



# Fact Sheet

February 2016

## **The Role of the Federal Child Care Access Means Parents in School (CCAMPIS) Program in Supporting Student Parent Success**

### **Student Need for Campus Child Care**

Affordable, quality child care is crucial to the postsecondary success of the 4.8 million undergraduate students raising dependent children. Despite the growing number of postsecondary students who are parents, campus-based child care has been declining in recent years.

Students with children are especially unlikely to complete programs of higher education within 6 years of enrollment, with only 33 percent attaining a degree or certificate in that time.<sup>1</sup> An IWPR survey of nearly 550 women enrolled in Mississippi community colleges finds that family care demands are a major reason women decide to take a break from school, with 30 percent of survey respondents indicating that their college career was interrupted due to family care needs.<sup>2</sup>

Student parents, and especially those who are single, face significant time demands—20 percent of parents (27 percent of women; 12 percent of men) devote more than 30 hours per week to dependent care.<sup>3</sup> Single student mothers attending community college spend large amounts of time caring for children, and are twice as likely as student fathers to spend at least 30 hours per week caring for children (more than 60 percent of student mothers spend 30 hours or more caring for dependents each week).<sup>4</sup> These parents also often experience significant financial need, with 88 percent of student parents living at or below 200 percent of the Federal Poverty Line.<sup>5</sup> Child care can be prohibitively expensive for many families, especially those with low-incomes. Low-income families with children under 15 spend, on average, 40 percent of their average monthly income on child care, whereas their higher-income counterparts spend between 7 and 13 percent on child care.<sup>6</sup>

The Federal Child Care Access Means Parents in School Program (CCAMPIS) program is an important mechanism for meeting a portion of postsecondary students' child care needs, which is critical to their educational success and long term family economic security. CCAMPIS programs also support colleges in maintaining capacity to train early care and education teachers, and contribute to helping postsecondary institutions meet student performance metrics.

## **CCAMPIS Purpose, Funding Levels, and Allowable Uses**

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.<sup>7</sup> Institutions are eligible to apply for up to one percent of their prior year Pell Grant utilization, and competitions for new grants occur every four years. In 2014, \$15,134,000 in CCAMPIS funding was awarded to 86 colleges and universities, with awards averaging \$175,977.<sup>8</sup>

CCAMPIS grant funds can be used to establish or expand campus-based child care programs, help provide before- and after-school services for older children, and subsidize the costs of child care services for low-income students. CCAMPIS has helped fund a range of other services consistent with the program's goals, including parent support activities, early education teacher professional development, and curriculum development. It has also helped provide supplies and equipment for child care centers.<sup>9</sup>

## **Examples of Child Care Programs that Benefit from CCAMPIS Funding**

A number of colleges and universities around the country have used CCAMPIS funding to support and improve student parent success. Data tracking and information from CCAMPIS grantees suggests that program participants have higher retention and completion rates than students on average, as well as excellent academic performance.

**The University of Wisconsin-Madison** has received CCAMPIS funding since 1999, and uses it to subsidize child care costs for student parents. UW-Madison requires all CCAMPIS recipients to be enrolled as full-time students, and provides full-time, full-year care to nearly all of its CCAMPIS students.<sup>10</sup> Data collected from 2005-2015 shows that among the 123 student beneficiaries of CCAMPIS funding, 90 percent have either graduated or are currently making satisfactory progress toward their postsecondary degrees. In addition, 70 percent of CCAMPIS students at UW-Madison maintained a GPA over 3.0 over this time<sup>11</sup>.

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 make available an on-site case manager to provide resources to 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.

Of the 59 individuals in the Pikes Peak CCAMPIS program in spring 2015, 26 had a declared major, 17 were in the nursing program, and the remaining 16 students were pursuing general studies. CCAMPIS funded students at Pikes Peak also tend to perform well academically, with a cumulative overall GPA for three semesters of the 2014-2015 grant of 3.14. For the current grant cycle, 94 percent of the students said their CCAMPIS grant support was extremely important in enabling them to complete their degree or certificate, and 74 percent said they would not be able to complete their degrees otherwise.<sup>12</sup>

*"I would have had to take out another loan to cover my child care, because of use of the CCAMPIS grant I am graduating next week."*

A.C., French, Pikes Peak Community College, CCAMPIS Recipient, graduate and transfer student to CU-Boulder, spring 2015

**Northampton Community College (NCC)** in Bethlehem, PA, has received a CCAMPIS award since 2009 and serves 40 students per semester. The CCAMPIS grant provides student parents with quality child care, parenting classes, and leadership courses. NCC describes its grant as allowing students to attend classes, create a more flexible class schedule, free up time for studying, seek out tutoring, advising, and counseling, and attend group study sessions, and provides them with the flexibility to work part-time. CCAMPIS recipients must be Pell-eligible, maintain a 2.5 grade point average, and be enrolled in a degree or certificate program. NCC reports that nearly 100 percent of participants in the program say that it was crucial to their ability to enroll and stay in college. According to internal program data, 85 percent of NCC CCAMPIS recipients persisted to the next semester, and 54 percent graduated with a degree or certificate within three years.<sup>13</sup>

### **Threats to Federal Funding for Campus Child Care**

Despite increasing numbers of students with children, and national efforts to improve student success in college, federal funding for campus child care through the CCAMPIS grant program has remained essentially unchanged in recent years. CCAMPIS funding peaked in 2001 (at \$25 million) and declined significantly in 2003. Since then, annual funding for the program has remained level funded at approximately \$15-\$16 million.

In 2015, the Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act 2016, H.R.3020, a bill to provide funding for discretionary programs, level-funded the CCAMPIS program, though the proposed Senate version of the bill initially eliminated funding for the program entirely.<sup>14-15</sup> CCAMPIS was also level-funded in the Administration's Fiscal Year 2017 Budget.<sup>16</sup>

Increasing CCAMPIS funding could have a major impact on student parents' postsecondary success. Young Invincibles (2015) estimated that increasing CCAMPIS funding to \$500 million would allow the program to serve the approximately 250,000 student parents living below the Federal Poverty Line. They also estimated that simply restoring CCAMPIS funding to its peak funding level of \$25 million in 2001 would allow 5,000 more student parents to receive child care assistance.<sup>17</sup> As the House and Senate work towards the reauthorization of the Higher Education Act, it is vital that the CCAMPIS grant program be maintained for the long-term, and if possible, expanded to better meet college students' need for child care.

## Notes

<sup>1</sup> Institute for Women's Policy Research. 2014. 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).

<sup>2</sup> Cynthia Hess, Sylvia Krohn, Lindsey Reichlin, Stephanie Román, and Barbara Gault. 2014. *Securing a Better Future: A Portrait of Female Students in Mississippi's Community Colleges*. Report, IWPR #C417. Washington, DC: Institute for Women's Policy Research.

<sup>3</sup> Center for Community College Student Engagement. 2015. 2015 Community College Survey of Student Engagement. The University of Texas at Austin. <<http://www.ccsse.org/>>.

<sup>4</sup> IWPR analysis of National Postsecondary Student Aid Study, 2008 undergraduate cohort, and IWPR calculations of the 2008 Community College Survey of Student Engagement.

<sup>5</sup> Barbara Gault, Lindsey Reichlin, and Stephanie Román. 2014. *College Affordability for Low-Income Adults: Improving Returns on Investment for Families and Society*. Report, IWPR #C412. Washington, DC: Institute for Women's Policy Research.

<sup>6</sup> Lynda Laughlin. 2013. "Table 6. Average Weekly Child Care Payments of Families with Mothers Present and Children Under 15 Years, by Selected Characteristics: 2011." *Who's Minding the Kids? Child Care Arrangements: Spring 2011*.

<<http://www.census.gov/content/dam/Census/library/publications/2013/demo/p70-135.pdf>> (accessed December 9, 2015). Low-income families are those who earn less than \$1,500 a month; higher-income families refer to those making a monthly family income of between \$3000 and \$4,499 (who spend 13 percent, on average) and \$4,500 and over (who spend 7 percent, on average).

<sup>7</sup> Todd Boerssoff. 2013. *Financing Child Care for College Student Success*. IWPR #G719. Washington, DC: Institute for Women's Policy Research.

<sup>8</sup> U.S. Department of Education. 2015. "Funding Status." <<http://www2.ed.gov/programs/campisp/funding.html>> (accessed December 8, 2015).

<sup>9</sup> Todd Boerssoff. *Financing Child Care for College Student Success*.

<sup>10</sup> Personal communication with Jen Templin. Office of Child Care and Family Resources, University of Wisconsin-Madison, February 2016.

<sup>11</sup> Unpublished data provided by provided by Jen Templin. Office of Child Care and Family Resources, University of Wisconsin-Madison, September 15, 2015.

<sup>12</sup> Unpublished data provided by provided by Cynthia Neale-Downing. Child Development Center, Pikes Peak Community College, January-February 2016.

<sup>13</sup> Personal communication with Maryann Haytmanek, Northampton Community College, February 25, 2015.

<sup>14</sup> U.S. Department of Education. 2016. "Fiscal Year 2016 Congressional Action."

<<http://www2.ed.gov/about/overview/budget/budget16/16action.pdf>> (accessed February 4, 2016).

<sup>15</sup> Lauren Walizer. 2015. *Senate Appropriations Bill Reduces Funding for Education and Training Programs Critical for Low-Income Students*. Washington, DC: Center for Law & Social Policy.

<<http://www.clasp.org/issues/postsecondary/in-focus/senate-appropriations-bill-reduces-funding-for-education-and-training-programs-critical-for-low-income-students>> (accessed December 9, 2015).

<sup>16</sup> U.S. Department of Education. 2016. "Higher Education: Fiscal Year 2017 Budget Request."

<<http://www2.ed.gov/about/overview/budget/budget17/justifications/r-highered.pdf>> (accessed February 17, 2016).

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<sup>17</sup> Young Invincibles. 2015. "Mom and Dad Go to Class: Proposals for Expanding Campus-Based Child Care." Washington, DC: Young Invincibles. < <http://younginvincibles.org/wp-content/uploads/2016/03/Campus-Childcare-updated.pdf> (accessed March 8, 2016).

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