universities around the country have used CCAMPIS funding to support and improve student parent success.

The Madison Area Technical College Child and Family Center in Wisconsin uses funding from CCAMPIS, the student activity board, and the Madison College Foundation to provide several scholarships to qualified students. The Child Development Center at Pikes Peak Community College (PPCC) in Colorado Springs, CO, is a three-time CCAMPIS grant awardee. The Center uses the funding to help students develop a degree plan, provide subsidized child care to student parents, and provide access to an on-site case manager for recipients of CCAMPIS-funded services. CCAMPIS funding at PPCC provides 62 percent of its recipients with full-time care and 38 percent with part-time care. The program requires that CCAMPIS program participants attend career counseling, student orientations, technology workshops, tutoring sessions, and a conference day that provides additional resources, including workshops on financial literacy, scholarships, and networking. Parents also benefit from opportunities to attend parent engagement activities such as parent conferences, parenting workshops, and child/parent classroom and center activities.

- **Transform institutional perspectives of campus child care.**

Awareness of the role that child care can play in achieving higher education goals is necessary to justify the resources needed to maintain child care supports or centers on community college campuses. Campus centers must be seen as a resource for students that serves multiple purposes: a support for students with children that can improve their academic outcomes, as well as their retention and completion rates; an instructional laboratory setting for students in early childhood development programs and others; and a recruitment tool that makes a campus more attractive to the growing number of independent students seeking higher education.

- **Advocate for federal policy change that strengthens support for students with children.**

Community college leaders can push for policy change that improves federal and state supports for student parents. Eliminating restrictions on student parents' eligibility to CCDBG-funded child care subsidies; incorporating child care into supports provided by workforce development, career pathways, and career and technical education programs; and establishing policies that encourage greater institutional support and attention to the student parent population; among other changes, could have a dramatic effect on the success of parents pursuing higher education (Appendix A).

"Though campus child care is on the decline, many institutions maintain exemplary programs that provide this vital resource to their students with children."

APPENDIX A. IMPROVING FEDERAL AND STATE POLICY TO PROMOTE STUDENT PARENT SUCCESS

The Student Parent Policy Working Group (SPPWG), established by IWPR in 2014, is composed of national and state-based organizations interested in developing recommendations on how a range of policies affect students with children. The group convenes monthly meetings, drafts recommendations and policy analysis, and conducts outreach to federal and state policymakers. The SPPWG developed policy recommendations for strengthening supports for student parents, many of which align with legislative priorities outlined by the Association of Community College Trustees (ACCT).

Increasing Support for Parents in the Higher Education Act

SPPWG views the Higher Education Act (HEA) as a primary lever for increasing support for student parents. The group has focused on promoting low-cost steps to increase access to information on, and for, the student parent population towards the more significant policy architecture we would ideally like to see established.

- **Require institutions to collect data on their student parent population.**

Measuring the number of parents on an individual campus, in a state, and nationally could shed light on the size of the student parent population and need for targeted supports. Such information will help colleges track outcomes for their students with children, and target services that meet their specific needs.

- **Maintain competitive grant programs like the First in the World Program that can be used to build and strengthen student parent supports.**

More money put toward developing new and innovative interventions would help identify practices that can help parents and other at-risk student populations succeed in college.

Relax Child Care Subsidy Rules for Parents in Education and Training

Child care subsidies provided through states' Child Care Development Fund (CCDF) programs can provide a vital source of financial assistance for parents who need child care. For parents in education and training, however, attaining that assistance can be difficult due to eligibility rules that often conflict with educational goals.

- **Remove excessive work requirements for student parents.**

Research shows that work over 20 hours per week can have detrimental effects on students' academic outcomes, time to degree, and likelihood of dropping out (Bound, Lovenheim, and Turner 2007; Huelsman and Engle 2013). Yet 11 states require parents in education and training programs to work while enrolled to be eligible for assistance. As of 2016, three states—Arizona, Kentucky, and Washington—required parents to work 20 hours per week to be eligible (Appendix B).

- **Expand eligibility to parents pursuing all degree types.**

Restrictions on the type of degree parents can pursue potentially limits their lifetime earning potential. Twenty-eight states impose restrictions on the type of degree parents can pursue while receiving child care assistance, including limitations on the number of degrees a parent participating in postsecondary education can obtain and restrictions based on previous postsecondary experience and level of degree program (Institute for Women's Policy Research 2016c). Nine states (California, Delaware, Georgia, New Hampshire, North Carolina, Rhode Island, Virginia, Washington, and Wisconsin) restrict the degree that parents can pursue while being eligible for subsidies to a vocational education or less than a bachelor's degree (Appendix B).

- **Remove time limits on eligibility for parents in college.**

Nine states impose time restrictions on parents' time in school (e.g. parents are only eligible for 24 months of their time in school; Appendix B), which could negatively affect parents, who are likely to work while in school and attend part-time. Cutting off child care assistance increases their risk of leaving school before completion, and is more likely to happen since parents often take longer to graduate than traditional students.

Emphasizing Support Services in the Workforce Development System

The Workforce Innovation and Opportunity Act (WIOA), reauthorized in 2014, and the Perkins Career and Technical Education Act, which is currently up for reauthorization, both provide an opportunity to increase the provision of support services—including child care, transportation, and housing assistance. Increasing the prevalence of these supports throughout the nation's workforce development and CTE systems would promote the success of adults pursuing job training in and out of community colleges, particularly those who are parents of young children.

Workforce Innovation and Opportunity Act (WIOA)

WIOA funds may be utilized for supportive services for parents in job training. The law places emphasis on serving the needs of adults with barriers to employment—including specific references to single parents and pregnant and parenting teens. Expenditures for child care, transportation, housing, and other supports are allowed to help adults with barriers to employment succeed in training.

- **Align WIOA with existing state and federal benefit programs.**

Temporary Assistance for Needy Families (TANF) is a required WIOA partner (meaning that American Job Centers must provide access to TANF services), and alignment is also encouraged with other core programs like Perkins Career and Technical Education, Supplemental Nutrition Assistance Program Education and Training (SNAP E&T), the Child Care Development Block Grant (CCDBG; state child care subsidy programs), and others that are vital for low-income parents.

The Carl D. Perkins Career and Technical Education Act Reauthorization

The Perkins Act, which is currently up for reauthorization, aims to improve the quality of career and technical education (CTE) for youth and adults. Through formula grants to states, the act supports CTE programs for secondary and postsecondary students that provide them critical academic, career, and technical skills needed for higher education, training, and quality employment (CLASP n.d.).

- Maintain the existing definition of "special populations," which specifies single parents and single pregnant women as one of the priority populations for service;
- Include socioeconomic supports like child care, transportation, and housing assistance in the definition of "support services;"
- Require state and local recipients to identify how they are going to support special populations and report on those efforts; and
- Align with WIOA's career pathways approach which encourages the provision of supports in conjunction with skill attainment activities.

STUDENT PARENT SUPPORTS CHECKLIST

Student Parent Awareness

- Do you know how many of your students are raising dependent children and/or the share of your student body that are parents? (These data could be accessed through the financial aid office, the Institution's Community College Survey of Student Engagement data, or specially designed questions on a student admission survey.)
- Does your school make faculty and staff aware of the student parent population, the needs they may have, and the resources that are available to them on-campus?

On-Campus Child Care

- Does your campus have a child care center that serves students?
- Is there a waiting list for slots at the campus child care center?
- What is the center's ratio of students' children to the children of staff and faculty?
- Does the center provide any of the following?
  - Subsidized slots for students
  - Full-year care
  - Nontraditional hours of care
  - Infant care
- Does the center actively make students aware of services and slots available to them if they are parents?
- Does the center offer any services other than care, such as parenting classes, parent support groups, or baby clothes exchanges?
- Does the center provide parents with information on local child care providers when there are no slots available?

Other On-Campus Resources

- Does your campus offer any specific services geared towards pregnant or parenting students?
- Are there any student-run clubs, associations, or support groups for pregnant or parenting students?
- What services are offered to pregnant and parenting students at the student health center or clinic?
- Does the student health center or clinic offer prenatal care?
- Does the student health center or clinic offer information to students on where they can access prenatal and pediatric care?
- Does the school website provide easily-found information about child care or other resources available to student parents?
- Is there a staff person on campus who helps students access resources that can help meet their family-related needs?

Community Child Care Resources

- Does your county have a Resource and Referral Agency (R&R)?
- Do staff have a relationship with the local R&R?
- Do staff refer students to the local R&R when they need help finding child care?
- Do staff help parents access child care subsidies by providing them information on eligibility, helping to screen for eligibility, or connecting them to the local R&R?
- Does the school website provide students with any information about child care resources in the community, such as a list of local child care providers or contact information for the local R&R?

Financial Assistance

- Does your community college screen for public benefit eligibility, including child care subsidy eligibility?
- Do staff help students apply for public benefit programs, such as child care subsidies, SNAP, or TANF?
- Does your school provide any kind of financial aid to help students pay for child care, on campus or off?
- Has your school ever applied for the Child Care Access Means Parents in School grant program?
- Does your school provide emergency financial assistance for immediate transportation, child care, or other needs?

APPENDIX B. SHARE OF PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS WITH CAMPUS CHILD CARE IN 2015 BY STATE

State	Public 2-Year Institutions		Public 4-Year Institutions		All Public 2- & 4-Year Institutions		Rank
	Total #	% with Campus Care	Total #	% with Campus Care	Total #	% with Campus Care	
Alaska	1	0%	3	33%	4	25%	43
Alabama	25	12%	14	36%	39	21%	46
Arkansas	22	18%	11	27%	33	21%	46
Arizona	20	30%	10	20%	30	27%	41
California	116	81%	34	91%	150	83%	2
Colorado	14	29%	14	71%	28	50%	22
Connecticut	12	75%	9	33%	21	57%	15
District of Columbia	0	0%	2	50%	2	50%	22
Delaware	1	100%	2	0%	3	33%	38
Florida	4	25%	38	55%	42	52%	21
Georgia	24	25%	29	17%	53	21%	46
Hawaii	6	83%	4	50%	10	70%	9
Iowa	16	44%	3	100%	19	53%	17
Idaho	4	50%	4	100%	8	75%	5
Illinois	48	75%	12	83%	60	77%	4
Indiana	1	0%	15	67%	16	63%	11
Kansas	25	28%	8	75%	33	39%	32
Kentucky	16	31%	8	50%	24	38%	34
Louisiana	16	13%	17	24%	33	18%	50
Massachusetts	16	63%	14	43%	30	53%	17
Maryland	16	81%	13	46%	29	66%	10
Maine	7	43%	8	38%	15	40%	31
Michigan	27	22%	19	79%	46	46%	26
Minnesota	31	35%	12	67%	43	44%	28
Missouri	14	43%	13	46%	27	44%	28
Mississippi	15	40%	8	50%	23	43%	30
Montana	11	45%	6	67%	17	53%	17
North Carolina	59	24%	16	38%	75	27%	41
North Dakota	5	60%	9	44%	14	50%	22
Nebraska	8	38%	7	86%	15	60%	13
New Hampshire	7	43%	6	33%	13	38%	34

APPENDIX B. (CONTINUED)

State	Public 2-Year Institutions		Public 4-Year Institutions		All Public 2- & 4-Year Institutions		Rank
	Total #	% with Campus Care	Total #	% with Campus Care	Total #	% with Campus Care	
New Jersey	19	42%	13	62%	32	50%	22
New Mexico	19	42%	9	56%	28	46%	26
Nevada	1	100%	6	67%	7	71%	8
New York	36	83%	43	77%	79	80%	3
Ohio	25	60%	35	49%	60	53%	17
Oklahoma	13	23%	17	35%	30	30%	40
Oregon	17	47%	9	67%	26	54%	16
Pennsylvania	17	47%	45	31%	62	35%	37
Rhode Island	1	100%	2	100%	3	100%	1
South Carolina	20	15%	13	31%	33	21%	46
South Dakota	5	40%	7	29%	12	33%	38
Tennessee	13	15%	10	70%	23	39%	32
Texas	60	35%	45	42%	105	38%	34
Utah	1	100%	7	71%	8	75%	5
Virginia	24	17%	16	31%	40	23%	44
Vermont	1	0%	5	20%	6	17%	51
Washington	17	88%	26	65%	43	74%	7
Wisconsin	17	35%	14	86%	31	58%	14
West Virginia	9	0%	13	38%	22	23%	44
Wyoming	7	57%	1	100%	8	63%	11

Note: Community College defined as degree-granting public affiliation postsecondary institutions offering associate's degrees. Four-year public institutions defined as degree-granting public affiliation postsecondary institutions offering bachelor's degrees and above. Institutions in outlying areas/territories excluded.

Source: IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics. Integrated Postsecondary Education Data Systems (IPEDS). 2015 Institutional Characteristics Component (2015 Preliminary Release).

APPENDIX C. STATE CHILD CARE SUBSIDY ELIGIBILITY RULES FOR PARENTS IN EDUCATION AND TRAINING

	Activity Requirement		Degree Program Limited to Vocational Education or Less Than a Bachelor's Degree	Time Limit on Education	Satisfactory Academic Progress Requirement
	Work (hours per week)	Education/Training (hours per week or enrollment intensity)			
Alabama		15 hours or full-time			
Alaska					
Arizona	20 hours[i]				✓
Arkansas		part-time[ii]			
California			✓		
Colorado				four years[iii]	
Connecticut					
Delaware*			✓[iv]		
District of Columbia		20 hours[v]			
Florida*		20 hours[vi]			
Georgia		24 hours[viii]	✓	12 months[viii]	
Hawaii					
Idaho				40 months[ix]	
Illinois	hours not specified[x]				
Indiana			✓		
Iowa				24 months[xi]	
Kansas	15 hours				
Kentucky	20 hours[xii]				
Louisiana		30 hours[xiii]			
Maine		half-time or 6 credits per semester			
Maryland					
Massachusetts					
Michigan					
Minnesota*					✓
Mississippi		full-time			
Missouri					
Montana	10 hours[xiv]				✓
Nebraska					

APPENDIX C. (CONTINUED)

	Activity Requirement		Degree Program Limited to Vocational Education or Less Than a Bachelor's Degree	Time Limit on Education	Satisfactory Academic Progress Requirement
	Work (hours per week)	Education/Training (hours per week or enrollment intensity)			
Nevada		6 credit hours per semester[xv]			
New Hampshire*			✓	two years[xvi]	
New Jersey		20 hours or 12 credit hours per semester[xvii]			
New Mexico					
New York	17.5 hours[xviii]				
North Carolina			✓		
North Dakota					
Ohio				144 undergraduate semester hours[xix]	
Oklahoma*					
Oregon	hours not specified[xx]	6 hours			
Pennsylvania*	10 hours	10 hours			
Rhode Island*		20 hours	✓	less than one year[xxi]	
South Carolina		15 hours			
South Dakota*		20 hours or 15 credit hours per semester[xxii]			
Tennessee*		30 hours[xxiii]			
Texas		25 hours[xxiv]			✓
Utah*	15 hours[xxv]			24 months[xxvi]	
Vermont					
Virginia			✓[xxvii]		✓
Washington*	20 hours[xxviii]		✓		
West Virginia		part-time			✓[xxix]
Wisconsin*	5 hours[xxx]		✓	24 months	
Wyoming					
Total with Limits	**12**	**18**	**10**	**9**	**6**

*Eligibility rules apply only to parents who do not receive Temporary Assistance for Needy Families (TANF).

Source: IWPR analysis of Approved CCDF Plans (FY 2016-2018) (available at http://www.acf.hhs.gov/occ/resource/state-plans).

NOTES

i (AZ) Teen parents attending a high school or remedial education program do not have to meet this requirement.

ii (AR) Parents attending college, university, a technical institute, or a training program must be enrolled a minimum of part-time; job training participants do not have to meet this requirement.

iii (CO) Child care assistance is available for 12 months for high school/high school equivalency programs, ESL courses, and adult basic education courses. Parents are eligible for job training and education programs for a minimum of two years and a maximum of four years.

iv (DE) Parents are eligible to receive subsidies if they are attending high school or enrolled in a GED program or job training, apprenticeship, or vocational skills programs that are expected to lead to a job within a foreseeable timeframe.

v (DC) Parents must participate in a minimum of 20 hours of an approved activity, which can include a job, a documented training program, an educational activity that leads to a GED or high school diploma, or other approved training programs with additional work requirements. They must have a source of income to remain eligible in order to be eligible, though income does not have to come from a job.

vi (FL) Single parents must participate in 20 hours of education and/or work per week. Two-parent families must participate in 40 hours of education and/or work per week.

vii (GA) Parents must be enrolled in training programs full-time or part-time in combination with another activity for 24 hours per week. Parents in Georgia who are under the age of 20 must be enrolled full-time in a middle school, high school or GED program. Parents 21 or older must participate in a GED program in combination with another approved activity for at least 24 hours per week.

viii (GA) Job training programs are an acceptable activity for 12 months. After 12 months parents can continue training in combination with an approved activity for at least 24 hours per week. Parents 21 or older may attend only a GED program for 12 months.

ix (ID) Parents who have received subsidies for more than 40 months of postsecondary education are not eligible for additional subsidies for education programs.

x (IL) Parents who were active cases prior to July 1, 2015, are considered eligible for child care subsidies if participating in education or training programs. New cases are not eligible based on participation in education and training alone and have additional minimum work requirements. There are no minimum hours for eligibility, but approved days must be reasonably related to the activity schedule.

xi (IA) Parents have a 24-month lifetime eligibility to receive child care assistance to attend postsecondary education or vocational training. Time spent in high school, GED, or ESL courses does not count towards this limit.

xii (KY) Single parents are required to work 20 hours per week and two-parent families must work 40 hours per week.

xiii (LA) If parents are not at a job training site or in a classroom for a minimum average of 30 hours per week, they must supplement their activities with work.

xiv (MT) Single parents attending school part-time are required to work 40 hours per month. Two-parent families where one parent is attending full-time and the other part-time are expected to work 60 hours per month.

xv (NV) Parents in education programs must be enrolled in a minimum of six or more credit semester hours to receive assistance, this does not apply for parents in job training programs.

xvi (NH) Non-TANF recipients have a two-year lifetime limit for using child care assistance for educational pursuits.

xvii (NJ) Parents must enroll in at least nine credit hours during the summer term. If a parent is attending a job training or education program at a less frequent rate, they must combine work, school, and/or training to equal a full-time activity.

xviii (NY) Parents enrolled in a two- or four-year degree program must work a minimum of 17.5 hours per week.

xix (OH) Parents are no longer eligible to receive assistance if they have completed 144 undergraduate semester hours or 216 undergraduate quarter hours.

xx (OR) Parents must be working while attending education or training programs, but there are no minimum work requirements. The number of study/classroom hours for which parents can receive subsidies must be less than or equal to their hours spent working. Parents can receive a maximum of 215 hours of coverage per month.

xxi (RI) Eligible parents that are not part of the RIWorks program may only attend a training program if it is less than one year in duration.

xxii (SD) Parents who do not participate in job training or education programs for 20 hours a week or 15 credit hours per semester must combine work and school for a combined minimum of 80 hours per month.

xxiii (TN) Parents must be involved in 30 hours per week of activities. If an education or training program is not 30 hours per week, the parent must combine the program with paid work or another acceptable activity for 30 hours per week.

xxiv (TX) Single parents must participate in a minimum of 25 hours per week of activity, which can be a combination of school, training, and/or work. The requirement for two-parent families is 50 hours per week.

xxv (UT) Single parents must work an average of 15 hours per week. In two-parent families, one parent must work 15 hours per week while the other works 30 hours per week.

xxvi (UT) With the exception of high school, GED or ESL courses, educational pursuits are capped at 24 months or the last two years of a bachelor's degree.

xxvii (VA) Job training and education programs are limited to those with a curriculum related to the fulfillment of an individual's employment goal.

xxviii (WA) Parents must work 20 hours per week in an unsubsidized job or 16 hours per week in a state or federal work study job.

xxix (WV) Parents must show satisfactory progress by maintaining a minimum GPA of 2.0.

xxx (WI) Parents must work five hours per week, unless they are under the age of 20 and attending high school, GED or HSED programs.

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STUDY GUIDE/
DISCUSSION QUESTIONS

1. How aware is your institution of the student parent population on campus? For example, does your institution ask whether students are parents in intake forms? Or do you use information from FAFSA to estimate the number of low-income students on campus that are raising dependent children or to identify students such as single parents or parents with very low incomes who may be at high risk of dropping out before completing?
2. Does your institution communicate to faculty, administrators, student services staff and other students about student-parents' challenges and strengths, the importance of making your campus a welcoming space for them?
3. Does your institution provide or have services to link student parents with services such as child care, housing, financial education, community health and economic services that can support their capacity to achieve their educational goals?
4. Has your institution's Foundation created a scholarship fund for student-parents that can be used to subsidize child care?
5. How might efforts to recognize and serve student parents improve student outcomes in community colleges?
6. What role should community colleges play in addressing the family care needs of its students?
7. Does addressing the unique needs of students with children help the college engage with the broader community? How might a multi-generational approach toward student services benefit the community or help colleges fulfill their long-term goals and social mission?

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ABOUT THE INSTITUTE FOR WOMEN'S POLICY RESEARCH (IWPR)

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

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