



CHILD CARE ACCESS FOR STUDENT PARENTS IN OREGON:

Challenges and
Opportunities
for Improving
Educational
and Economic
Success

Susana Contreras-Mendez, M.A.
Lindsey Reichlin Cruse, M.A.
and Tessa Holtzman



A JUST FUTURE BEGINS WITH BOLD IDEAS.

ABOUT THIS REPORT

Access to affordable, safe, and reliable child care is essential to the ability of college students with children to pursue higher education. In Oregon, systemic challenges within the state's child care and early learning system can make it difficult for student parents to find and pay for the care they need. This report describes findings from a study conducted by the Institute for Women's Policy Research to describe the landscape of child care access for college students with children in Oregon, on campuses and in communities. Informed by a review of literature and state policy, a series of expert interviews, and a survey of Oregon's campus child care centers, the report shares insight into the early care and learning services available to student parents in Oregon, the gaps in access that can make it challenging for them to enroll in and complete college, and opportunities to strengthen access for their improved educational and economic success. This research and report were developed with support from The Ford Family Foundation.

ABOUT THE INSTITUTE FOR WOMEN'S POLICY RESEARCH

We win economic equity for all women and eliminate barriers to their full participation in society. As a leading national think tank, we build evidence to shape policies that grow women's power and influence, close inequality gaps, and improve the economic well-being of families.

INSTITUTE FOR WOMEN'S POLICY RESEARCH

1200 18th Street NW, Suite 301
Washington, DC 20036
www.iwpr.org
IWPR #C486

©Copyright April 2021 by the Institute for Women's Policy Research

BOARD OF DIRECTORS

Loretta Johnson

Chair, American Federation of Teachers, AFL-CIO

Martha Darling

Vice Chair, Boeing (retired)

Rhiana Gunn-Wright

Secretary, Collective Action

William Rodgers

Treasurer, Rutgers University

Nadia Allaudin

Merrill Lynch

Daisy Chin-Lor

Daisy Chin-Lor & Associates

Hilary Doe

NationBuilder

Beth Grupp

Beth Grupp Associates

Darrick Hamilton

The New School

Mary Hansen

American University

Esmeralda O. Lyn

Worldwide Capital Advisory Partners LLC

Joan Marsh

AT&T

Kristin Rowe-Finkbeiner

MomsRising

Paula Sammons

W.K. Kellogg Foundation

Elizabeth Shuler

AFL-CIO

Marci B. Sternheim

Sternheim Consulting

Damali Taylor

O'Melveny Law Firm

C. Nicole Mason

President, Institute for Women's Policy Research

Cynthia Hess

Vice President, Institute for Women's Policy Research



ACKNOWLEDGEMENTS

The authors wish to thank the scholars, campus child care and student parent program leaders, and state agency representatives whose perspectives and interviews informed this study. A full list of interviewees is provided in Appendix B.

IWPR is grateful to Dr. Lisa Dodson, Research Professor of Sociology at Boston College and Co-Chair of Oregon Chapter of Scholars Strategy Network, who reviewed the report and provided valuable feedback. The authors also wish to thank Bonnie Williams of The Ford Family Foundation for her support for IWPR's research on improving access to affordable care for Oregon's student parent population.

Additional thanks go to IWPR's Ariane Hegewisch, Program Director for Employment and Earnings; Zohal Barsi, former Mariam K. Chamberlain Fellow; Dr. Valerie Lacarte, former Heidi Hartmann Postdoctoral Research Fellow; Erika Jauregui, former Research Program Coordinator; Adiam Tesfaselassie, former Research Assistant; and Lea Woods, former Development Associate.

CONTENTS

EXECUTIVE SUMMARY.....	1
INTRODUCTION.....	5
OREGON FAMILIES FACE A CHILD CARE CRISIS.....	6
THE LINK BETWEEN CHILD CARE AND ECONOMIC SECURITY FOR OREGON'S STUDENT PARENT FAMILIES.....	10
THE LANDSCAPE OF CAMPUS-BASED CARE FOR STUDENT PARENTS IN OREGON.....	15
OPPORTUNITIES TO IMPROVE CHILD CARE SUPPORT FOR OREGON'S STUDENT PARENTS.....	27
RECOMMENDATIONS TO EXPAND ACCESS.....	32
APPENDIX A. METHODOLOGY.....	34
APPENDIX B. LIST OF EXPERT INTERVIEWS.....	36
APPENDIX C. OREGON'S CAMPUS-BASED CHILD CARE CENTERS.....	37
REFERENCES.....	40

FIGURES AND TABLES

FIGURE 1. OREGON PARENTS ARE MUCH LESS LIKELY TO LIVE IN POVERTY WHEN THEY HOLD COLLEGE DEGREES.....	11
FIGURE 2. INVESTMENTS IN CHILD CARE SUPPORT FOR SINGLE MOTHER STUDENTS IN OREGON RESULT IN A SIGNIFICANT ECONOMIC RETURN.....	14
TABLE 1. OVER A QUARTER OF PUBLIC & PRIVATE NON-PROFIT INSTITUTIONS IN OREGON HAVE CAMPUS CHILD CARE CENTERS.....	15
FIGURE 3. COMMUNITY COLLEGES HAVE SEEN THE STEEPEST DECLINE IN CAMPUS CHILD CARE WHEN COMPARED WITH OTHER INSTITUTION TYPES.....	16
FIGURE 4. TOP PRIORITIES FOR CAMPUS CHILD CARE EXPANSION.....	25
FIGURE 5. SUPPORTS THAT WOULD BE MOST HELPFUL FOR CAMPUS CHILD CARE CENTERS.....	27

EXECUTIVE SUMMARY

For the estimated 42,000 college students in Oregon who care for dependent children, access to child care can be a determining factor for educational and economic success. Understanding the scope of Oregon student parents' access to affordable, reliable, and high-quality child care is essential for informing how policy and practice investments can promote parents' ability to pursue higher education.

This report addresses the challenges and opportunities for improving educational and economic success by providing child care access to student parents in Oregon. It draws on a review of the literature, expert interviews, and national and state data analysis, in addition to administering a survey to campus child care directors at Oregon's colleges and universities. While this research was conducted prior to COVID-19, the extent of student parents' need for sources of affordable, reliable, and high-quality child care described in this report has only been amplified by the global pandemic, highlighting the importance of closing access and affordability gaps in Oregon's, and the country's, child care infrastructure.

This executive summary provides a brief overview of findings and recommendations for how Oregon can promote student parents' postsecondary success through improved access to quality, affordable care.

KEY FINDINGS

The Care Landscape for Student Parent Families

- As of the 2015-16 academic year, IWPR estimates that nearly 42,000 college students in Oregon—or 20 percent of Oregon's total undergraduate student body — were parents or guardians of dependent children.
- Oregon's child care supply is inadequate to meet the needs of families, including student parent families. Rural families are at particular disadvantage due to extensive child care deserts in rural counties, where only nine percent of infants and toddlers have access to a child care slot. In addition, family child care homes—seen as a flexible, more affordable option for student parent families—are in decline, with more than a third of home-based providers in Oregon closing in the last seven years.



- The cost of child care in Oregon, especially for high-quality care and infant/toddler care, has been rising over time and is largely unaffordable for student parent and working families alike.
- Oregon's state-wide child care assistance program, Employment Related Day Care (ERDC), is limited in its support for parenting college students: just eight percent of families receive assistance for time spent in education/training or a combination of education/training and work. In addition, the lack of state ERDC contracts with providers limits slot availability, including at campus child care centers.

Child Care Access for Student Parents Yields Benefits for Families and the Economy

- Student parents, especially single mothers—who represent an estimated 37 percent of student parents in Oregon—spend significant time caring for children. Evidence suggests that time spent caregiving can complicate student parents' college persistence, while access to child care that is stable, affordable, and high-quality can make a positive difference for completion.
- Educational success of students with children generates positive returns both for families and for Oregon's economy. When student parents have access to child care, they are more likely to graduate, improving their ability to secure employment with a living wage. They also pay more in taxes and save the state money from reductions in public assistance receipt. Data show that parents in Oregon who earn a degree are much less likely to live in poverty than if they only hold a high school diploma.
- A 2019 IWPR cost-benefit study estimates that investing in child care support for Oregon's single-mother students for the duration of their college enrollment, including single mothers who do not graduate, would lead to a return of 514 percent—or \$5.14 for every dollar invested.

Campus Child Care in Oregon

- According to analysis of data from the Integrated Postsecondary Education Data System (IPEDS), 12 public and private non-profit, degree-granting institutions in Oregon have campus-based child care services as of 2019. Among these institutions, a total of 27 campuses have child care centers, including 12 centers located across eight community colleges and 15 centers across six public and private non-profit four-year institutions (the total number of campuses with child care listed here does not add up to 12 because two additional centers were identified by IWPR's research but not reported in IPEDS data).
- The number of Oregon institutions with campus-based child care centers has declined from a high of 16 in 2010-2011 to 12 in 2019, with community colleges experiencing the steepest decline.
- Oregon has the second highest number of partnerships between Head Start programs and college institutions that serve student parents in the country, with seven partnerships (first is Washington State). Four institutions in Oregon receive grants from the Campus Child Care Access Means Parents in School (CCAMPIS) federal program as of 2020.

- Campus child care centers typically maintain wait lists, which have a median length of 30 children. Time spent waiting for a slot ranges from a month to nearly three years. Centers report that infant/toddler care is often the most in-demand service among families on their wait list.
- Campus child care program directors agree that obtaining affordable high-quality child care is the biggest need among student parents in Oregon. Student parents who commute to rural institutions, or travel from rural areas to attend urban or suburban institutions, face high care costs in urban areas and a lack of care in rural areas.
- Survey respondents and interviewees identify funding to cover the cost of providing campus-based care as a major issue. While there is widespread acknowledgement that the current supply of campus child care is not enough to meet students' needs, the funding needed to expand is not available. State funding for campus child care is relatively limited, with most centers supported through student fees and student government funding, in-kind donations from institutions, donations, grants, and bond measures.

RECOMMENDATIONS

Oregon has a robust network of campus child care centers that play an important role in student parents' ability to enroll and persist in college. To better support student parents' success and meet their families' needs for high-quality and affordable care access, Oregon's policymakers and higher education leaders should consider the following recommendations:

- Expand state investments in key programs that have the potential to support student parent families' access to care, such as Employment Related Day Care, the Support To Expectant Parents program, and the Oregon Student Child Care Grant, to ensure their sustainability, expand them to college campuses where appropriate, and increase the number of student parents served.
- The Oregon Department of Human Services should remove work requirements for parents in education and training to receive assistance from Employment Related Day Care (ERDC) and increase the share of ERDC funds that are used for contracts with campus- and community-based child care providers.
- New state investments in early learning through the Student Success Act, Baby Promise, and other emerging initiatives should consider collegestudentswithchildren a high-need, priority population for services.



- Colleges that fund campus child care centers through student incidental fees or student government funds should secure these funds, and, to the extent possible, increase investment in campus child care centers and other ways to make child care more affordable for student parents.
- Institutions that do not have campus child care centers should consider alternative ways to help students secure care, such as establishing referral systems to provide students with one-on-one assistance identifying open slots and applying for child care assistance.
- Institutions should collect and report data on students with child care demands to understand their academic experiences and their child care needs, and to inform the design of support services that can help them succeed.



INTRODUCTION

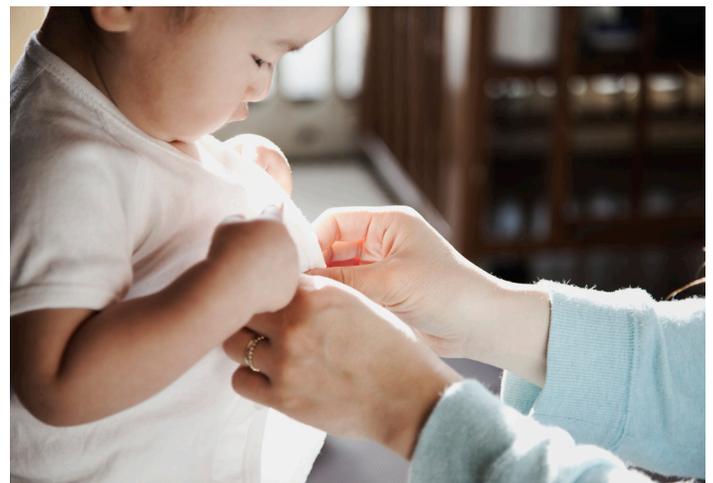
As of the 2015-16 academic year, nearly 42,000 college students in Oregon—or 20 percent of Oregon’s total undergraduate student body—were parents or guardians of dependent children (Reichlin Cruse et al. 2019a).¹ Access to affordable, reliable, and high-quality child care is integral to Oregon’s student parents’ chances of college success, yet it can be difficult for them to secure care that meets their needs—especially for those with limited economic resources. While state-level data on postsecondary attainment rates for student parents are not available, national data show that they are much less likely to graduate within six years, compared with their peers without children (Institute for Women’s Policy Research 2020a).

Access to affordable, reliable, and high-quality child care is integral to Oregon’s student parents’ chances of college success, yet it can be difficult for them to secure care that meets their needs—especially for those with limited economic resources.

The COVID-19 pandemic has exacerbated the challenges student parents face as they pursue their educational goals. This report was written prior to the pandemic, and new research suggests a severe decline in child care slots post-COVID-19. The Center for American Progress anticipates a potential loss of almost 4.5 million licensed child care slots nationwide and a loss of over 44,000 slots in Oregon or about half (48 percent) of all slots pre-COVID (Jessen-Howard and Workman 2020).

Obtaining a college education is one of the most reliable routes to economic security, particularly for women and people of color. Holding a postsecondary credential is associated with a range of benefits, including increased social mobility and economic stability, improved health and well-being, and better educational outcomes for children (Attewell and Lavin 2007; Carnevale, Rose, and Cheah 2011; Gault, Milli, and Reichlin Cruse 2018; Hout 2012; Magnuson 2007; Sabol et al. 2019; Sommer et al. 2019; Zhan and Pandey 2004). Research also shows that, especially for single mothers, college attainment leads to significantly higher lifetime earnings and a reduced likelihood of living in poverty (Reichlin Cruse et al. 2019b).

To persist and complete a college education, students with children need safe, reliable, and affordable child care arrangements to help them balance often conflicting demands on their time and finances. Given the importance of holding a postsecondary credential to securing good jobs and achieving family economic security, improving the availability



¹ Estimates of the share of undergraduate students in Oregon who are parents or guardians of dependent children are derived from regional shares of student parents from the National Postsecondary Student Aid Survey and state-level undergraduate enrollment data from the Integrated Postsecondary Education Data System.

of affordable child care for student parents has distinct implications for their long-term well-being. To better understand the landscape of child care access for parents enrolled in college, the Institute for Women's Policy Research (IWPR) conducted a review of the literature and state policy, held 15 expert interviews, and surveyed Oregon's on-campus child care centers. This report summarizes IWPR's research findings and provides recommendations for improving the ways the state of Oregon and its higher education system support the child care needs of student parents. (For a detailed methodology, see Appendix A.)

OREGON FAMILIES FACE A CHILD CARE CRISIS

CHILD CARE DESERTS IN OREGON

Many families in Oregon face challenges securing child care.² Child care deserts, defined as a county where there are three or more children for every regulated child care slot, exist in all but one county in Oregon (Jessen-Howard et al. 2018). Based on 2019 data from Child Care Aware of America, slightly over 131,000 slots at center-based, licensed family child care homes and school-age care providers are available for the roughly 168,000 children aged 0-6 in Oregon who have parents in the workforce and are in need of child care—a gap of nearly 40,000 slots (Child Care Aware of America 2019).³

For Oregon families who need infant/toddler care, the gap between supply and demand is even larger: statewide, there are roughly 20,000 infant/toddler slots for a population of approximately 135,000 infants and toddlers. On average, there are roughly seven infants and toddlers per available slot—more than twice the threshold for child care deserts (Jessen-Howard et al. 2018). Of the total licensed child care slots in Oregon in 2018, only 20 percent were licensed to serve infants (24 percent were licensed for toddlers and 33 percent were licensed for pre-school aged care; Child Care Aware of America 2019).

Because estimates of statewide child care shortages focus on families who need care to go to work alone, they may be undercounting family need, since parents enrolled in higher education or job training programs are also very likely to need child care for their children.

Overall, the supply of child care in Oregon is inadequate to meet the needs of families. Importantly, because estimates of statewide child care shortages focus only on families that need care to sustain parental employment, they are likely to overlook the spectrum of family need. Parents enrolled in higher education or job training programs are also very likely to need child care for their children.

² On November, 2020, Multnomah County approved Measure 26-214 that is estimated to provide \$132 million in 2021—increasing to an estimated \$202 million in 2026—to provide tuition-free preschool to all 3- and 4- year olds in a variety of settings such as public schools, private preschools, and home-based child care centers (Preschool for All 2020; Multnomah County 2020).

³ For this analysis, home-based care includes care in family child care and group homes.

The Decline of Family Child Care Homes

Family child care homes represent a lower-cost alternative to center-based care that offers more flexible hours, such as evening, weekend, and drop-in care, and smaller, culturally appropriate environments that can foster lasting relationships between families and caregivers. Parents working non-traditional hours, who need care for infants and toddlers, who live in rural areas, and/or who have low incomes, are more likely to use home-based providers than center-based care (Henly and Adams 2018; Jessen-Howard et al. 2018). Oregon families receiving assistance from the Employment Related Day Care (ERDC) program are very likely to use family child care homes: Oregon is one of just two states in which more than half of subsidy recipients use home-based care (an estimated 55 percent; Institute for Women’s Policy Research 2020). Family child care homes may also be particularly suited for student parents who need flexible, reliable, and affordable child care options.

In Oregon, however, family child care homes are in decline, echoing nationwide trends. More than a third of home-based providers in Oregon have closed in the last seven years; nationally, home-based providers have declined by 22 percent since 2014 (Oregon Center for Career Development in Childhood Care and Education and Oregon Child Care Research Partnership 2019; National Center on Early Childhood Quality Assurance 2020).

The decline in family child care stems from a range of factors.⁴ Home-based providers charge lower rates and serve fewer children than child care centers, limiting their revenue (National Center on Early Childhood Quality Assurance 2019). Reimbursement rates for family child care homes are also significantly lower than the actual cost of operations, further reducing earnings (Grobe and Weber 2018; King and Dodson 2019). As a result, providers often do not receive any employment benefits and are paid low and unpredictable salaries, leading many to leave the sector or retire without new providers to take their place (National Center on Early Childhood Quality Assurance 2019).

In addition, the share of home-based providers receiving Child Care Development Block Grant funds has declined dramatically (Henly and Adams 2018; Mohan 2017)—a trend that has likely disproportionately affected Oregon families receiving ERDC assistance. The 2014 reauthorization of the Child Care Development Block Grant (CCDBG) implemented new



⁴ For an overview of factors affecting the provision of family child care, see National Center on Early Childhood Quality Assurance (2019).

family child care home requirements for licensed providers to include strict health and safety standards to improve care quality (National Center on Early Childhood Quality Assurance 2019; Office of Child Care 2014). These requirements are often burdensome for home-based providers who are already limited in capacity and financial resources, exacerbating existing challenges to their ability to operate.

The Lack of Child Care for Rural Families



Families living, working, or going to school in rural Oregon are at a particular disadvantage when it comes to child care access and affordability. While child care costs are higher in urban areas, a scarcity of center-based providers in rural areas and family child care home closures means rural families are unlikely to find a ready source of affordable, high quality care (Grobe and Weber 2018).

Rural counties in Oregon have lower levels of access to regulated child care slots than urban counties—21 percent of children in metropolitan counties have access to a child care slot versus 18 percent of children in non-metropolitan counties statewide (Pratt, Sektnan, and Weber 2019). For infants and toddlers (ages 0-2), this disparity is especially pronounced. Only nine percent of infants and toddlers in Oregon's rural counties have access to a child care slot (compared with 13 percent of infants and toddlers in urban counties; Pratt, Sektnan, and Weber 2019). The providers who do operate in rural areas are often dispersed across large areas, requiring some parents to travel long distances to access care (Schochet 2019).

In addition, rural families are more likely to use home-based child care than families who live in urban areas, likely due to a combination of preference and a dearth of affordable, rural center-based providers (Schochet 2019). As a result, they are more affected by Oregon's statewide decline in home-based child care (Grobe and Weber 2018; Pratt et al. 2019).

Even if a rural family in Oregon were able to access a child care slot, it is likely that the slot will be unaffordable. Though rural child care providers often charge lower rates than their urban counterparts, non-metro workers in Oregon earn less and face higher rates of unemployment than urban workers, making it more difficult for them to afford child care (Mechling 2019). A parent in rural Oregon earning minimum wage would need to work full-time for eight months (33.5 weeks) to afford the cost of one infant child care slot (King and Dodson 2019).

THE RISING COST OF CHILD CARE

Since 1994, in Oregon, the cost of child care has increased statewide for most ages and types of care. Because the cost of care is rising more quickly than the incomes of households with children under the age of 18, child care has become increasingly unaffordable for Oregon families (Grobe and Weber 2018).⁵

"Child care is not affordable for the average family at all... Child care affordability is a crisis situation right now. Parents feel like they are paying too much, and centers don't have the money to pay providers decent wages."

– Quote from Expert Interviewee



Child Care Aware of America reports that the cost of center-based infant and toddler care in Oregon ranks fifth and second, respectively, as the least affordable in the nation in 2018 (Child Care Aware of America 2019). For student parent families, the average price of center-based, full-time infant care is almost 28 percent more than the average annual tuition and fees at a public college in the state, and about 11 percent more expensive than average rent (Child Care Aware of America 2019). The cost of infant care is even higher: in 2019, Oregon families spent a median of 22 percent of their income on infant care, vastly exceeding the 7 percent recommended share of income a family should spend on care according to the U.S. Department of Health and Human Services (Administration for Children and Families, Office of Child Care 2016; Economic Policy Institute 2019).

Though state child care assistance, funded through the Child Care Development Fund, can help families cover the cost of child care, in Oregon it is rarely enough to ease the cost burden families face. In 2018, Oregon's child care assistance program, Employment Related Day Care (ERDC), was found to have one of the highest parent co-pays in the nation, meaning families can spend as much as 30 percent of their income on child care (Jessen-Howard et al. 2018).

Child care assistance through the ERDC program reaches just 16 percent of all eligible Oregon families, and student parent families are unlikely to be among the recipients. Federal state-by-state data show that just eight percent of families receiving ERDC do so for time spent in education and training or a combination of education/training and employment, putting Oregon 16th from the bottom in the country for the share of student parent families supported by state child care assistance (Office of Child Care, Administration for Children and Families 2019).

Just eight percent of families receiving ERDC do so for time spent in education and training or a combination of education/training and employment, putting Oregon 16th from the bottom in the country for the share of student parent families supported by state child care assistance.

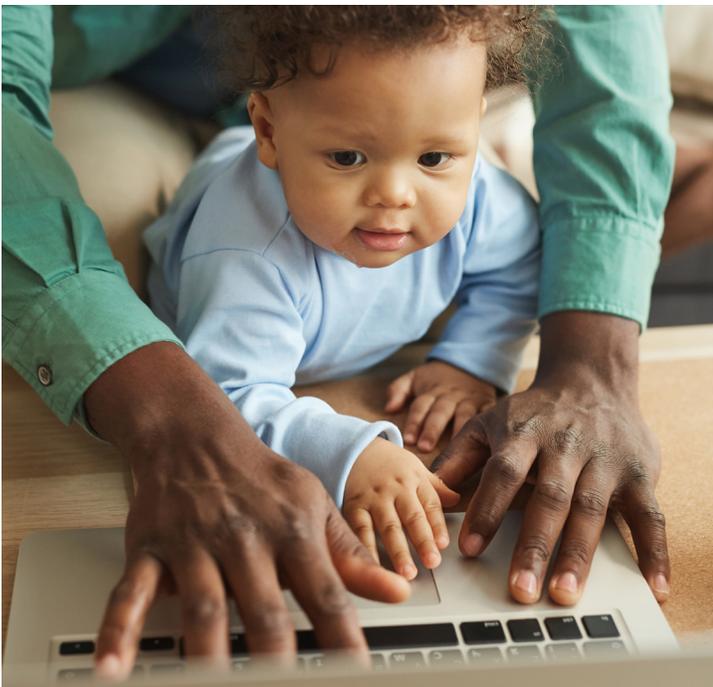
⁵ Price trends are adjusted for inflation.

For families who do receive ERDC assistance, the purchasing power of ERDC subsidy payment rates have decreased over time, reducing the amount of a slot that is covered. Between 2016 and 2018, the share of a slot that can be purchased with an ERDC subsidy decreased from 76 percent to 65 percent (Grobe and Weber 2018). As the subsidy value has decreased, families have been forced to pay more out of pocket to cover the remaining cost of their child's slot, increasing the financial burden of paying for child care that the subsidy system is intended to alleviate.

THE LINK BETWEEN CHILD CARE AND ECONOMIC SECURITY FOR OREGON'S STUDENT PARENT FAMILIES

Child care challenges in Oregon have implications for the economic security of parents who are pursuing postsecondary education. Student parents, the majority of whom care for children under age 6, juggle a range of demands on their time and finances while pursuing an education (Institute for Women's Policy Research et al. 2019). This juggling act makes affordable, reliable, and safe arrangements for their children essential to their ability to spend time in education or training—and as a result, essential to their ability to achieve lasting family economic security.

EARNING POSTSECONDARY CREDENTIALS IS ESSENTIAL TO FAMILY ECONOMIC SECURITY

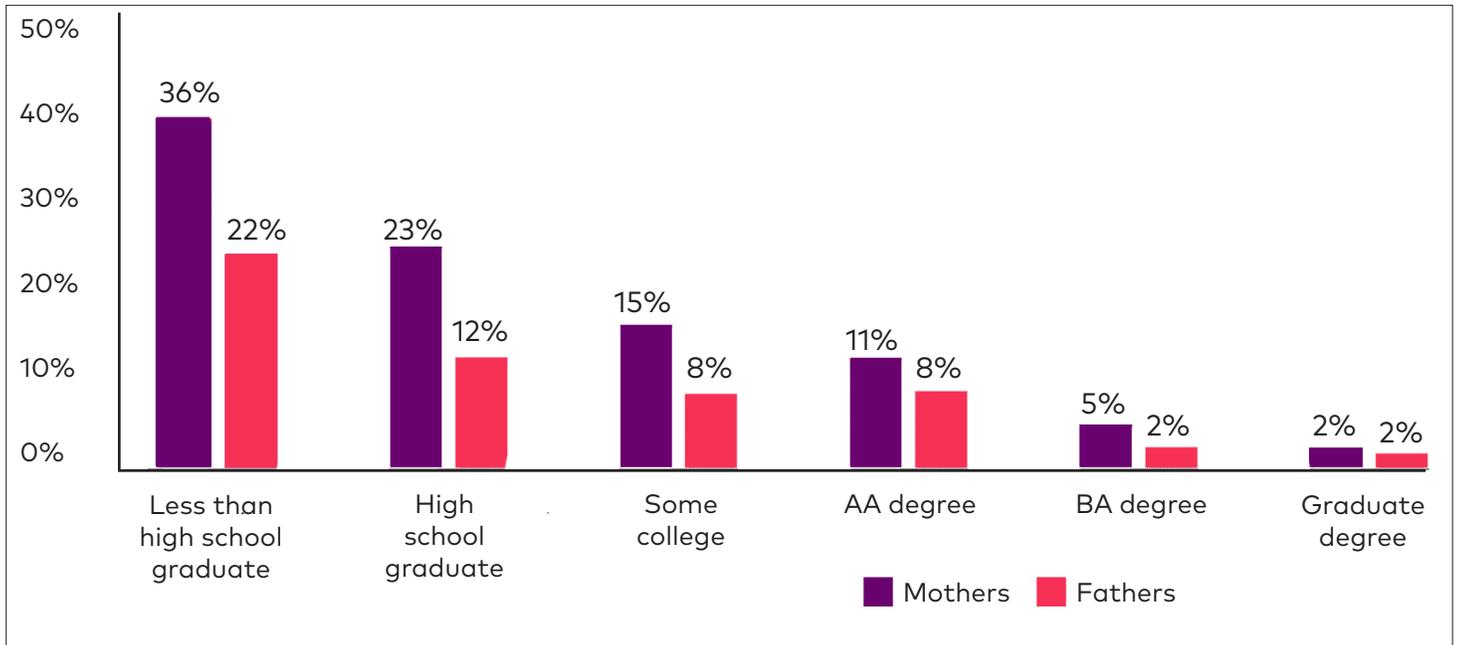


Though state-level attainment data for parenting students are not available, nationally, just 37 percent of student parents graduate with a degree or certificate within six years of enrollment, compared with nearly 60 percent of students without children (Institute for Women's Policy Research 2020a). Low postsecondary attainment for student parents has implications for their lifetime earnings and employment rates, as well as for their likelihood of living in or near poverty.

According to analysis of data from the American Community Survey, parents in Oregon who earn a degree are much less likely to live in poverty than if they only hold a high school diploma or less. Just five percent of Oregon mothers with a bachelor's degree, for example, live with incomes that are below 100 percent of the Federal Poverty Level, compared with nearly one quarter of mothers with a high school diploma as their highest level of education (Figure 1). While earning a degree is associated with lower rates of poverty for mothers and fathers, it is particularly important for Oregon mothers, who are more likely to live in poverty than fathers at every educational level except the graduate level.

FIGURE 1. Oregon Parents are Much Less Likely to Live in Poverty when They Hold College Degrees

Share of Mothers and Fathers in Oregon Aged 25 and Older Living below 100 Percent of the Federal Poverty Level, by Educational Attainment, 2016-2018



Source: IWPR analysis of 2016-2018 American Community Survey microdata (Integrated Public Use Microdata Series, Version 9.0).

Holding a higher degree is known to lead to important economic benefits, in addition to benefits to graduates' health and well-being and to the outcomes of their children. Research from the Institute for Women's Policy Research demonstrates that, in Oregon, single mothers who earn an associate degree are 45 percent less likely to live in poverty and earn nearly \$300,000 more over their lifetime than they would have with a high school diploma alone. Oregon single mothers with bachelor's degrees are 64 percent less likely to live in poverty and earn over \$700,000 more over their lives than women with a high school diploma as their highest level of education (Reichlin Cruse et al. 2019a).

DEMANDS ON STUDENT PARENTS' TIME MAKE CHILD CARE INTEGRAL TO STUDENT PARENTS' POSTSECONDARY SUCCESS

Student parents face a range of demands on their time, in addition to their time spent on academics. For example, a majority of student parents work while in college: 70 percent of student parents nationally have a job, with 62 percent working at least 20 hours per week (Institute for Women's Policy Research 2020c). Research shows that working more than 20 hours per week can threaten persistence and completion (Orozco and Cauthen 2009). Among





student parents who work 20 hours or more, just 33 percent graduate on time, compared with 45 percent of student parents who work less than 20 hours a week (Institute for Women’s Policy Research 2020c).

Student parents also spend significant time caring for children, especially single mothers—who represent 37 percent of all student parents in Oregon (Reichlin Cruse et al. 2019a). Nationally, single mothers attending college full time spend nine hours per day on caregiving and housework, while women students without children spend under two hours per day on these activities (Reichlin Cruse et al. 2018). Time spent caregiving can complicate student parents’ ability to persist in college. According to the 2019 Community College Survey of Student Engagement (CCSSE), roughly 28 percent of respondents say that caregiving responsibilities may lead them to withdraw (CCSSE 2019).

Time demands make child care essential for many student parents, especially those with young children. In a recent national survey conducted by the Hope Center for Community, College, and Justice, roughly 40 percent of parenting students at two-year and four-year institutions report needing, using, or planning to use child care in 2019 (Goldrick-Rab, Welton, and Coca 2020). More than three quarters of these students (78 percent) have at least one child aged five years or younger. For these student parents, child care is often unaffordable: 62 percent of those who need, use, or plan to use child care say they cannot afford to pay for child care (Goldrick-Rab, Welton, and Coca 2020).

Access to child care that is stable, affordable, and high-quality can make an important difference for student parent families. While no rigorous research has evaluated the effect of access to child care on student parents’ college outcomes, available descriptive evidence suggests that affordable child care is a key factor in their rates of persistence and graduation. For example, an IWPR survey of nearly 550 women in community college in Mississippi found that 42 percent of respondents with children under 18 said that having more stable or affordable care would help them stay in school (Hess et al. 2014). In addition, analysis of eight years of data from Monroe Community College (MCC) in Rochester, NY, demonstrates that usage of the campus child care center is associated with higher fall-to-fall persistence when compared with student parents who did not use the center; student parents whose children were enrolled at the center were also 21 percent more likely to graduate (Reichlin Cruse et al. 2019b).

INVESTING IN CHILD CARE FOR STUDENT PARENTS YIELDS POSITIVE ECONOMIC RETURNS

Investing in child care support for students with children can result in positive returns for both student parent families and for Oregon's economy. When student parents have access to child care, they are more likely to graduate, improving their ability to secure employment with a living wage. The increase in earnings that comes with holding a postsecondary credential means student parents are less likely to need public assistance, such as Supplemental Nutrition Assistance (SNAP) or Temporary Assistance for Needy Families (TANF), and that they are able to contribute more in taxes than they would have with only a high school diploma. For example, single mothers in Oregon who earn associate degrees will pay over \$88,000 more in taxes over their lifetimes than they would with only a high school-level education; single mother bachelor degree holders will pay more than an additional \$274,000 in taxes (Reichlin Cruse et al. 2019a).

Investing in child care support for Oregon's single mother students for the duration of their enrollment, including single mothers who do not graduate, would lead to a return of 514 percent—or \$5.14 for every dollar spent.

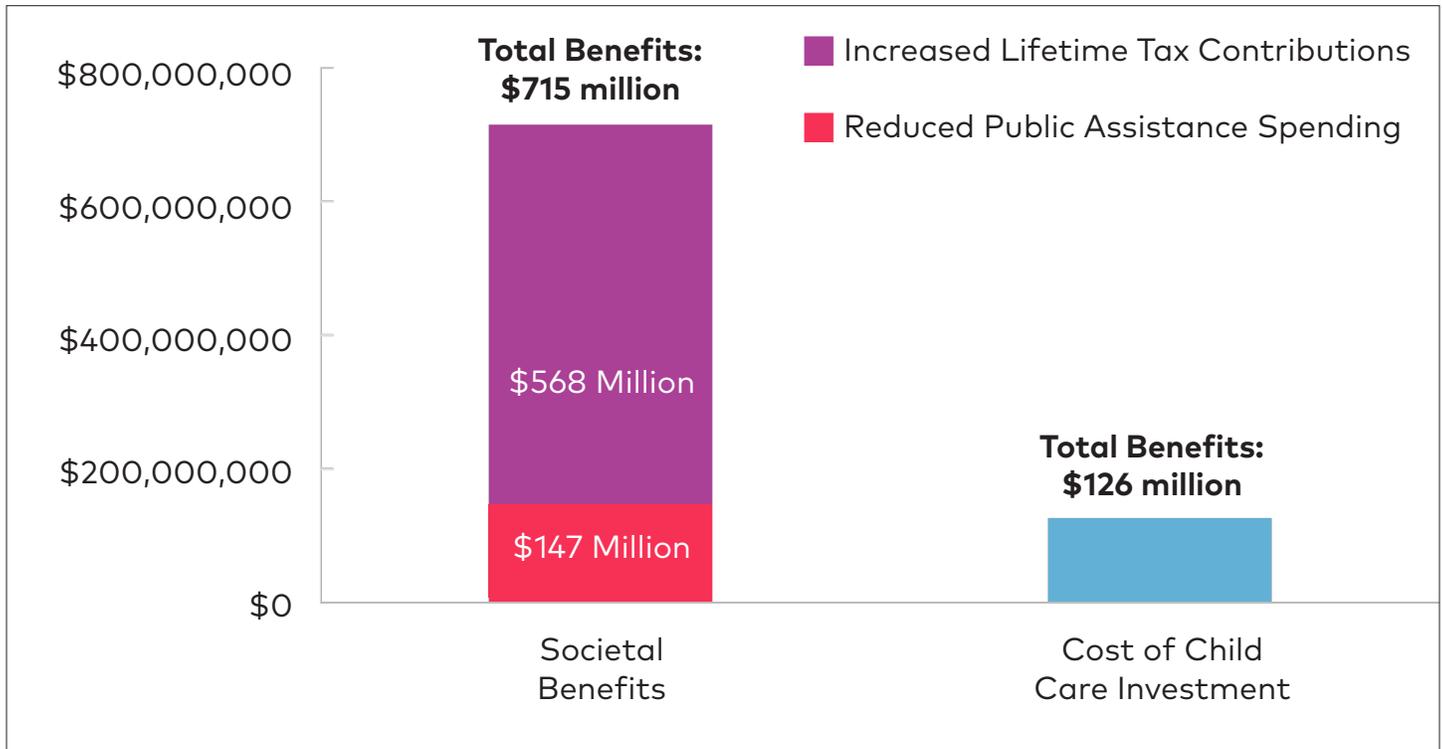
According to a 2019 cost-benefit study conducted by IWPR, Oregon stands to gain substantially from investing in child care support for Oregon's single mother students (Figure 2). Investing in child care support for Oregon's single mother students for the duration of their enrollment, including single mothers who do not graduate, would lead to a return of 514 percent—or \$5.14 for every dollar spent (Figure 2; Reichlin Cruse et al. 2019).⁶



⁶ For a detailed explanation of methods, see Milli, Jessica. 2020. "Methodological Appendix: National and State Estimates of the Costs and Benefits of Single Mothers' Educational Attainment to Individuals, Families, and Society." Briefing Paper, IWPR #R600m. Washington, DC: Institute for Women's Policy Research. <<https://iwpr.org/publications/methodological-appendix-investing-single-mothers-higher-ed/>> (accessed May 25, 2020).

FIGURE 2. Investments in Child Care Support for Single Mother Students in Oregon Result in a Significant Economic Return

Benefits and Costs to the State of Oregon for Investing in Child Care Support for the Cohort of Single Mother Students Enrolled



Note: Societal benefits are estimated based on the increase in the number of single mothers earning degrees after receiving child care support. All dollar values presented in this table are discounted to their present value. Child care costs are adjusted for the estimated time that single mothers spend in class, commuting, or attending office hours or study groups, and for estimated full- and part-time care needs; costs vary by educational level. The return on investment estimates assume that the investment will be made in all single mothers attending college, even the ones that will not graduate.

Source: Median cost of child care calculated using data from Child Care Aware (2018). Child care need estimated using analysis of data from NPSAS:16 and IPEDS; the 2015-17 ACS; and Fosnacht et al. (2018). Average cost of case management is from Evans et al. (2017) and cost of additional financial assistance from Franke (2014).

This return would stem from the increase in single mothers earning associate and bachelor’s degrees as the result of receiving child care support, and the associated increases in their lifetime tax payments and reductions in public assistance receipt they experience as a result of their educational attainment. Though not estimated for this study, these returns would be further augmented by the second-generation benefits experienced by the children of single mother graduates, who would be more likely to succeed and attend college in adulthood as a result of their mothers’ educational attainment.



THE LANDSCAPE OF CAMPUS-BASED CARE FOR STUDENT PARENTS IN OREGON

According to analysis of data from the Integrated Postsecondary Education Data System (IPEDS), as of 2019, there were 12 public and private non-profit, degree-granting institutions in Oregon with child care on campus (Table 1). Community colleges (public two-year institutions) are most likely to have campus-based care, at seven institutions or 41 percent of all community colleges in the state (17 total). Four public bachelor's degree-granting institutions, or 44 percent of all public four-year schools (nine total), and one private, non-profit four-year institution (five percent of that institution type; 21 total), have campus child care. Urban institutions are the most likely to have campus child care than institutions in other areas, followed closely by suburban institutions; just four institutions with campus child care are located in rural areas and towns (two institutions in each; Table 1).

TABLE 1. Over a Quarter of Public & Private Non-Profit Institutions in Oregon have Campus Child Care Centers

Number of Non-Profit, Degree-Granting Institutions with Campus Child Care as of 2019, by Institution Type and Urbanization Status

	With Campus Child Care	Without Campus Child Care	Share with Campus Child Care
Institution Type			
Public associate/certificate granting	7	10	41%
Public bachelor's degree granting	4	5	44%
Private associate/certificate granting	0	2	0%
Private bachelor's degree granting	1	20	5%
Urbanization Status			
Urban	5	20	20%
Suburban	3	3	50%
Town	2	9	18%
Rural	2	5	29%
Total	12	37	24%

Source: Institute for Women's Policy Research analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2018 Integrated Postsecondary Education Data System (IPEDS).

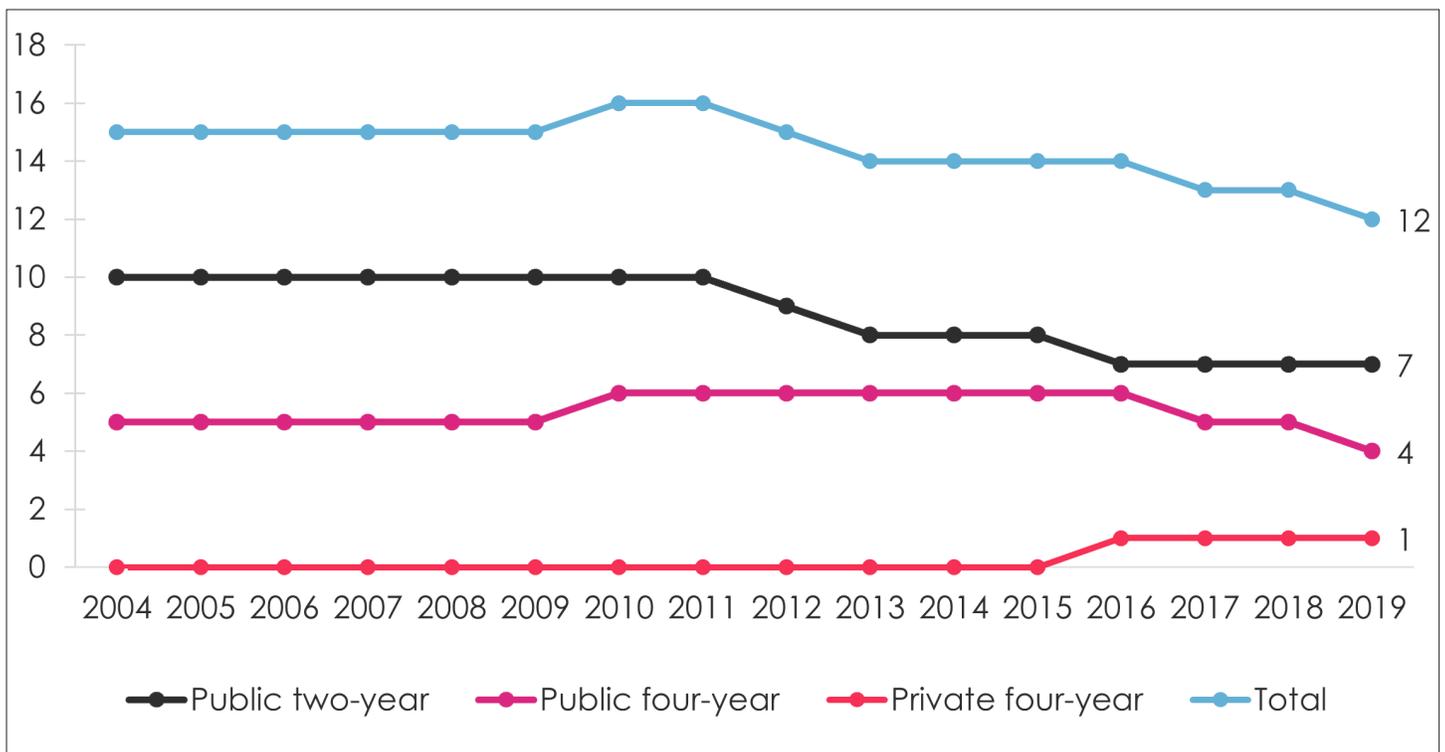
Among these institutions, IWPR's research reveals there are a total of 27 campuses in Oregon with child care centers, 12 of which are located across eight community colleges and 15 of which are located across six public and private non-profit four-year institutions (the total number of campuses with child care listed here does not add up to 12 because two additional centers

were identified by IWPR but not included in IPEDS data; see note for a full explanation. See Appendix C for a full list of campus child care centers in Oregon).⁷

The number of institutions in Oregon with campus child care has declined slightly between 2004 and 2019, echoing trends nationally (Figure 3; Gault, Reichlin Cruse, and Schumacher 2019). According to analysis of data from IPEDS, the total number of institutions with campus-based care declined from a high of 16 in 2010-2011 to 12 by 2019. Community colleges have seen the steepest decline when compared with other institution types, dropping from 10 institutions with campus child care in 2004-2011 to seven as of 2015 (Figure 3).

FIGURE 3. Community Colleges Have Seen the Steepest Decline in Campus Child Care when Compared with Other Institution Types

Trend in the Number of Non-Profit, Degree-Granting Institutions in Oregon with On-Campus Child Care Centers, by Institution Type, 2004-2019



Note: No private, non-profit, associate degree-granting institutions reported providing campus child care in the time frame examined.

Source: Institute for Women's Policy Research analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2004-19 Integrated Postsecondary Education Data System (IPEDS).

⁷ The total number of institutions with child care does not add up to 12, as reported in Table 1, because IWPR identified two additional campus child care centers through expert interviews and desk research that are not represented in the IPEDS data: 1) Linfield College's Prekindergarten Lab School is located on campus and does serve student parents, though it is not certified as a child care center by the state and provides limited care (2.5 hour preschool sessions two-three days a week); 2) Southern Oregon University closed its student-serving campus child care center in 2019—and is reflected in IPEDS as not having any campus child care center—however IWPR was able to clarify through phone calls to the institution that there is still a campus preschool operating that serves staff, faculty, and community members, and is open to students, but not primarily designed to serve them.

A SNAPSHOT OF CAMPUS CHILD CARE IN OREGON

To learn more about Oregon's campus child care centers and their services for student parents, IWPR disseminated an online survey to Oregon campus child care center directors in November 2019 through January 2020. The survey explored a range of questions about the cost of campus child care service and availability, numbers of student parent families served, challenges facing student parents, and challenges facing the centers themselves, among other topics. While not all centers responded, the findings provide insight into a subset of Oregon's campus child care centers.

Of the 27 total individual campus child care centers in operation as of 2019, 15 responded to IWPR's survey.⁸ Eight of the centers responding to the survey are operated by the institution and five are operated by a contracted vendor (two reported "other;" n=15). The following section summarizes survey findings around the provision of campus-based child care services provided to student parents in Oregon at the subset of centers represented.

Services for Student Parents

- Among campus child care center respondents to IWPR's survey, undergraduate student parents comprise a median of 25 percent of families served, relative to faculty/staff and community members. Undergraduate student families represent half or more of all families served at five centers responding to the survey (n=15). Most respondents serve between 1-50 student parents each calendar year (eight centers), three serve 51-100, and three serve between 101-200 (n=15, one center was too new to answer).
- Nine centers require students to be taking a certain number of credits to be eligible for slots (n=14). Four of the nine require students to take at least six credits (one defines this as part-time);⁹ three require at least eight credits;¹⁰ and for two, student eligibility is based on payment of student fees.
- At least four centers have reduced student rates for slots; one center reports using a sliding fee scale for student parents (n=13). Student rates are contingent on enrollment at the college at five centers, four of which tie enrollment at the institution to students' access to their campus child care slot. At some of these centers, student parents receive a grace period or are able to apply for a one-term exception to allow for time off while keeping their slot, after which they must either re-enroll or find child care elsewhere.
- At least half of student parents have access to subsidies or vouchers from their institution at seven responding centers, four of which report that all student parents served receive some sort of financial assistance from their school for the cost of their campus child care slot (n=13).

⁸ Among the survey respondents, there are three large public institutions represented by more than one center respondent (three respondents are from a large public four-year institution, two are from another public four-year institution, and two are from a community college institution); these institutions have multiple centers on their campuses. Centers located on the same campus often provide different types of care and have separate operations, despite being under the same institutional umbrella.

⁹ Two of the centers that require students to take at least six credits are part of the same institution.

¹⁰ At least two of the centers that require students to take at least eight credits are associated with the same institution.

- Campus child care centers are likely to provide additional services to families (n=14), including referrals to on-campus services or resources (11), referrals to community-based services or resources (10), parenting classes or information (9), and help applying for child care assistance, such as through ERDC (7). Coaching or case management and access to free or low-cost supplies for children, such as diapers and baby clothes, were not commonly offered—just one and two centers, respectively, reported providing these resources to students.

Hours and Types of Care Provided

- All campus child care centers (n=15) provide care for pre-school aged children. Three do not provide infant care, two of which also do not provide care for toddlers. Eight provide care for school-aged children. The 15 responding centers serve a median of 67 children across age groups annually.
- All but one responding centers (n=15) provide full-time care (14 centers), most provide part-time care and summer care (11 respondents each), and eight provide care during school breaks. None reported providing care in the evenings, on weekends, or on an emergency or back-up basis.



Demand for Care

- Thirteen centers maintain a wait list for slots (n=14). Waitlists range from 2-200 children, with a median wait list length of 30 children. Time spent waiting for a slot ranges from a month to nearly three years—six centers report a waiting time of between one month and a year; five centers report between one year to less than three years (n=11). Many families are waiting for care for infant/toddler slots: 11 centers report that infant/toddler care is the most in demand service among families on their waitlist (n=12).¹¹

“Students who don’t get on-campus care put their educational plans on hold.”

– Quote from Expert Interviewee

- Most centers refer student parents on the wait list for a campus child care slot to other providers on or off-campus, or to the state child care referral agency (n=11). Most respondents say, however, that student parents who cannot secure a slot on campus do not have many other affordable options for care. Five respondents say that there are “some” options available off-campus, and six report there are “few” to “none” (two did not know).¹²

¹¹ Four of the centers reporting that infant and toddler care is the most in demand service among families on their waitlist are part of two of the three institutions for which multiple centers responded, and may be describing the same community child care context.

¹² Three of the five centers reporting “some” off-campus child care options are from the same institution; two reporting “few” or “none” are from a separate institution for which multiple centers responded.

CHILD CARE NEEDS AMONG OREGON STUDENT PARENTS

IWPR's expert interviews and survey findings indicate that access to affordable and high-quality care is a significant demand for Oregon student parents pursuing postsecondary credentials.

"Child care is a basic need, alongside food and housing."

- Quote from Expert Interviewee

Care Affordability

Affordability of care is a major challenge for student parent families. Eight of 13 campus child care center respondents to IWPR's survey of campus child care centers in Oregon say that "subsidized care" is student parents' top child care need. All survey respondents ranked "obtaining and paying for child care" as one of their top three obstacles facing student parents, even when including challenges beyond child care (n=13). Survey and interview evidence indicate that student parents rely heavily on financial assistance to access slots at campus child care centers. Interviewees shared that without subsidized care, the cost of campus-based child care slots are often prohibitive for students.

Student parents' ability to afford care is affected by the affordability of their other basic needs. Interviewees repeatedly mentioned the expense of housing, especially in urban areas, as well as the need for reliable transportation, particularly for students attending school, working, or living in rural areas, as substantial concerns for student parents that affect their ability to access care that they can afford. Survey respondents report that, alongside the need for affordable child care, meeting basic needs, such as housing, food, and transportation (13 of 13 respondents) and affording college (12 of 13) are substantial obstacles facing students with children.

Hours of Care

IWPR's interviews found varying perceptions of student parents' care needs as they relate to hours of care. Some interviewees expressed that student parents often do not want full-time care, preferring instead to find care that is provided part-time. Others expressed that they are observing increasing interest in full-time care. Care at nontraditional hours was also mentioned as a major need for student parents.



Part- and full-time care seem to be regularly provided by campus child care centers, at least among the respondents to IWPR's survey, as described above. Early-morning care is also relatively common among survey respondents (10). Just five centers report providing drop-in care.

Type of Care

While most campus child care center respondents to IWPR's survey report providing at least some slots for infants—just three of 15 centers responding to the survey do not provide infant care—they still name students' need for infant/toddler care as a major gap, echoing the extensive care shortages in the state more broadly.

In addition to their need for infant/toddler care, several experts interviewed by IWPR suggest that home-based care, or family child care homes, might be a good alternative for student parents struggling to find affordable care that meets their scheduling and quality needs. Home-based providers can be more accessible to parents in college due to the fact that they tend to be less expensive than center-based options and because they are often able to provide care during non-traditional hours. Due to the decline in family child care homes in Oregon, however, these home-based options are increasingly rare for student parent families.

Interviewees reported that the lack of access to affordable care, in centers or in family child care homes, means many student parents rely on family, friendly, and neighbor care.

Access to Care for Rural Student Parents

The challenges facing rural Oregon families in accessing child care more broadly create particular roadblocks for student parents. Only two institutions out of the 13 that are reported to have on-campus child care in IPEDS are classified as rural; another one institution is classified as being in a remote town (Table 1; Institute for Women's Policy Research 2020c).¹³ Experts interviewed expressed that rural students, especially those with low incomes, are disproportionately affected by the absence of adequate campus child care since they often have few, if any, other child care options.

In addition, for students who commute to rural institutions, or travel from rural areas to attend urban or suburban institutions, the high cost of urban-based child care and the lack of care options in rural areas leaves them with limited options. Interviewees discussed the challenges facing these student parents, who sometimes travel significant distances to get from home to school, to work, and to their children's child care arrangement. They also emphasized that the distance these students must travel to get child care is a direct result of the dearth of providers in rural Oregon.



¹³ The second is classified as "fringe." National Center for Education Statistics defines towns as territories located within an urban cluster. They are classified based on their distance from an urban area: "remote" towns are those that are 35 miles or more from an urban area and "fringe" indicates 10 miles or less. For more information, see <https://nces.ed.gov/surveys/ruralEd/definitions.asp>

CAMPUS CHILD CARE FUNDING

Campus child care center representatives interviewed and surveyed for this study report receiving funding from a few main federal, state, and institutional sources, in addition to private pay. In general, campus child care has limited funding from state and federal sources, relying most heavily on in-kind support from institutions as well as funding from student fees.

Federal Funding

Federal funding for campus child care includes Head Start and Early Head Start, through partnerships with local grantees and Child Care Access Means Parents in School (CCAMPIS), a competitive grant program administered by the U.S. Department of Education.

...Oregon has the second highest number of Head Start-college partnerships serving student parents in the country, exceeded only by Washington State. Eight of Oregon's campus child care centers provide Head Start/Early Head Start slots, seven of which serve student parents.

A 2019 study conducted by IWPR found that Oregon has the second highest number of Head Start-college partnerships serving student parents in the country, exceeded only by Washington State (which has nine partnerships serving student parents; Gault et al. 2019).¹⁴ Eight of Oregon's campus child care centers provide Head Start/Early Head Start slots, seven of which serve student parents (Gault et al. 2019). Head Start-college partnerships offer a number of benefits to student families, including access to free early learning for children and wraparound parental supports, as well as to institutions and Head Start providers.

In addition, four institutions in Oregon are grantees of the Child Care Access Means Parents in School (CCAMPIS) program as of 2020: Lane Community College, Portland Community College, Portland State University, and Chemeketa Community College. Administered by the U.S. Department of Education, CCAMPIS grants are awarded on a four-year grant cycle and are intended to provide subsidized child care to Pell-eligible student parents at on-campus centers or at authorized community-based providers (20 U.S. Code § 1070e). CCAMPIS is the only source of federal funding dedicated to supporting student parents' access to affordable child care. Though the program's funding was increased to \$50 million in Fiscal Year 2018, the program still serves just a fraction of student parents' total need for child care assistance and individual grantees are often only able to serve a limited number of students who need and are eligible for CCAMPIS support.¹⁵

"Having child care right on campus is major. I chose PSU just because they have it right on campus. So, I know where she is; she's safe. I don't think I would have gone to college without it."

– Single Mother attending Portland State University

¹⁴ Information on the population served by the eighth center was not available.

¹⁵ Student parent quotes on pages 21 and 22 were pulled, with authors' permission, from Dodson and Deprez (2019).

State Funding

State funding sources for campus child care are relatively limited. IWPR's research revealed two sources of state funding that support campus-based centers: Oregon Pre-Kindergarten (OPK), and Preschool Promise and Employment Related Day Care (ERDC). Just three survey respondents report receiving any support from state funding (n=13).

OPK is the state's early learning program modeled after the federal Head Start program; it provides free pre-kindergarten services and family supports to income-eligible families with children ages 0-5 (Early Learning Division 2020). One survey respondent reported having an OPK contract.



ERDC funding for campus child care is similarly limited. As described above, just eight percent of families receiving ERDC child care assistance do so for time spent in education or training. Student parents with incomes below 185 percent of the Federal Poverty Level who are enrolled in programs leading to a certificate, degree, or job-related skills can receive assistance for class or travel time—but they must also work to be eligible (job training participants must be getting paid for that training to be eligible; Early Learning Division 2019). While there is no minimum number of activity hours required for eligibility, time spent in education/training must not exceed approved work hours or a combined total of 50 hours per week (in some cases, exceptions can be made for job training programs that are more than full-time; Early Learning Division 2019).¹⁶

Requiring student parents to work while enrolled in education or training in order to receive child care assistance can threaten their ability to persist and may lead to stop outs prior to program completion. Since time spent in education and training cannot exceed work hours, ERDC rules for student parents may also artificially prolong their time spent working toward a degree or certificate. In addition, experts interviewed by IWPR said that, while some student parents do successfully receive ERDC assistance, eligibility rules change frequently, making it hard to determine whether a student will be eligible and creating additional obstacles to their ability to receive assistance.

"[In order for my 6-year-old to have her tonsils removed] I'd have to take like a week off work, which meant I'd lose my job which meant I'd lose my [state-funded] daycare, which meant I'd have to leave school."

– Alison, single student mother in Oregon

In addition to burdensome eligibility rules for student parents, ERDC funds are paid directly to parents, rather than used to establish contracts with centers to provide subsidized slots to eligible families. ERDC contracts with providers—community- or campus-based—are relatively uncommon (Pratt, Sektan, and Weber 2019). In cases where ERDC does contract directly

¹⁶ Teen parents enrolled in education or training are exempted from work requirements if they need child care in order to participate.

with centers, it is usually only to extend Head Start/ Early Head Start services to provide full-day slots. The absence of ERDC contracts means that centers lack the upfront funding needed to create new slots and families who receive assistance have trouble finding open slots where they can use their subsidies.

Additional sources of state investment in early learning programs, such as Baby Promise (described in more detail below), could, in theory, support access to affordable, high-quality care for student parents. These programs, however, were not found to be sources of support for campus child care.

Institutional Funding

Eight of 13 respondents to IWPR's survey report relying on student government funding or student fees to cover costs such as subsidized tuition for student parents, building maintenance and other operational costs, and staff salaries. Two centers say that student fees are their main funding source, with one respondent indicating that more than half of their operational costs are covered by student incidental fees and another reporting that fees cover nearly the entire cost of staff salaries. Additional sources of funding reported include charitable donations and grants from private foundations (one institution reported these receiving each of these sources).



The absence of ERDC contracts means that centers lack upfront funding needed to create new slots and families who receive assistance have trouble finding open slots where they can use their subsidies.

"[Our program for student parents] exists because of students, not the university. There has been increasing investment of general funds in [our program] due to student advocacy... The [program] would never have been established in the current budget climate without constant advocacy and using all levers at hand, such as leveraging other campus priorities and relationship-building across campus."

– Quote from Expert Interviewee

In addition, IWPR's interviews revealed that local bond measures have served as a source of funding for the creation of new campus child care centers. Two new centers at Portland Community College, including one that recently opened—a new center at the Sylvania campus—and one on the Rock Creek campus that is still in development, are funded by 2008 and 2017 bond measures respectively. The Rock Creek campus center will be replacing a classroom that had previously been supported by a federal CCAMPIS grant, but which was forced to close at the end of that grant cycle.

CHALLENGES FOR OREGON'S CAMPUS CHILD CARE CENTERS

The challenges that face Oregon's campus child care centers are both linked to the broader structural issues with the state's child care and early learning system, and unique to being situated within higher education.

"The child-care trilemma is the biggest hurdle for all child care. We know that to make an impact we need high-quality child care, which usually means high cost. Unfortunately, student parents are often at a disadvantage because they struggle to afford high-quality care. This puts us in a perilous position as we try to cultivate high-quality teachers yet keep our child care rates in a middle market so our families can afford us. We then have to rely on subsidies to maintain our program. The high cost of child care in general is a threat to, not only campus child care, but to families in general."

– Respondent to IWPR's Campus Child Care Survey

The Need for Greater Funding to Expand Services for Student Parent Families

Across the board, survey respondents and interviewees identify funding to cover the cost of providing campus-based care as a major issue. Campus child care centers are largely not self-sustaining and require external support to operate. Seven of 12 survey respondents say that funding or the cost of providing care is the biggest threat facing their centers, with one respondent remarking that they "operate in the red every year."

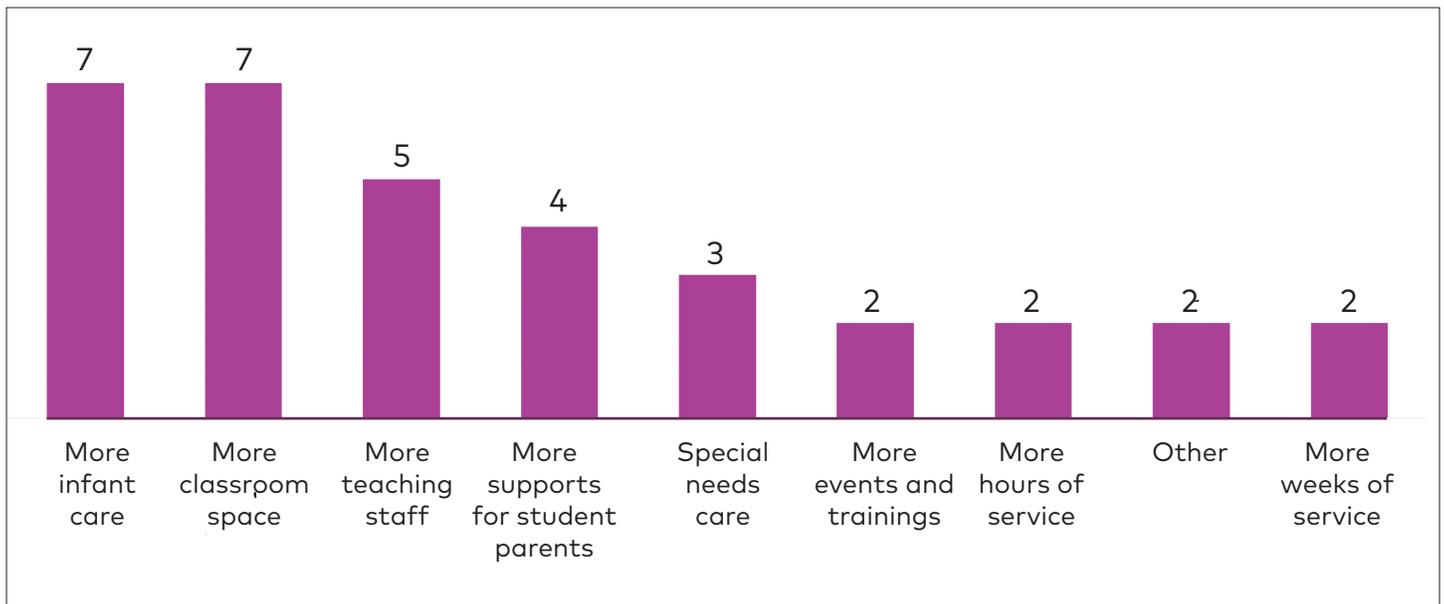
A lack of adequate funding for campus centers has ramifications for the number of student parent families they are able to serve. There is widespread acknowledgement that the current supply of campus child care is not enough to meet students' needs, but the funding needed to expand is not available. As a result, centers that cannot support the number of qualified staff needed to expand, do not have funding available to grow their physical space, or cannot provide sufficient student financial assistance are limited in the number of student parent families they can serve.

"Infrastructure, affordability, number of slots. We could provide more care, if there was a place that we could do that. Our building is at capacity and there aren't funds to build more centers."

– Respondent to IWPR's Campus Child Care Survey

Expanded funding would allow campus child care programs to serve more student parent families, as well as provide care and other services they know are needed by students with children. Interviewees and survey respondents identify infant and toddler care as a major gap in care for student parent families. In addition, facilities to serve more children was also an expressed need. Both infant care and access to space for classrooms were identified by survey respondents as a top need (Figure 4).

FIGURE 4. Top Priorities for Campus Child Care Expansion



Note: N=11. Number of votes per response option does not sum to total number of respondents, since respondents could select more than one.

Source: IWPR's survey of Oregon campus child care centers.

Advocacy is Necessary to Maintain Institutional Support

Just two centers report feeling that their key sources of funding may be cut or eliminated, and four feel that reduced or eliminated funding is either "unlikely" or "very unlikely" (four report this is "neither unlikely nor likely" or "n/a"; n=10). Yet interviewees as well as survey respondents emphasize the importance of ongoing advocacy to maintain support provided through student governments or student fees. Budgetary pressures at colleges and universities, in addition to the fact that student governments vote on funding allocations on a yearly basis, mean centers must advocate for every dollar they receive. Interviewees describe a constant process of making the case to students and to their administrations of the value of campus child care for student parents.

"The center is always on the verge of being privatized. Because students pay for it, [the campus child care center] has been able to survive... Every year the future of the program is up for votes by the student board. Because of that, we have to spend a lot of time building relationships and advocating—we try to build a relationship with all students that come through the door."

– Quote from Expert Interviewee



Awareness of the Role of Campus Child Care and What is Needed to Provide It

Interviewees and survey respondents also shared their frustration with what they feel is a fundamental misunderstanding of the role campus child care plays in serving institutions' core academic

"College administrations need to recognize the role and importance of campus child care to students and all departments, and provide secure funding to sustain them."

– Quote from Expert Interviewee

priorities, namely college persistence and completion. One survey respondent wrote that the biggest threat they perceive to campus child care on their campus is "the perception that it can be done by anyone."

While a majority of survey respondents report having administrations that are "very supportive" or "supportive" of the campus child care center (9 of 12), most of these respondents represent two of the three institutions for which multiple campus centers responded to the survey, so it is difficult to provide insight into the level of support for campus child care more broadly around the state. Three additional centers report that their centers are "neither supportive nor unsupportive."

Support Needs among Campus Child Care Centers

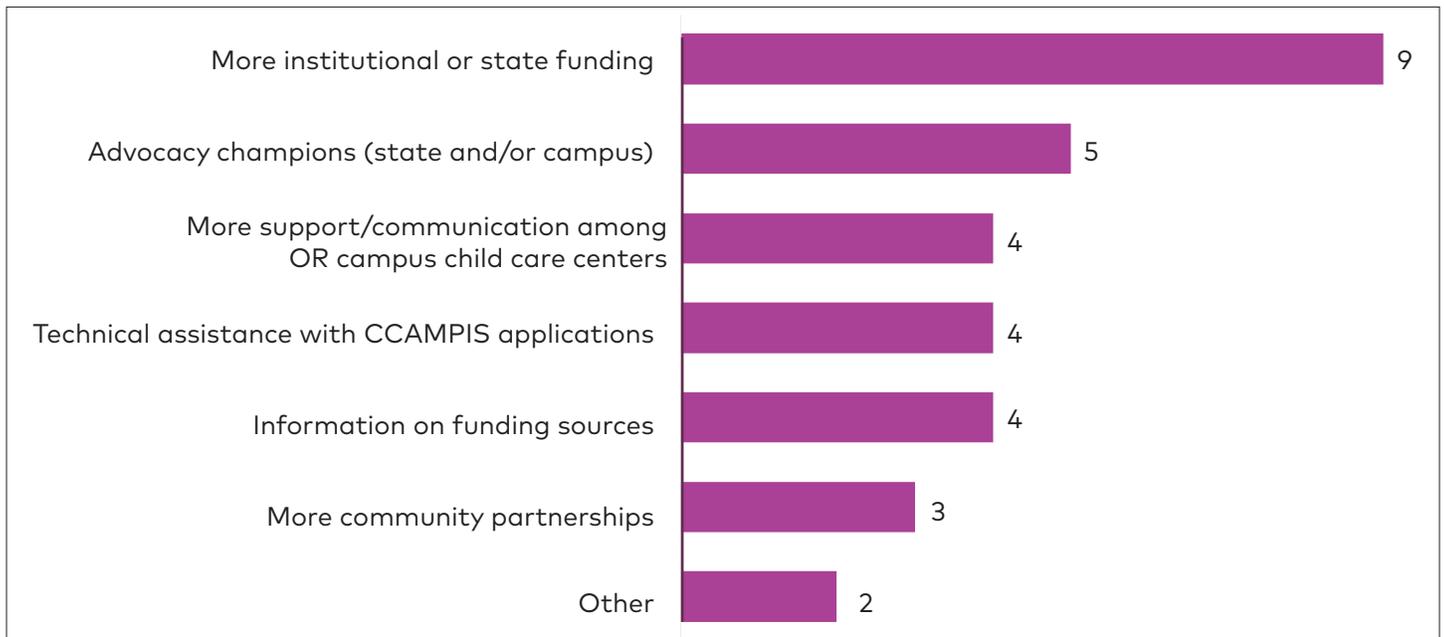
Strengthening financial support for campus child care is a major motivation among center directors and other stakeholders serving student parents. Securing stable funding to sustain campus child care is the most requested support among respondents to IWPR's campus child care survey (nine votes; respondents could choose more than one response; Figure 4). Survey respondents were also likely to say that advocacy champions at the state or campus levels would also be helpful, followed by support from the institution, support/communication among Oregon's campus child care centers, and better information on funding sources (Figure 4).

"We support the retention and success of student parents by assuring them that they can work successfully in school knowing that their children are in a highly caring, responsive and collaborative environment."

– Respondent to IWPR Campus Child Care Survey



FIGURE 5. Supports that Would Be Most Helpful for Campus Child Care Centers



Note: N=12. Number of votes per response option does not sum to total number of respondents, since respondents could select more than one.

Source: IWPR's survey of Oregon campus child care centers.

OPPORTUNITIES TO IMPROVE CHILD CARE SUPPORT FOR OREGON'S STUDENT PARENTS

While child care cost and availability in Oregon communities and on campuses do not meet student parents' full needs, Oregon is increasing its investment in early learning programs to expand access for more families. As state investment in early learning grows, ensuring that campus child care centers and access to child care assistance for student parents is prioritized will improve these families' ability to pursue postsecondary credentials and achieve economic security and mobility. The following section summarizes several promising programs, recent legislation, and grants that have the potential to help or are already helping student parents access quality child care.

OREGON STUDENT CHILD CARE GRANT

The Oregon Student Child Care Grant is a need-based grant for parents enrolled in postsecondary education. Funded at approximately \$480,000 each year, the program assists 80-90 student parents annually who need care for children under 12 years old (Institute for Women's Policy Research 2020e). It is available to Oregon students with children who are accepted at a postsecondary institution in the state, maintain satisfactory academic progress, and remain in good standing with any existing student loans (Higher Education Coordinating Commission, Office of Student Access and Completion 2020). This grant program is one of

the only targeted state grants in the country that is intended to help student parents access and afford child care for time spent in education.

While the Student Child Care Grant represents an important—and unique—recognition of student parents and their child care needs from the state government, the program is very small, serving just a tiny fraction of student parents' need for care, and is relatively unknown among students and college staff. Just one survey respondent noted that their students have received funding from the grant program, and many interviewees reported being unfamiliar with the program. Expanding funding for the Student Child Care Grant would allow Oregon to serve more eligible student parents who are in need of assistance paying for child care, increasing their ability to persist and complete college.

SUPPORT TO EXPECTANT AND PARENTING STUDENTS (STEPS)

The Support to Expectant and Parenting Students (STEPS) program, launched in 2017-2018, is a two-generation program for pregnant and parenting young adults (ages 16 to 24) in Oregon. Funded by a federal Pregnancy Assistant Fund (PAF) grant to the Oregon Health Authority, there were four participating institutions: two urban institutions, Chemeketa Community College and Linn-Benton Community College, and two rural institutions, Columbia Gorge Community College and Klamath Community College (U.S. Department of Health and Human Services, Office of Population Affairs 2018).

STEPS leveraged existing capacity in the community to ensure students get access to the holistic supports they need to succeed, rather than relying fully on the institution to provide those services.

While the program is now winding down operations due to the end of its grant cycle, STEPS programs provided referrals in five main areas: personal health; child health; self-sufficiency; education and employment, parenting; and basic needs (such as assistance with food, diapers, non-credit tuition fees, books, and crisis child care; Oregon Health Authority n.d.). STEPS programs on each campus were operated by staff advisors and intake specialists that worked to build partnerships with community service providers to which they referred students seeking child care and other supportive services.

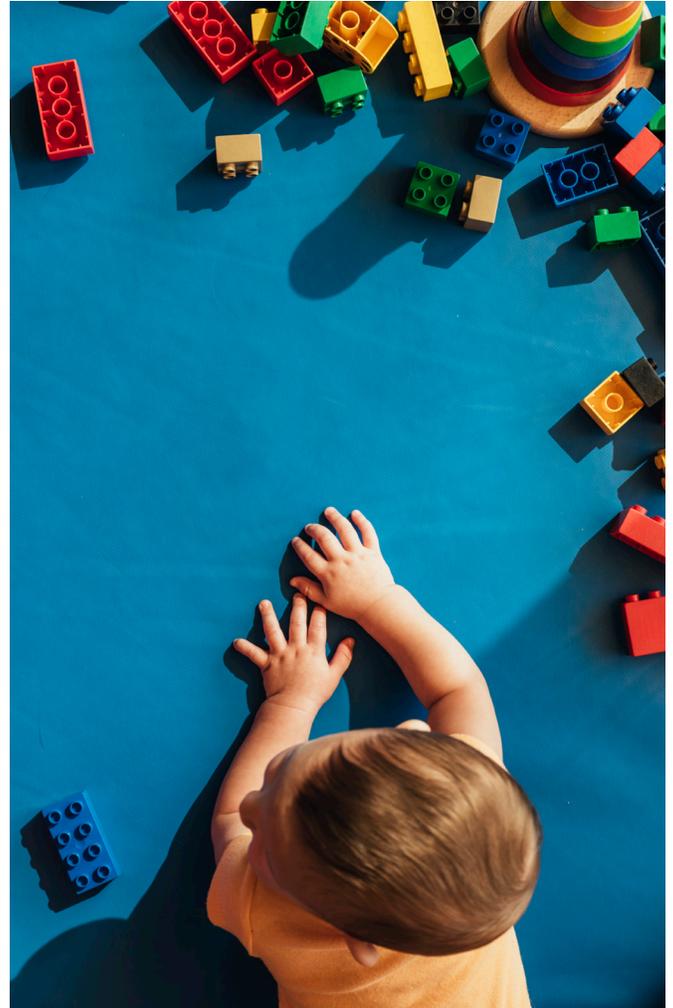
STEPS provided a unique service to students by focusing on providing tailored referrals to community services for students who have children or are pregnant, which can be integral to helping student parents persist. In addition, by building a referral network, STEPS leveraged existing capacity in the community to ensure students get access to the holistic supports they needed to succeed, rather than relying fully on the institution to provide those services. In a climate of restricted higher education budgets, this model holds potential for scaling to more institutions in the state.

The funding source for STEPS—the Pregnancy Assistance Fund, a competitive grant program operated by the Office of Population Affairs—went up for reauthorization in September 2019 and has yet to be renewed. Given the promise of the STEPS model, advocacy to continue federal investment in PAF or a similar grant program, as well as to encourage support from Oregon

state, would help ensure students continue to get the support they need to succeed in school.

BABY PROMISE

Baby Promise, an Infant-Toddler Quality and Supply Building Pilot Program funded by the Early Learning Division of the Oregon Department of Education, is an effort to address the supply crisis of infant and toddler care. It utilizes Child Care and Development Block Grant (CCDBG) funds to serve communities where there is a dearth of quality, affordable, accessible infant and toddler child care options (Oregon Department of Education, Early Learning Division 2017). The program focuses on serving families with low incomes and other priority populations, such as families experiencing homelessness or those in the child welfare system (Build Initiative 2018). Full-time students who are eligible for Employment Related Day Care (ERDC)—meaning they work while enrolled—qualify for Baby Promise; but access is limited, since the initiative is still small and none of the pilot sites include campus child care centers.



Recent research shows that student parent families are likely to experience food and housing insecurity while in college: 68 percent report housing insecurity and 17 percent report having been homeless at least once in the last year (Goldrick-Rab, Welton, and Coca 2020). Designating students with children as a priority population for Baby Promise, and/or selecting campus child care centers as Baby Promise providers, would enable it to reach populations with low incomes and with high need, supporting improved family economic well-being for Oregon families.

STUDENT SUCCESS ACT

The Student Success Act (House Bill 3427) is a \$2 billion biennial investment in Oregon's K-12 public schools and early learning programs. Passed in 2019, it pledges \$400 million to an Early Learning Account for early childhood education programs, along with funds for technical education and career training. The legislation takes a two-generation approach, seeking to link the educational success of children and parents. Through a roughly \$200 million investment per year in the Early Learning Account, the Act will serve approximately 15,000 children age birth to five years old per year, including high-quality child care slots for more than 1,000 infants and toddlers and expansions of Preschool Promise and Oregon Pre-Kindergarten. Funding from the Act will also work to grow the workforce of trained early childhood educators and build the capacity of culturally specific organizations to increase equity.

This investment in Oregon’s early childhood education system is an important step in the right direction for increasing the supply of high-quality and affordable child care, from which student parents will benefit. In addition, as Oregon works to build up its early childhood educator workforce, partnering with colleges and universities will be essential to training skilled providers. Supporting and expanding the availability of campus-based child care centers to help train these providers will help Oregon achieve its goals for early education while also improving the availability of campus-based support for student parents.

PATHWAYS TO OPPORTUNITY

Pathways to Opportunity is a statewide initiative designed to increase equitable student access to and success in higher education, and economic mobility for students with low incomes. The program, established in 2018 through House Bill 4043, directs Oregon’s 17 community colleges, along with the Higher Education Coordinating Commission, the Office of the Governor, and other stakeholders, to align state and federal benefit programs to better support students with low incomes and help them learn about and apply to programs for which they may be eligible (Duke-Benfield and Sponsler 2020). Oregon is the first state to enact legislation to create a program that better aligns public benefits to support postsecondary access and success. The initiative has led Oregon community colleges to establish centralized student resources, develop partnerships with workforce and public benefit providers, and offer coaching to increase students’ awareness of federal, state, and local resources (Duke-Benfield and Sponsler 2020).



Efforts to connect students with low incomes to public assistance programs that can help them meet basic needs hold promise for supporting student parent families in Oregon, who are likely to face financial insecurity. Ensuring Pathways to Opportunity programs include referrals to child care providers and helps student parents apply for child care assistance will enhance student parents’ ability to achieve postsecondary success.

COMMUNITY COLLEGE STEP CONSORTIA

The Community College STEP Consortia, also known as Oregon’s Supplemental Nutrition Assistance Program (SNAP) 50/50 Employment and Training program (E&T), is a statewide project, led by Portland Community College, which oversees a consortium of participating community colleges. SNAP E&T can help support eligible adults’ access to education and training—as well as the supportive services that they need to participate (Hess et al. 2016; Lower-Basch 2014). For example, the program designates child care as an allowable use of funds, and states that opt into the 50/50 uncapped federal funds are reimbursed for up to half of eligible program costs, including the cost of supportive services (National Skills Coalition 2014).

The STEP Consortia uses Oregon's Community College Career Pathways framework and a skills-based approach to support SNAP recipients' access to education and training (Mitsui, Haun, and Kinder 2019). The program includes services that increase SNAP recipients' opportunities to enter and advance in a career pathway, and colleges are reimbursed for 50 percent of their expenses. As of 2019, there were 14 colleges participating in the consortia and providing intentional allocation of college resources to create new, expanded, or enhanced services to increase college access and success for SNAP recipients. The project has grown by three colleges a year since its launch in 2017, with a goal of reaching all 17 community colleges in Oregon by fiscal year 2020 (Mitsui, Haun, and Kinder 2019). As more colleges join Oregon's STEP Consortia, greater access to nutrition assistance, combined with assistance with child care access, could make an important difference for student parents' ability to enroll and complete postsecondary programs.

OREGON SENATE BILL 794

Oregon's Senate Bill 794, "Relating to student demographic data at post-secondary institutions of education," was originally introduced in 2019. While unsuccessful at the time, the bill, would have required the Higher Education Coordinating Commission (HECC) to design a question to be placed on the admissions forms of all public higher education institutions allowing students to self-identify as a parent or legal guardian for demographic purposes. As of the writing of this report, it has been reintroduced during the 2021 Regular Session as Senate Bill 564 and is cosponsored by the chair of the Senate Education Committee.

After the original introduction of the bill, Oregon State University (OSU) opted to collect information on the dependent care responsibilities of students regardless of a state-wide policy through a question on their admission form. OSU now asks students if they are the parent of a dependent child and how many dependent children they have under the age of 12, allowing the OSU Family Resource Center to reach out to incoming student parents to connect them with on-campus resources and supports. Scaling this model of data collection at more Oregon institutions, or through state-wide legislation, would dramatically increase the ability of institutions to understand the experiences and needs of student parent families and provide tailored support to alleviate barriers to their success.



OREGON CAMPUS CHILD CARE CONSORTIUM

IWPR learned that a campus child care consortium was launched in recent years to engage Oregon's campus child care centers. While the consortium still exists, its activities are relatively dormant. Supporting the ability of centers to participate in this consortium would open up new opportunities for peer learning and support, and provide a space for problem solving and advocacy that could help strengthen the landscape of care on Oregon's college campuses and improve supports available to students in the long run.

RECOMMENDATIONS TO EXPAND ACCESS

Oregon's dearth of affordable, high-quality child care has serious implications for parents' ability to pursue postsecondary education, which is essential for establishing family economic security. Campus child care centers provide an important source of access to subsidized care for some students, but more campus- and community-based options that are affordable and meet students' needs are needed. Recent state investments in early learning for Oregon children and families is an important step toward expanding the supply of care, from which student parents will benefit. Given the urgent need to address challenges facing student parents and their families, as well as child care providers, due to the COVID-19 pandemic, solutions to increase support for student parents' care and educational needs must be time-sensitive, individualized for Oregon families, and include substantial investments in the ability of Oregon's early and higher education systems to meet families' needs.

To improve student parents' ability to secure the care they need to pursue a higher education and to improve the capacity and sustainability of campus child care centers to help meet those needs, Oregon should consider the following recommendations:

- **Oregon should expand investments in key state programs supporting student parent families.** This should include maintaining and scaling the STEPS referral program, increasing funding for the Oregon Child Care Grant program to serve more students, and making new investments in campus child care to increase their long-run sustainability.
- **The Oregon Department of Human Services should remove work requirements for parents in education and training to receive assistance from Employment Related Day Care (ERDC) and increase the share of ERDC funds that are used for contracts with campus- and community-based child care providers.**



- **New state investments in early learning through the Student Success Act, Baby Promise, and other emerging initiatives should consider college students with children a high-need, priority population.**

Campus child care centers serving a large number of student parents with low incomes should be prioritized for grants to facilitate children’s access to high-quality early care and learning and parents’ ability to earn degrees and establish family economic security.



- **Institutions that provide funding for campus child care through student incidental fees or student government funds should make those funding sources permanent, and, to the extent possible, increase investment in campus child care centers.**

Institutionalizing regular, dedicated funding for campus child care and other strategies for increasing student access to affordable child care, in addition to the in-kind support provided, would help alleviate perpetual financial uncertainty, demonstrate commitment to the role of campus child care in helping students succeed, and eliminate the need for regular advocacy on the part of center staff.

- **Institutions that do not have campus child care centers should consider alternative ways to help students secure care.** Strategies could include instituting referral systems to provide students with one-on-one assistance identifying open slots and applying for child care assistance; partnerships with center- and home-based community providers to offer dedicated and/or subsidized slots to children of parenting students; and partnerships with local Head Start/Early Head Start grantees.

- **Institutions should collect data on students with caregiving demands to understand their academic experiences and their child care needs, and to inform the design of support services that can help them succeed.** Passing statewide legislation would greatly facilitate the ability of institutions, and of the state, to understand how to best promote student parents’ educational attainment. It would also make Oregon one of the first states to collect these data, providing a model for others to follow as awareness of the student parent population grows.

APPENDIX A. METHODOLOGY

IWPR conducted a literature review, 15 expert interviews, and a survey of campus child care centers to increase understanding of the accessibility and affordability of child care for parents attending college in Oregon. Its review of the literature focused on accessibility, affordability, and availability of child care in Oregon; higher and early education policy and initiatives related to student parents and their access to care; funding sources for Oregon child care providers; and the Employment Related Day Care program and eligibility rules, among other related topics.

IWPR relied on its network of partners, as well as the literature review, to identify experts for interviews. IWPR researchers spoke with 15 experts in total, including representatives from Oregon's higher education and early learning agencies, child care researchers, campus child care directors, and student parent program leaders. Interviews addressed sources of child care support available to college students with children, how students find and pay for child care, gaps in child care access and affordability for student parent families, how student parent access to child care resources varies by geography, and promising program models and opportunities to improve student parents' access to affordable care.

IWPR identified public and private, non-profit institutions in Oregon with campus child care through an analysis of data from the Integrated Postsecondary Education Data System (IPEDS). Data for institutions with campus child care in Oregon were pulled for 2004-2019 to get a sense of the trend over time, as well as the characteristics of current centers, such as urbanization status and institution type. Data on campus child care centers present at institutions in 2019 were cross-referenced with desk research, which was conducted to compile a list of all centers on individual campuses. In all, IWPR's research found that there are 14 institutions with at least one campus child care center and 27 individual centers across the state. Two campus child care centers identified by IWPR's desk research and expert interviews were not reported in IPEDS data, which reports a total of 12 campuses with child care as of 2019.

IWPR's online survey of on-campus child care centers was fielded to the 27 on-campus child care centers in Oregon via e-mail. The survey was intended for campus child care center directors or other staff; in cases where multiple centers were present at one institution, IWPR requested that respondents fill out the survey for the main center at which they work. The survey explored a number of topics regarding campus child care centers' capacity, operations, and services for student parents, including the number of and share of parents served who are college students; type, hours, and availability (e.g. care during the summer) of care; total slots provided; wait list presence and length; cost of care for students; funding sources and total budget; degree of support from college administrators; and perspectives on how to improve child care access for student parents in Oregon.

Of the 27 total campus child care centers in Oregon, 15 centers completed the survey. Eight four-year institutions responded to the survey and four respondents were from community colleges (two respondents were from separate centers at one four-year institution). Seven respondents represented child care centers from three separate public institutions, which have multiple centers on their campuses (two four-year institutions and one community college). Survey data are not representative of all campus child care centers in the state, but provide insight into the experiences of and services provided by center respondents.

APPENDIX B. LIST OF EXPERT INTERVIEWS

Juan Baez-Arevalo

Director, Oregon Office of Student
Access and Completion
Higher Education Coordinating Commission

William Baney

Deputy Administrator, Self-Sufficiency
Oregon Department of Human Services

Simone Chaves

Director, Child Development Center
Portland Community College

Lisa Dodson, PhD

Senior Scientist and Affiliated Faculty
Brandeis University

Cheryl French

Project Specialist, Pregnant or Parenting /
Students Grant Project
Linn Benton Community College

Beth Gebstadt

STEPS Community College Consultant
Beth Gebstadt Consulting

Peggy Greene

STEPS Coordinator
Chemeketa Community College

Jennifer Irving Heras

Department of Human Services Child
Care Analyst
Oregon Department of Human Services

Kristi King

Student Family Coordinator, Family
Resource Center
Oregon State University

Becky Lamoureux

Director, Moss Street Children's Center
University of Oregon

Amy Luhn

Director, Family Resource Center
Oregon State University

David Mandell

Prenatal-to-Three Systems Fellow
Oregon Department of Education, Early
Learning Division

Sue Norton

Management Coordinator
Lane Community College

Nancey Patten

Director, Child Care Partners
Columbia Gorge Community College

Megan Pratt, PhD

Assistant Professor
Oregon Child Care Research Partnership

APPENDIX C. OREGON'S CAMPUS-BASED CHILD CARE CENTERS

Center	Institution	Campus	Institution Type
Child Development Center	Chemeketa Community College	Salem Campus	Public two-year
Clackamas Community College YMCA Child Development Center	Clackamas Community College	Oregon City Campus	Public two-year
Clackamas County Children's Commission (Head Start/Early Head Start)	Clackamas Community College	Oregon City Campus	Public two-year
Lane Child and Family Center	Lane Community College	Eugene Campus	Public two-year
Pre-Kindergarten Lab School	Linfield College	McMinnville Campus	Private four-year
Early Childhood Center	Mt Hood Community College	Gresham Campus	Public two-year
Mt. Hood	Mt Hood Community College	Gresham Campus	Public two-year
Our Little Village Drop Off Care Centers	Oregon State University	Main Campus-Corvallis	Public four-year
Child Development Center	Oregon State University	Main Campus-Corvallis	Public four-year
KidSpirit	Oregon State University	Main Campus-Corvallis	Public four-year
Azalea Child Care Center	Oregon State University	Main Campus-Corvallis	Public four-year
Beaver Beginnings Child Care Center	Oregon State University	Main Campus-Corvallis	Public four-year
Fruit and Flower Child Care Center	Portland Community College	Rock Creek Campus	Public two-year
Child Development Center	Portland Community College	Sylvania Campus	Public two-year
Albina Head Start	Portland Community College	Cascade Campus	Public two-year
YMCA Child Development Center	Portland Community College	Southeast Campus	Public two-year
Helen Gordon Child Development Center	Portland State University	Main Campus-Portland	Public four-year
ASPSU Children's Center	Portland State University	Main Campus-Portland	Public four-year
Little Vikings Flexible Childcare Center	Portland State University	Main Campus-Portland	Public four-year
Growing Seeds	Reed College	Main Campus	Private four-year

Center	Institution	Campus	Institution Type
The Community Preschool at SOU	Southern Oregon University	Main Campus	Public four-year
Educare Preschool Program	Southwestern Oregon Community College	Coos Bay Campus	Public two-year
Maple Corner Montessori	Umpqua Community College	Main Campus	Public two-year
Moss Street Children's Center	University of Oregon	Main Campus-Eugene	Public four-year
Vivian Olum Child Development Center	University of Oregon	Main Campus-Eugene	Public four-year
Co-op Family Center	University of Oregon	Main Campus-Eugene	Public four-year
Child Development Center	Western Oregon University	Main Campus	Public four-year
Total Institutions with Campus Child Care		14	
Total Campus Child Care Centers		27	

Notes: Total number of institutions with campus child care does not equal 12, as reflected in IPEDS data, because IWPR's research found two additional campus child care centers in its desk research and expert interviews. The Pre-Kindergarten Lab School at Linfield College is not reported in data from IPEDS. Linfield College's Lab School provides part-time care to student, faculty/staff, and community families and is not certified as a child care center through the state. IPEDS data also do not include the Community Preschool at Southern Oregon University, which has scaled back its services since the onset of the global pandemic, but remains open to student parents through partial-day care. KidSpirit at Oregon State University provides summer care and care during school breaks and holidays; it does not provide year-round child care.

Source: Institute for Women's Policy Research analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2004-19 Integrated Postsecondary Education Data System (IPEDS). Campus-specific information on child care services provided in the above note collected through desk research and phone calls.

REFERENCES

- Administration for Children and Families, Office of Child Care. 2016. "Child Care and Development Fund Final Rule Frequently Asked Questions." *Office of Child Care | ACF*. <<https://www.acf.hhs.gov/occ/resource/ccdf-final-rule-faq>> (accessed May 27, 2020).
- Attewell, Paul and David Lavin. 2007. *Passing the Torch: Does Higher Education for the Disadvantaged Pay Off Across the Generations?* New York, NY: Russell Sage Publishers.
- Build Initiative. 2018. "Baby Promise: A Plan to Provide Quality Early Care and Education Opportunities for Oregon's Infants and Toddlers." *BUILD Initiative Blog*. <<https://www.buildinitiative.org/blog/baby-promise-a-plan-to-provide-quality-early-care-and-education-opportunities-for-oregons-infants-and-toddlers>> (accessed March 3, 2020).
- Carnevale, Anthony P., Stephen J. Rose, and Ban Cheah. 2011. *The College Payoff: Education, Occupations, Lifetime Earnings*. Washington, DC: Georgetown University, Center on Education and the Workforce. <<http://www2.ed.gov/policy/highered/reg/hearulemaking/2011/collegepayoff.pdf>> (accessed July 31, 2014).
- CCSSE. 2019. "Community College Survey of Student Engagement - 2019 Cohort: 2019 Frequency Distributions - Main Survey." Austin, TX: Center for Community College Student Engagement, The University of Texas at Austin. <https://www.ccsse.org/survey/reports/2019/standard_reports/ccsse_2019_coh_freqs_allstu.pdf> (accessed May 23, 2020).
- Chase-Lansdale, P. Lindsay, Terri J Sabol, Teresa Eckrich Sommer, Elise Chor, Allison W. Cooperman, Jeanne Brooks-Gunn, Hirokazu Yoshikawa, Christopher King, and Amanda Morris. 2019. "What Are the Effects of a Two-Generation Human Capital Program on Low-Income Parents' Education, Employment and Psychological Well-Being?" Evanston, IL: Northwestern University. <https://www.ipr.northwestern.edu/documents/nu2gen-docs/cap-fls-year-1-and-2-findings_brief-i_may-2019.pdf> (accessed September 27, 2019).
- Child Care Aware of America. 2018. "2019 State Child Care Facts in the State of Oregon." Arlington, VA: Child Care Aware of America. <<https://info.childcareaware.org/2019-state-fact-sheets-download>> (accessed March 23, 2021).
- DeMario, Mary Ann M. 2017. "Outcomes of Monroe Community College Student Parents Who Used the Campus Child Care Center vs. Those Who Didn't, Fall 2006 - Fall 2014. Unpublished Overview of Research Findings."
- Dodson, Lisa and Deprez, Luisa. 2019. "Keeping Us in Our Place": Low-Income Moms Barred From College Success. *American Sociological Association* 18 (1): 36-41. <<https://journals.sagepub.com/doi/10.1177/1536504219830675>> (accessed July 25, 2020).
- Duke-Benfield, Amy Ellen and Brian Sponsler. 2020. *Leveraging Public Benefits to Improve States' Postsecondary Access and Completion*. Washington, DC and Denver, CO: Center for Law and Social Policy and Education Commission of the States. <https://www.clasp.org/sites/default/files/publications/2019/07/2019_leveragingpublicbenefits.pdf> (accessed May 27, 2020).

Early Learning Division. 2019. "Child Care and Development Fund (CCDF) Plan For Oregon: FFY 2019-2021." Salem, OR: Oregon Department of Education, Early Learning Division. <https://oregonearlylearning.com/wp-content/uploads/2019/01/OR.StatePlan.2019_11.07.18.pdf> (accessed May 3, 2020).

———. 2020. "What Is Head Start & Oregon Pre-Kindergarten?" Oregon Early Learning Division. <<https://oregonearlylearning.com/head-start-opk>> (accessed May 3, 2020).

Economic Policy Institute. 2019. *Child Care Costs in the United States (Oregon)*. Economic Policy Institute. <<https://www.epi.org/child-care-costs-in-the-united-states/>> (accessed March 17, 2020).

Gault, Barbara, Jessica Milli, and Lindsey Reichlin Cruse. 2018. *Investing in Single Mothers' Higher Education: Costs and Benefits to Individuals, Families, and Society*. Report, IWPR #C468. Washington, DC: Institute for Women's Policy Research. <<https://iwpr.org/iwpr-issues/student-parent-success-initiative/investing-in-single-mothers-higher-education-state/>> (accessed March 9, 2021).

Gault, Barbara, Lindsey Reichlin Cruse, Tessa Holtzman, and Susana Contreras-Mendez. 2019. *Head Start-College Partnerships as a Strategy for Promoting Family Economic Success: A Study of Benefits, Challenges, and Promising Programs*. Report, IWPR #C485. Washington, DC: Institute for Women's Policy Research. <<https://iwpr.org/iwpr-issues/student-parent-success-initiative/head-start-college-partnerships-as-a-strategy-for-promoting-family-economic-success-a-study-of-benefits-challenges-and-promising-programs/>> (accessed March 9, 2021).

Gault, Barbara, Lindsey Reichlin Cruse, and Rachel Schumacher. 2019. *Bridging Systems for Family Economic Mobility: Postsecondary and Early Education Partnerships*. Report, IWPR #C482. Washington, DC: Institute for Women's Policy Research. <<https://iwpr.org/iwpr-issues/student-parent-success-initiative/bridging-systems-for-family-economic-mobility-postsecondary-and-early-education-partnerships/>> (accessed March 9, 2021).

Goldrick-Rab, Sara, Carrie Welton, and Vanessa Coca. 2020. *Parenting While in College: Basic Needs Insecurity Among Students with Children*. Philadelphia, PA: Hope Center for Community, College, and Justice. <5/26/20>.

Grobe, Deana and Roberta B Weber. 2018. *2018 Oregon Child Care Market Price Study*. Oregon State University.

Henly, Julia R and Gina Adams. 2018. *Increasing Access to Quality Child Care for Four Priority Populations*. Washington, DC: Urban Institute. <https://www.urban.org/sites/default/files/publication/99150/increasing_access_to_quality_child_care_for_four_priority_populations_report_3.pdf> (accessed March 23, 2021).

Hess, Cynthia, Sylvia Krohn, Lindsey Reichlin, Stephanie Roman, 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 and the Women's Foundation of Mississippi. <<https://iwpr.org/iwpr-issues/student-parent-success-initiative/securing-a-better-future-a-portrait-of-female-students-in-mississippis-community-colleges/>> (accessed March 9, 2021).

Hess, Cynthia, Yana Mayayeva, Lindsey Reichlin, and Mala Thakur. 2016. *Supportive Services in Job Training and Education: A Research Review*. Report, IWPR #C434. Washington, DC: Institute for Women's Policy Research. <<https://iwpr.org/iwpr-issues/employment-and-earnings/supportive-services-in-job-training-and-education-a-research-review/>>. (accessed March 9, 2021).

Higher Education Coordinating Commission, Office of Student Access and Completion. 2020. "Oregon Student Child Care Grant." <<https://oregonstudentaid.gov/child-care-grant.aspx>> (accessed May 27, 2020).

Hout, Michael. 2012. "Social and Economic Returns to College Education in the United States." *Annual Review of Sociology* 38 (1): 379–400.

Institute for Women's Policy Research. 2020a. Institute for Women's Policy Research (IWPR) analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2012/17 Beginning Postsecondary Students Longitudinal Study (BPS:12/17).

———. 2020b. Institute for Women's Policy Research (IWPR) analysis of data from ACF-801 data for FY 2018, Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. <<https://www.acf.hhs.gov/occ/resource/fy-2018-ccdf-data-tables-preliminary>> (accessed May 26, 2020).

———. 2020c. Institute for Women's Policy Research (IWPR) analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16).

———. 2020d. Institute for Women's Policy Research (IWPR) analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2004-19 Integrated Postsecondary Education Data System (IPEDS).

———. 2020e. Institute for Women's Policy Research (IWPR) analysis of data on the 2008-2018 Oregon Student Child Care Grant from State Data Quick Check, National Association of State Student Grant and Aid Programs Annual Survey (NASSGAP). <https://www.nassgapsurvey.com/survey/state_data_check.asp> (accessed May 26, 2020).

Institute for Women's Policy Research, Ascend at the Aspen Institute, Barbara Gault, David Croom, and Portia Polk. 2019. "Parents in College: By the Numbers." Facts Sheet, IWPR #C481. Washington DC: The Institute for Women's Policy Research and Ascend at the Aspen Institute. <<https://iwpr.org/iwpr-issues/student-parent-success-initiative/parents-in-college-by-the-numbers/>> (accessed March 9, 2021).

Jessen-Howard, Steven, Rasheed Malik, Simon Workman, and Katie Hamm. 2018. *Understanding Infant and Toddler Child Care Deserts*. Center for American Progress. <<https://cdn.americanprogress.org/content/uploads/2018/10/31064929/IT-ChildCare-Deserts-13.pdf>> (accessed May 28, 2020).

Jessen-Howard, Steven and Simon Workman. 2020. *Coronavirus Pandemic Could Lead to Permanent Loss of Nearly 4.5 Million Child Care Slots*. Washington, DC: Center for American Progress. <<https://www.americanprogress.org/issues/early-childhood/news/2020/04/24/483817/coronavirus-pandemic-lead-permanent-loss-nearly-4-5-million-child-care-slots/>> (accessed July 23, 2020).

Johnson, Jean and Jon Rochkind. 2009. *With Their Whole Lives Ahead of Them: Myths and*

Realities About Why So Many Students Fail to Finish College. New York, NY: Public Agenda. <<https://eric.ed.gov/?id=ED507432>> (accessed December 9, 2019).

King, Mary and Lisa Dodson. 2019. *Oregon's Unmet Child Care Needs It's Time to Invest: Our Future Depends on It*. Portland, OR: Family Forward Oregon. <<http://www.familyforwardoregon.org/site/wp-content/uploads/FFO-Child-Care-Report-2019.pdf>> (accessed May 21, 2020).

Lower-Basch, Elizabeth. 2014. SNAP E&T. Washington, DC: Center for Law and Social Policy (CLASP). <<http://www.clasp.org/resources-and-publications/publication-1/SNAP-ET-Overview.pdf>> (accessed May 17, 2020).

Magnuson, Katherine. 2007. "Maternal Education and Children's Academic Achievement during Middle Childhood." *Developmental Psychology* 43 (6): 1497–1512.

Mechling, Audrey. 2019. *Oregon's Labor Market Recovers Unevenly A View of the State of Working Oregon*. Portland, OR: Oregon Center for Public Policy. <https://www.ocpp.org/media/uploads/pdf/2019/08/20190901-swo-employment_fnl.pdf> (accessed May 21, 2020).

Mitsui, Mark, Dan Haun, and Kate Kinder. 2019. "Oregon's Community College STEP (SNAP 50/50) Consortia." PowerPoint presented at the Connecting State Financing Policy To Institutional Innovation, Portland, OR, 2019. <<https://www.nga.org/wp-content/uploads/2018/05/m-Oregon-SNAP-50-50-Breakout.pdf>> (accessed May 27, 2020).

Mohan, Anitha. 2017. "Fewer Children, Fewer Providers: Trends in CCDBG Participation." Washington, DC: Center for Law and Social Policy. <<https://www.clasp.org/sites/default/files/publications/2017/04/CCDBG-Provider-Factsheet-2006-2015.pdf>> (accessed March 23, 2021).

National Center on Early Childhood Quality Assurance. 2019. Addressing the Decreasing Number of Family Child Care Providers in the United States. Fairfax, VA: U.S. Department of Health and Human Services, Administration for Children and Families. <https://childcareta.acf.hhs.gov/sites/default/files/public/addressing_decreasing_fcc_providers_september2020_final.pdf> (accessed March 23, 2021).

———. 2020. *Trends in Family Child Care Home Licensing Requirements and Policies for 2017, Research Brief #2*. Washington, DC: Office of Child Care. <https://childcareta.acf.hhs.gov/sites/default/files/public/2003_fcch_licensing_trends_brief_2017_final_0.pdf>.

National Skills Coalition. 2014. *Training Policy in Brief: SNAP Employment and Training Program*. Washington, DC: National Skills Coalition. <http://www.nationalskillscoalition.org/resources/publications/tpib/file/NSC_Training_SNAP_2014.pdf> (accessed February 19, 2016).

Office of Child Care. 2014. "Child Care and Development Block Grant (CCDBG) Act of 2014 Plain Language Summary of Statutory Changes." Washington, DC: Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. <[https://www.acf.hhs.gov/occ/law-regulation/child-care-and-development-block-grant-act-ccdbg-2014-plain-language-summary#:~:text=of%20Statutory%20Changes-,Child%20Care%20and%20Development%20Block%20Grant%20Act%20\(CCDBG\)%20of%202014,Language%20Summary%20of%20Statutory%20Changes&text=Requires%20States%20to%20establish%20health,%2Daid%2C%20and%20CPR\).](https://www.acf.hhs.gov/occ/law-regulation/child-care-and-development-block-grant-act-ccdbg-2014-plain-language-summary#:~:text=of%20Statutory%20Changes-,Child%20Care%20and%20Development%20Block%20Grant%20Act%20(CCDBG)%20of%202014,Language%20Summary%20of%20Statutory%20Changes&text=Requires%20States%20to%20establish%20health,%2Daid%2C%20and%20CPR).>)> (accessed March 23, 2021).

Office of Child Care, Administration for Children and Families. 2019. *FY 2018 Preliminary Data Table 10 - Reasons for Receiving Care, Average Monthly Percentage of Families*. <<https://www.acf.hhs.gov/occ/resource/fy-2018-preliminary-data-table-10>> (accessed April 30, 2020).

Oregon Center for Career Development in Childhood Care and Education and Oregon Child Care Research Partnership. 2019. *Oregon Early Learning Workforce: Six Years Beyond Baseline Comparison of 2012 and 2018*. Portland State University and Oregon State University. <<https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregon-early-learning-workforce-2018-report.pdf>> (accessed May 19, 2020).

Oregon Department of Education, Early Learning Division. 2017. "Baby Promise." Oregon Early Learning Division. <<https://oregonearlylearning.com/baby-promise/>> (accessed May 27, 2020).

Oregon Health Authority. n.d. "Support to Expectant and Parenting Students." Salem, OR: Oregon Health Authority, Public Health Division, Maternal and Child Health.

Orozco, Viany and Nancy K. Cauthen. 2009. *Work Less, Study More, & Succeed: How Financial Supports Can Improve Postsecondary Success*. New York, NY: Demos. <http://www.demos.org/sites/default/files/publications/WorkLessStudyMore_Demos.pdf> (accessed December 22, 2016).

Pratt, Megan, Michaella Sektnan, and Roberta Weber. 2019. *Oregon's Child Care Deserts: Mapping Supply by Age Group, Metropolitan Status, and Percentage of Publicly Funded Slots*. Corvallis, OR: College of Public Health and Human Sciences, Oregon State University. <<https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/oregon-child-care-deserts-01-29-2019.pdf>> (accessed March 23, 2021).

Reichlin Cruse, Lindsey, Jessica Milli, Susana Contreras-Mendez, Tessa Holtzman, and Barbara Gault. 2019a. "Investing in Single Mothers' Higher Education in Oregon: Costs and Benefits to Individuals, Families, and Society." Fact Sheet, IWPR #R638. Washington, DC: Institute for Women's Policy Research. <<https://iwpr.org/wp-content/uploads/2020/08/Oregon.pdf>> (accessed March 9, 2020).

———. 2019b. "Investing in Single Mothers' Higher Education: National and State Estimates of the Costs and Benefits of Single Mothers' Educational Attainment to Individuals, Families, and Society." Briefing Paper, IWPR #R600. Washington, DC: Institute for Women's Policy Research. <https://iwpr.org/wp-content/uploads/2020/07/R600_Investing-in-Single-Moms-National.pdf> (accessed March 9, 2019).

Sabol, Terri J. and P. Lindsay Chase-Lansdale. 2015. "The Influence of Low-Income Children's Participation in Head Start on Their Parents' Education and Employment." *Journal of Policy Analysis and Management* 34 (1): 136–61. <<https://onlinelibrary-wiley-com.proxyau.wrlc.org/doi/epdf/10.1002/pam.21799>> (accessed January 11, 2019).

Sabol, Terri J., Teresa Eckrich Sommer, P. Lindsay Chase-Lansdale, Amanda Morris, Jeanne Brooks-Gunn, Hirokazu Yoshikawa, Christopher King, and Sarah Guminski. 2019. "What Are the Effects of a Two-Generation Human Capital Program on Children's Outcomes in Head Start?" Evanston, IL: Northwestern University. <https://www.captulsa.org/uploaded_assets/pdf/CAP-FLS-Year-1-and-2-Findings_Brief-2_May-2019.pdf> (accessed September 26, 2019).

Schochet, Leila. 2019. "5 Facts To Know About Child Care in Rural America." Washington, DC: Center for American Progress. <<https://www.americanprogress.org/issues/early-childhood/news/2019/06/04/470581/5-facts-know-child-care-rural-america/>> (accessed May 21, 2020).

Sommer, Teresa Eckrich, William Schneider, Elise Chor, Terri J. Sabol, P. Lindsay Chase-Lansdale, Jeanne Brooks-Gunn, Hirokazu Yoshikawa, Amanda Morris, and Christopher King. 2019. "What Are the Effects of a Two-Generation Human Capital Program on Children's Attendance & Chronic Absence in Head Start?" Evanston, IL: Northwestern University. <https://cadlabosu.org/uploads/6/4/3/1/64312853/brief_iii_-_one-semester_effects_of_careerad-vance_on_child_attendance_an....pdf> (accessed September 27, 2019).

U.S. Department of Health and Human Services, Office of Population Affairs. 2018. "Oregon Health Authority." Text. HHS.Gov. June 28. <<https://www.hhs.gov/ash/oah/grant-programs/pregnancy-assistance-fund/current-grantees/2018-oregon-health-authority/index.html>> (accessed May 27, 2020).

Zhan, Min and Shanta Pandey. 2004. "Postsecondary Education and Economic Well-Being of Single Mothers and Single Fathers." *Journal of Marriage and Family* 66 (3): 661–73. <<http://www.jstor.org.proxygw.wrlc.org/stable/3600220>> (accessed June 3, 2016).



OUR MISSION | A just future begins with bold ideas.

We win economic equity for all women and eliminate barriers to their full participation in society. As a leading national think tank, we build evidence to shape policies that grow women's power and influence, close inequality gaps, and improve the economic well-being of families.

