The Family Friendly Campus Toolkit: Using Data to Improve Outcomes

Developed by the Program Evaluation & Research Group (PERG) at Endicott College
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familyfriendlycampustoolkit.endicott.edu | endicott.edu/perg | endicott.edu/studentparentprograms
ACKNOWLEDGMENTS

This Toolkit would not have been possible without the help of many supporters of parenting students in higher education.

- We are especially indebted to all those who piloted the FFCT at their two- and four-year schools across the country. They provided invaluable input as we revised prior data collection tools and created new documents. We also applaud their determination to collect as much relevant data as possible, to better position themselves to improve conditions for parenting students on their campuses.

Our heartfelt thanks go to:

- Racine Amos, University of Rhode Island
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- Amanda Johnson and Gail Messmer, Northern Kentucky University
- Traci Lewis, The Ohio State University
- James Stewart, DePaul University
- Kristina Testa-Buzzee and Bernice Daly, Norwalk Community College.

- We would like to thank Dr. Richard E. Wylie, President, Endicott College, for deciding to provide unique opportunities to young student parents so many years ago, and for continuing to support that work.

- Finally, we would like to offer special appreciation to our Endicott colleague, Dr. Autumn Green, Director of the National Center for Student Parent Programs, who has generously shared her insights, expertise, and friendship with us throughout this process.
Welcome to the *Family Friendly Campus Toolkit*!

We are delighted that you are interested in the *Family Friendly Campus Toolkit*. The FFCT is intended for those working in higher education who want to improve outcomes and conditions for parenting students. This highly motivated population of students face multiple barriers to degree completion due to their complex lives as parents, and graduation rates are extraordinarily low. The majority are also members of other at-risk groups, such as first generation college students and students of color. (See IWPR Report, *College Students with Children: National and Regional Profiles*.)

The *Toolkit* contains 3 sections: Getting Started, Collecting Data, and Making Sense & Moving Forward. It will guide you through a self-assessment process, helping you collect information about and from student parents on your campus and the resources currently available to them. It will help you set up a local Task Force, collect data, and create an Action Plan based on your particular goals, needs, and opportunities. The FFCT offers a flexible process and set of tools which were designed with undergraduate students at 2- and 4-year schools in mind, but it can easily be applied to graduate student parents and programs as well.

The FFCT is designed to be self-implementing. However, schools that piloted the Toolkit found periodic group videoconferences and support from the developers to be useful. The Program Evaluation & Research Group (PERG) will be offering occasional webinars, and schools can also contract with PERG for more in-depth technical assistance with the FFCT process.

The Family Friendly Campus Toolkit is available without cost for any non-commercial purpose, and anyone is free to use, share and adapt it, with attribution to PERG.

Thank you for your interest in the *Family Friendly Campus Toolkit*. We encourage you to use it, adapt it to your needs, and share it widely.

Good luck,

The PERG team
Joan Karp, Elizabeth Osche, Debra Smith
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   C.1 Simple Data Analysis Guide*
   C.2 Action Plan*
   C.3 Background Research*

*Tools available online in Microsoft Word format to use as working documents. Go to familyfriendlycampustoolkit.endicott.edu
### GUIDE TO SELF-ASSESSMENT PROCESS

<table>
<thead>
<tr>
<th>✓</th>
<th>Activity</th>
<th>Tool</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Started</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Create <strong>Task Force</strong> and start meeting</td>
<td>A2. TASK FORCE GUIDELINES</td>
<td>The Task Force (TF) is key and should be started early in the process. Bringing together a group of people to focus on student parent issues will have positive outcomes in addition to any other accomplishments.</td>
</tr>
<tr>
<td></td>
<td>Determine <strong>IRB</strong> requirements and submit paperwork for approval</td>
<td>A3. IRB &amp; SURVEY GUIDANCE</td>
<td>This may be quick but it might take some time. You may need to submit the survey and focus group questions (see below) well in advance.</td>
</tr>
<tr>
<td></td>
<td>Determine <strong>how and when</strong> to disseminate the Student Survey; consider offering incentives</td>
<td>A3. IRB &amp; SURVEY GUIDANCE; B4. STUDENT SURVEY</td>
<td>It may take some effort to figure out how to best reach student parents with the survey, and to get any needed institutional permissions; plan the timing of the survey in relation to semester activities.</td>
</tr>
<tr>
<td><strong>Collecting Data</strong></td>
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<tr>
<td></td>
<td>Fill in <strong>Profile of Existing Resources and Policies</strong>, on own and with Task Force, and discuss</td>
<td>B1. PROFILE OF EXISTING RESOURCES AND POLICIES</td>
<td>This will provide background for the TF, utilize their knowledge, and build a larger understanding of the level of &quot;family friendliness&quot; of your institution. Information about resources can be posted online.</td>
</tr>
<tr>
<td></td>
<td>Fill out <strong>Rubric</strong>, on own and with Task Force</td>
<td>B2. RUBRIC FOR SELF-ASSESSMENT</td>
<td>This will provide additional background for the TF, utilize their knowledge, and provide a picture of the gaps in the &quot;family friendliness&quot; of your institution. In addition, it will provide examples of best practices.</td>
</tr>
<tr>
<td></td>
<td>Locate sources of available <strong>Institutional Data</strong></td>
<td>B3. INSTITUTIONAL DATA</td>
<td>Find out which, if any, data (on the Data List) your institution tracks about parents. Compare available data points about parents with comparable non-parents. Look for help with analysis.</td>
</tr>
<tr>
<td></td>
<td>Finalize <strong>Student Survey</strong>, and distribute</td>
<td>A3. IRB &amp; SURVEY GUIDANCE; B4. STUDENT SURVEY</td>
<td>The survey will provide extensive information about your student parents. An online platform can analyze most of the survey for you.</td>
</tr>
<tr>
<td></td>
<td>Conduct <strong>Student Focus Group(s)</strong></td>
<td>B5. FOCUS GROUP GUIDANCE</td>
<td>Focus groups will allow you to ask student parents more in-depth questions, including about some unexpected things that may show up in the survey responses.</td>
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</table>
### Making Sense & Moving Forward

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile <strong>key results</strong> from all data sources</td>
<td>C1. SIMPLE DATA ANALYSIS GUIDE</td>
<td>Use this form to ensure that you consider key results from each data source when developing your Action Plan.</td>
</tr>
<tr>
<td>Create an <strong>Action Plan</strong></td>
<td>C2. ACTION PLAN; C1. SIMPLE DATA ANALYSIS GUIDE</td>
<td>Involve TF; base Action Plan on key results from analysis above; include recommendations from all levels of feasibility.</td>
</tr>
<tr>
<td>Create materials and disseminate your key results and recommendations</td>
<td>C2. ACTION PLAN; C1. SIMPLE DATA ANALYSIS GUIDE; C3. BACKGROUND RESEARCH</td>
<td>Create materials for dissemination of your key results and recommendations; share broadly. Use or share background academic research sources if appropriate.</td>
</tr>
<tr>
<td><strong>Advocate</strong> for Action Plan recommendations and implement</td>
<td></td>
<td>Engage TF, champion, and others in advocating for recommendations and implementing them to make campus more family friendly.</td>
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</tbody>
</table>

### Other Suggestions for making the process work smoothly:

- Find a partner to undertake this process with you; it is more likely to be easier, more enjoyable, and to keep moving if there are 2 partners leading the process.
- Identify a high-level champion in the administration who can help you overcome at least some barriers to implementing the process and eventual recommendations.
- Type directly into Word versions of the forms (available on the website), expanding tables as needed.
- Ask for information and help with different aspects of the process from offices and individuals around campus, even if they are not on the Task Force.
- Adapt the process and tools as necessary to fit your context.
- Don’t expect everything to go smoothly—people are not used to prioritizing this population. However, know that everything you are able to do will make a difference; even just assembling a Task Force will have a positive impact on parenting students on your campus.
- Check FFCT website for occasional webinars to support Toolkit implementation. Or contact PERG about contracting for extra help, if needed (perg@endicott.edu).
Purpose of the Task Force

- To contribute to implementing the FFCT self-assessment and planning process, including reviewing the current status of conditions for pregnant and parenting students, and developing a plan for improvements
- To build a collaborative approach and increased advocacy for a family friendly campus

Members of the Task Force

- Campus providers of services to student parents and their children
- Student parents (at all or some meetings)
- Other faculty or staff who are potential key advocates, providers of data about student parents, holders of knowledge about the history and politics of the institution, and possibly others as appropriate

(Consider staff from some of these offices—Student Services; Academic Services; Financial Aid; Residence Life; Title IX; Institutional Research; Human Resources; Early Childhood Center; Non-traditional Students; Transfer Students; Veterans, Minority, First Generation and Women’s Centers; Workforce/Career Center; Admissions; Counseling; Legal; etc.)

Work of the Task Force

- Meet 4-8 times throughout the year; some meetings might be for a few key people only, while other meetings might include a larger group
- Build relationships across departments and share information
- Review goals and mission of services for pregnant and parenting students
- Provide data for the Profile of Existing Resources for parents and Rubric
- Review data including institutional data, and data from student surveys and focus groups
- Develop an Action Plan, based on self-assessment results, for strengthening services for pregnant and parenting students, and making the campus more family friendly
- Help to disseminate findings, advocate for and implement the Action Plan

Recommended Meeting Topics

Meeting 1: Introductions including information about work with parenting students; review of FFCT purpose, process, and tools; share ideas about acquiring institutional data and survey distribution

Meeting 2: Provide data for Profile of Existing Resources; discuss and identify gaps

Meeting 3: Provide or confirm Rubric ratings; discuss and identify gaps; review survey and suggest additional questions before IRB review

Meeting 4: Review and discuss student survey results, focus group(s) summary, available institutional data (Consider inviting a group of students to share about their experiences directly with the group, in an additional meeting.)

Meeting 5: Review or fill out Simple Data Analysis Guide to organize and prioritize data collection results

Meeting 6: Develop or discuss draft Action Plan; plan dissemination of results and implementation of Action Plan
INSTITUTIONAL REVIEW BOARD (IRB)
Before beginning the process of collecting data directly from students, consult your school’s Institutional Review Board (IRB), if you have one. The purpose of an IRB is to ensure that research is conducted ethically, and that the confidentiality of participants is protected. The IRB application process can be very quick and easy, or it might be very lengthy and complicated, especially at large research institutions. This is a self-evaluation and designed to be confidential - your IRB should classify this work as exempt or expedited.

Your IRB will require (nearly) final versions of the survey and focus group questions, including informed consent language (see FFCT-provided language) and any information about incentives. Be sure to review these, and think about any questions you may want to add or change, prior to submission.

SURVEY GUIDANCE
• Determine when you want to distribute the survey, taking into account your school calendar, and work backwards to plan for all tasks.
• Closely review the survey and decide which, if any questions you want to remove, and if there are additional questions you would like to add, hopefully with Task Force input. Questions were designed to fit into the context of as many types of institutions as possible; YOU MAY NEED TO EDIT TEXT OR CHOICES TO FIT THE CONTEXT OF YOUR SCHOOL.
• Find out how long it might take to get IRB approval for the survey, and be sure to schedule time to decide about survey revisions before submission, and whether and how you will include incentives.
• Try to collect contact information for survey participants as soon as possible or determine other method(s) of distribution; ask financial aid or other offices for assistance with contact information (which they may or may not agree to provide).
• Consider many methods of distribution, such as sending it to all students (with a first question that screens out non-pregnant or parenting students), posting on campus social media, hosting “survey parties”, word of mouth through particular offices, centers, faculty, etc.
• Use an online tool such as SurveyMonkey (there are many others); someone will need to type the survey into the online tool. If you need assistance hosting the survey, consider contracting with PERG to host it for you.
• Keep the survey open for 2-3 weeks, with 1-2 reminder emails, if possible, about 5-7 days apart.
• Consider using incentives to raise your response rate. Any contact information collected for incentives must be separate from survey responses to keep surveys anonymous. Provide a separate link, possibly to a Google form, to leave contact information.
• Once your survey is closed, whichever online tool you use (i.e. SurveyMonkey) will provide you with a basic analysis of your data. You, or someone else on campus, may decide to conduct further analyses of the data.
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**B.1 PROFILE OF EXISTING RESOURCES AND POLICIES**

*Note: Type directly into the Microsoft Word version of this document (available on the website) and increase the number of rows for each section as necessary.*

I. ON CAMPUS services or facilities targeted for pregnant and parenting students

<table>
<thead>
<tr>
<th>Service Provider</th>
<th>Description of Services or Facilities</th>
<th>Who Qualifies</th>
<th>Funding Source(s)/Stable or Unstable*</th>
<th>When Became Available</th>
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* Stable means you can depend on it to remain at least at current levels for the next few years

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

<table>
<thead>
<tr>
<th>Service Provider</th>
<th>Description of Services or Facilities</th>
<th>Who Qualifies</th>
<th>Funding Source(s)/Stable or Unstable*</th>
<th>When Became Available</th>
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III. Key OFF CAMPUS services often utilized by pregnant and parenting students as parents

<table>
<thead>
<tr>
<th>Service Provider</th>
<th>Description of Services</th>
<th>Who Qualifies</th>
<th>Partnership Relationship? Describe</th>
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</table>
IV. FINANCIAL AID Resources (including childcare and housing subsidies, etc.) available for student parents

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Purpose of funds</th>
<th>Who Qualifies</th>
<th>Amount available</th>
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</table>

V. On Campus GATHERING PLACES (formal or informal) where parenting students meet deliberately as parents

<table>
<thead>
<tr>
<th>Location</th>
<th>Type of Space</th>
<th>Suitability of Space</th>
<th>Who gathers there</th>
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<tbody>
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<td></td>
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</table>

VI. Campus POLICIES that apply specifically to or are especially helpful for pregnant and parenting students

<table>
<thead>
<tr>
<th>Policy</th>
<th>Office</th>
<th>How to access</th>
</tr>
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<tbody>
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</table>

VII. Campus DATA SOURCES for information about student parents

<table>
<thead>
<tr>
<th>Source of Data</th>
<th>Type of Data</th>
<th>Contact Person</th>
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B.2
RUBRIC FOR SELF-ASSESSMENT

Filled out by: ____________________ Dept/Program: ____________________ Date: ________________

This Rubric has been assembled from successful practices at higher education institutions with long-standing student parent programs. No one institution includes all of these characteristics. Use the list for ideas of what might be useful at your institution, as well as to document existing conditions. Each institution is different, with different needs, resources, and at different stages of growth. Everything in this Rubric may not apply to your situation. Use it as a guide to help you think about areas you may want to improve.

The Rubric can be used to help assess the extent to which college programs and services, wider institutional supports, the campus culture, and community partnerships support the needs of pregnant and parenting students and their children at your school. Input from several sources may be required to accurately rate some items. Task Force member knowledge and some of the tools included in the Toolkit should help with providing the needed information. You may need to return to this Rubric to complete it after further data collection, such as student survey results. (The Rubric can be filled out by several people individually and then combined, it can be filled out by the Task Force as a group, or a completed draft can be presented to the Task Force for discussion.)

There may be more than one program or department that provides services for pregnant and parenting students; use the Notes column or consider adding additional rows or columns to clarify to which program or service the rating applies.

Use this 4-point rating system for each sub-topic to determine the current stage of your efforts:

0: Pre-stage – Nothing is being done in relation to the topic
1: Emergent stage – The need/topic is being partially met or implemented
2: Functional stage – The need/topic is largely being met or implemented, but there are still gaps and/or sustainability is lacking
3: Fully implemented stage – The need/topic is fully and sustainably met or implemented in the way listed here or in an equivalent, appropriate manner

Note: You can type directly into the Microsoft Word version of this document (available on the website).
### A: PARENTING PROGRAM OR SERVICES

<table>
<thead>
<tr>
<th>Characteristics of Fully Implemented Stage</th>
<th>Ratings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1: Goals/philosophy</td>
<td>Clear goals and philosophy behind services and programming for parenting students and their children</td>
<td>0</td>
</tr>
<tr>
<td>A2: Program/office</td>
<td>Separate office and programming specifically for parenting students</td>
<td></td>
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<tr>
<td>A3: Staffing</td>
<td>Qualified staff who are trained in parenting student issues and needs, providing services exclusively for them</td>
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<tr>
<td>A4: Program/office space</td>
<td>Space for private conversations, group meetings, informal hang out area, nursing/feeding and changing space, child play area</td>
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<tr>
<td>A5: Social support</td>
<td>Easily available informal social support from staff and peers</td>
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<tr>
<td>A6: Core/priority needs</td>
<td>Program ensures that student parents who utilize their services have access to:</td>
<td></td>
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<tr>
<td></td>
<td>- Safe affordable housing</td>
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<td></td>
<td>- Quality child care</td>
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<td></td>
<td>- Sufficient food</td>
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<td></td>
<td>- Necessary transportation</td>
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<td></td>
<td>- Health care for their families</td>
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<tr>
<td>A7: Services provided directly to parents</td>
<td>Services provided by program staff directly to parenting students could include, but are not limited to:</td>
<td></td>
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<tr>
<td></td>
<td>- Formal and informal counseling</td>
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<td></td>
<td>- Assistance to meet child care needs</td>
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<td></td>
<td>- Parenting help and information</td>
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<td></td>
<td>- Special classes (i.e. life skills, college transitions)</td>
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<td></td>
<td>- Information about wide range of topics and services</td>
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<td></td>
<td>- Help with obtaining all available institutional subsidies</td>
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<td></td>
<td>- Emergency grants/resources</td>
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<td></td>
<td>- Laptop loans/computer access</td>
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<td></td>
<td>- Mentoring</td>
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<td></td>
<td>- Leadership development opportunities</td>
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</tbody>
</table>
### A: PARENTING PROGRAM OR SERVICES

0: Pre-stage; 1: Emergent stage; 2: Functional stage; 3: Fully implemented stage

<table>
<thead>
<tr>
<th>Characteristics of Fully Implemented Stage</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A8: Referrals and assistance with on campus services</strong></td>
<td>Referrals (and monitoring of outcomes) to other service providers on campus, including providers of academic support, financial aid, mental health services, campus safety, health, housing, financial aid, etc.; playing advocacy role when necessary</td>
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<tr>
<td><strong>A9: Referrals and assistance with off-campus service providers</strong></td>
<td>Referrals (and monitoring of outcomes) to off-campus resources, including providers of public assistance, childcare, housing, food pantries, etc.; actively helping students navigate and negotiate public assistance using a social work model</td>
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<tr>
<td><strong>A10: Services for youngest, other most at-risk students</strong></td>
<td>Youngest and other most at-risk student parents identified (least supported, most isolated, disconnected); extensive support, supervision, and tracking provided</td>
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<tr>
<td><strong>A11: Community building</strong></td>
<td>Deliberate opportunities and space(s) for student parents provided by program so they can build community with each other, including family social activities</td>
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<tr>
<td><strong>A12: Children</strong></td>
<td>Help with access to high quality early childhood and other educational options; special programs on campus that encourage future college attendance by children</td>
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<tr>
<td><strong>A13: Advocacy</strong></td>
<td>Advocacy for student parent needs on campus, with faculty and administration; support for student parents to advocate for own needs</td>
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</table>

**Notes:**
### A: PARENTING PROGRAM OR SERVICES

0: Pre-stage; 1: Emergent stage; 2: Functional stage; 3: Fully implemented stage

<table>
<thead>
<tr>
<th>Characteristics of Fully Implemented Stage</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
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<tr>
<td><strong>A14: Advertising of services</strong></td>
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<tr>
<td>Adequate publicity of services for parents through a variety of means on campus and online so that all parents know what services and activities are available and how to access them</td>
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<td><strong>A15: Relationship and coordination with other campus providers</strong></td>
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<tr>
<td>Good relationships and regular communication with other campus providers of services to student parents, including parent-run organizations, childcare providers, academic support, financial aid, mental health services, residence life, campus security, etc.</td>
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<td><strong>A16: Data collection</strong></td>
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<tr>
<td>Data collection that will enable tracking of usage of services, retention, academic success, numbers and demographics, etc. Administration of short surveys to assess needs, student satisfaction with services and campus environment, etc.</td>
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<td><strong>A17: Self-evaluation</strong></td>
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<tr>
<td>Review of data collected to assess current status of services and campus environment annually</td>
<td></td>
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</tbody>
</table>

**Notes:**
## Characteristics of Fully Implemented Stage

<table>
<thead>
<tr>
<th>B1: Program champion</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program has a champion with political clout on campus who proactively advocates for services for student parents</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B2: Admin support</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant administrative offices are responsive to requests and often proactive around the needs of student parents</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B3: Financial aid</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution offers additional financial aid specifically for student parents, such as for tuition, child care, or housing</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B4: Academic policies</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional policies deliberately and specifically support student parents and take parenting issues into account, such as priority registration, accommodation for sick children in absence policy, flexible course options, ability to obtain full-time privileges when unable to take full load, etc.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>B5: Policies about children on campus</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution has a clear policy about welcoming children on campus; reasons for any restrictions are clearly explained</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B6: Data collection</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution collects and provides data points on basic information about student parents on campus, and reports on student parent outcomes</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B7: Faculty/staff awareness efforts</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution initiates efforts to make faculty and staff more aware of the needs of student parents</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B8: Title IX enforcement</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution ensures that all pregnant and parenting students, as well as faculty and staff, understand the legal requirements of Title IX re: pregnant and parenting students</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B9: Student success</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student parents are retained and graduate at rates comparable to similar non-parenting students</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B10: Family housing</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution makes (affordable) family housing available to undergraduate and graduate student parents</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B11: On campus childcare</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus, quality child care is available and affordable for undergraduate student parents, during the day and evening</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>B12: Meal plans for children</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution negotiates free or subsidized meal plans for children</td>
<td></td>
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</tbody>
</table>
### Characteristics of Fully Implemented Stage

<table>
<thead>
<tr>
<th>C1: Campus approach to parenting students</th>
<th>Institution and campus acknowledge unique needs and situation of parenting students, with parenting center, policies, activities, etc. that reflect this</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2: Family-friendly spaces</td>
<td>Campus includes spaces where parents feel comfortable bringing their children; also spaces specifically for parent and family interaction, lactation/pumping and diaper changing spaces, child-friendly study spaces, playgrounds, etc.</td>
</tr>
<tr>
<td>C3: Encouragement and support for campus engagement</td>
<td>Specific encouragement and support for parenting students to engage with college life outside the classroom, including free childcare at campus events, events open to children, evening childcare options, gym childcare, etc.</td>
</tr>
<tr>
<td>C4: On campus family activities</td>
<td>Sponsored activities on campus specifically for families; activities for all students that are appropriate and inviting for parenting students to attend with their children</td>
</tr>
<tr>
<td>C5: Faculty and staff</td>
<td>Faculty and staff are aware and supportive of the needs of pregnant and parenting students</td>
</tr>
<tr>
<td>C6: General atmosphere</td>
<td>Pregnant and parenting students and their children are visible, and feel comfortable and welcomed on campus</td>
</tr>
</tbody>
</table>

**Notes:**

0: Pre-stage; 1: Emergent stage; 2: Functional stage; 3: Fully implemented stage
### D: WIDER COMMUNITY

0: Pre-stage; 1: Emergent stage; 2: Functional stage; 3: Fully implemented stage

<table>
<thead>
<tr>
<th>Characteristics of Fully Implemented Stage</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D1: Partnerships</strong></td>
<td>Formal or informal relationships exist with organizations outside of the institution, such as: healthcare agencies, Head Start/other child care centers, United Way, Food assistance, public assistance agency, mental health provider, mentorship organization, low-income housing providers, etc.</td>
<td></td>
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<tr>
<td><strong>D2: Outreach</strong></td>
<td>Programs exist for reaching out to young parents (in high schools and elsewhere) and others for mentoring, inspiration, and recruiting for college</td>
<td></td>
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<tr>
<td><strong>D3: Funding</strong></td>
<td>Successful, targeted fundraising efforts</td>
<td></td>
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<tr>
<td><strong>D4: Connection with other student parent programs</strong></td>
<td>Part of a network/community of student parent programs</td>
<td></td>
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</tbody>
</table>

**Notes:**
Student parents are often invisible on college campuses, in part because institutions generally do not keep any or very much data about them. **Share this list** with your institutional research/data office, your financial aid office, student affairs, and any other possible sources of institutional data about parenting students, to find out what, if any, data is being collected about student parents, and what they will share with you. **Try to collect the same data about similar non-parent students** for comparison purposes. While all or some of this data is available at some institutions, it is not unusual for none of this data to be accessible.

These data points have been chosen because they provide a description of the population and enable an analysis of the success of student parents on your campus, including their academic progress, retention rates, and transfer rates. (Be aware that institutional reporting on retention and graduation rates generally does not include transfer students, and high numbers of student parents are transfer students, especially at 4-year schools.)

**See if someone at your institutional data or Title IX office, campus research center, etc., or a student, would be willing to analyze any data you are able to obtain.**

**Key Data Points on Student Parents and All Students:**

**Demographics:**
- Number of undergraduate student parents
- Age range, youngest-oldest
- Average age
- Number male/female
- Marital status
- Race/ethnicity
- Annual household income
- Number who are first generation college students

**Academics:**
- Number at each year in school (1st year, 2nd year, etc.)
- Number who are transfer students
- Number full time/part time
- Average GPA
- Number in each academic standing category

**Family & Housing:**
- Number of children
- Age range of children
- Number living on/off campus
- Number of housing units available for families on campus

**Note:** You can type directly into the Microsoft Word version of the following document (available on the website).
### TRACKING SHEET FOR INSTITUTIONAL DATA

<table>
<thead>
<tr>
<th></th>
<th>Student Parents*</th>
<th>All Students*</th>
<th>Other Student Category**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age range (youngest and oldest)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average age</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Number of females and males</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of single students/number of married students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakdown of race/ethnicity:</td>
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<td></td>
<td></td>
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<tr>
<td>Black/African American</td>
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<td></td>
<td></td>
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<tr>
<td>Hispanic/Latino</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown/Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual household income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of 1st generation college students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number at each year in school (1st year, 2nd year, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of transfer students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number full time/ part time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in good academic standing (and other categories)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of children of student parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age range of children (youngest and oldest)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average age of children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of student parents living in on-campus housing with children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of available units for all undergraduate students with children on campus</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

* Separate data for significantly different populations, if you have it, such as graduate students
** This could be for a comparison to all non-traditional students, for instance
STUDENT SURVEY

Note: Be sure to review IRB and Survey Guidance before finalizing the student survey.

INFORMED CONSENT

[School Name] is conducting this survey to learn about students who are pregnant, parenting, or a guardian for children under 18 so that we can serve you better.

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

The survey should take approximately 10-15 minutes to complete.

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

I agree  (insert check box)

SURVEY

1. Are you pregnant, a parent or guardian of a child under 18?  
   (use this question if sending this to a larger audience; those that answer “no” can be disqualified)

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

3. What year are you in school?  
   a. Freshman/1st year  
   b. Sophomore/2nd year  
   c. Junior/3rd year  
   d. Senior/4th year  
   e. Graduate Student  
   f. Other  
   g. Don’t know

4. Are you a transfer student? (Please answer yes if you have transferred any credits from another educational program or school into your current school.)  
   a. Yes  
   b. No
5. How old:
   a. Are you currently?
   b. Were you when you became pregnant with your first child or became a guardian of your first child?

6. Are you currently: (check all the apply)
   a. Pregnant
   b. Biological parent
   c. Step-parent
   d. Adoptive parent
   e. Foster Parent
   f. Parenting a child for whom you are a guardian (officially or unofficially)

7. How many children (under 18) are you parenting?

8. What is the age of the oldest child you are parenting? (drop down choices)
   a. Currently pregnant
   b. Under 1 year
   c. 1
   d. 2
   e. 3 (and so on)

9. What is the age of the youngest child you are parenting? (drop down same as above but with “only have one child” as first choice)

10. Are you:
    a. Female
    b. Male
    c. Other

11. What is your CURRENT marital status?
    a. Single, never married
    b. Separated/divorced
    c. Living with romantic partner/not married
    d. Married
    e. Other (please specify)
12. IF YOU ARE LIVING WITH ONE OR MORE OF YOUR CHILDREN, which of the following best describes your living arrangement right now? You may check all that apply.

My child(ren) and I live in:
   a. On-campus college housing
   b. On-campus private housing
   c. Off-campus college housing
   d. Off-campus house/apartment
   e. House/apartment with parent, grandparent or other relatives
   f. Public Housing
   g. Section 8 housing
   h. Temporary situation(s)
   i. Shelter or transitional housing
   j. Homeless
   k. Other (please specify)

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

14. Are you or your siblings the first generation in your family to attend college?
   a. Yes
   b. No
   c. I don't know

15. Were you raised primarily by a single parent?
   a. Yes
   b. No

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

17. Is English your first/native language?
   a. Yes
   b. No
   c. Prefer not to answer
18. For each of the following statements about your experiences as a pregnant or parenting student at this school, please indicate how often the statement applies to you:

*(Choices: Very Often, Often, Sometimes, Rarely, Never)*

a. I interact or associate with other students at this school who have children or are pregnant
b. I feel judged or harassed by other students because I am a parent or pregnant
c. I feel isolated from other students
d. I can find child friendly study spaces on campus, if needed (leave blank if not needed)
e. I consider dropping out of school before finishing
f. I am confident in my ability to complete my coursework
g. Comments

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

*(Choices: Very Often, Often, Sometimes, Rarely, Never)*

a. I feel judged or harassed by faculty or staff because I am a parent or pregnant
b. I have asked faculty to accommodate me in any way (ie. scheduling, absences, extensions, etc)
c. If you have asked faculty for accommodations, were they granted?
d. I hide or don’t mention that I have a child or am pregnant with faculty, other students, or staff
e. Comments

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

a. Time management
b. Family commitments get in the way of class or study time
c. Work commitments get in the way of class or study time
d. Difficulty paying for child care
e. Difficulty finding child care
f. Sick child
g. Child with disabilities
h. Parenting issues
i. Computer problems or lack of access to technology
j. Transportation problems (for example, poor public transportation, car breakdowns, etc.)
k. Challenges getting or keeping public benefits or assistance (such as subsidies or cash assistance)
l. Inability to make up exams or assignments missed due to work or family demands
m. Social isolation
n. Other financial challenges
o. Other
21. For each of the following statements about your experiences as a pregnant or parenting student at this school, please indicate how often the statement applies to you:

*(Choices: Very Often, Often, Sometimes, Rarely, Never)*

a. I have opportunities to make friends and meet people at my college
b. I take part in student activities like clubs, campus associations, committees, or other college activities
c. I attend other campus events
d. I bring my child/ren to campus
e. I bring my child/ren to class

22. Who or what has helped you the most as a parenting student at this school? [text box for open-ended response]

23. What has been the biggest challenge for you as a parenting student at this school? [text box for open-ended response]

24. Overall how well do the support services at your school meet your needs as a parenting student?

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

*(text)* The following series of questions are about services that are or could possibly be offered at your school. It would be helpful to those providing services to pregnant or parenting students to know what things would be **most useful for you**.

25. Please indicate how useful each of the following *basic needs-related* supports are or would be for you as a pregnant or parenting student:

*(Choices: Not useful, Somewhat useful, Very useful)*

a. An office dedicated to the needs of student parents
b. Someone to give me referrals to needed services and supports
c. Availability of small, emergency financial grants
d. On-campus family housing

26. Please indicate how useful each of the following *academic-related supports* are or would be for you as a student parent:

*(Choices: Not useful, Somewhat useful, Very useful)*

a. Course registration priority
b. Flexible scheduling of classes
c. Awareness and accommodations for student parents from faculty
d. Child-friendly study spaces
e. Laptop loans
27. What type of child care provider does your youngest child utilize the majority of the time:
   a. Child’s other parent, a grandparent, or other family members
   b. On campus child care center
   c. On campus babysitting arrangement
   d. Off campus child care center or family daycare program
   e. Off campus babysitting arrangement
   f. Before/after school program
   g. None
   h. Other

28. Please indicate how much you agree with the following statement:

I am satisfied with the quality of child care that my youngest child receives. (Quality child care as defined by a caring and responsive provider in a safe, age appropriate, and stimulating environment.)

(Choices: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree)

29. Please indicate how useful each of the following childcare-related supports are or would be for you as a pregnant or parenting student:

(Choices: Not useful, Somewhat useful, Very useful)
   a. On-campus affordable childcare
   b. After hours childcare
   c. Backup or emergency childcare
   d. Drop-in childcare
   e. Financial assistance for childcare

30. Please indicate how useful each of the following parenting/family-related supports are or would be for you as a pregnant or parenting student:

(Choices: Not useful, Somewhat useful, Very useful)
   a. Parenting information, education, and/or help
   b. Formal or informal counseling or coaching specifically for student parents
   c. Family activities on campus
   d. Place for student parents (with and without children) to gather on campus
   e. Lactation room(s) and/or diaper changing area(s)

31. Have you received any parenting education or support with parenting issues from this school?
   a. Yes
   b. No
   Please explain [text box for open ended response]

32. How many breaks have you taken from attending any college since you became pregnant or a parent/guardian (i.e. stopped attending for a major part of the semester or longer- not including summer breaks)?
33. What were your primary reasons for taking time off? (Check all that apply)
   a. Needed to care for family
   b. Financial considerations
   c. Problems with childcare
   d. Not enough time for school
   e. Too overwhelmed of stressed
   f. Health issues
   g. Sick child/children
   h. Became pregnant/had baby; started parenting
   i. Didn't know my career goal
   j. Academic challenges
   k. Unfriendly environment for families
   l. Lack of flexibility around class work or absences
   m. Other

34. How would you rate your level of stability in the following areas (defined below) RIGHT NOW? *(Choices: Very stable, Moderately Stable, Slightly or Not Stable)*
   a. HOUSING stability: a safe and dependable place to live with adequate privacy, for an extended period of time
   b. FOOD stability: confidence in access to enough nutritious and desirable food for you and your child/ren every day
   c. JOB stability: a stable job with dependable hours
   d. FINANCIAL stability: enough money (including loans) to cover all basic needs (housing, food, clothing, childcare, transportation, etc.)
   e. CHILD CARE stability: Dependable and stable childcare arrangement(s)
   f. TRANSPORTATION stability: Dependable and affordable transportation for all basic needs for you and your children
   g. HEALTHCARE stability: Dependable access to affordable healthcare for you and your children

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

36. What are the top FIVE causes of stress in your life right now? **Check up to 5.**
   a. Providing safe and appropriate housing for your family
   b. Spending enough quality time with your child/ren
   c. Managing your money and finances
   d. Balancing work, school, and home life
   e. Managing eligibility for public assistance
   f. Affording basic needs
g. Dealing with relationship problems
h. Keeping up with school work and assignments
i. Ensuring appropriate child care for your children
j. Getting enough sleep
k. Feeding yourself and your family
l. Transporting yourself and your family
m. Children’s health issues
n. Managing your own health

37. Were you pregnant at any time while you were a student at this school? Those who answer “no” can be skipped to question 39.
   a. Yes
   b. No (if no, skip next question)

38. While you were pregnant and a student at this school: (Choices: Yes, Somewhat, No, Not Applicable)
   a. Did you take any time off (more than a week at a time)?
   b. Did you ask faculty to accommodate you in any way? (ie scheduling, absences, extensions, etc?)
   c. If you did ask for accommodations, were they granted?
   d. Were you pressured to drop out or stop out of school by anyone employed by your school related to your pregnancy?
   e. Did you encounter any issues with your housing situation as a result of being pregnant?
   f. Did you encounter any issues with your extracurricular activities as a result of being pregnant?

39. Which of the following categories best describes your employment status?
   a. Employed part-time
   b. Employed full-time
   c. Not employed and looking for work
   d. Not employed and NOT looking for work
   e. Disabled and not able to work

40. If you are employed, how many hours do you work in a typical week?
41. Please indicate which, if any, of the following forms of financial assistance you have used or received so far while a student parent at this school (check all that apply)
   a. Subsidized housing, such as public housing or Section 8 housing
   b. Subsidized housing from your school
   c. Women, Infants, and Children, or WIC Benefits
   d. Earned income Tax Credit (EITC)
   e. Food assistance, such as SNAP or food stamps
   f. Temporary Assistance for Needy Families (TANF)
   g. Child care subsidy funded by your school
   h. Other childcare subsidy/ funding
   i. Not sure
   j. None
   k. Other (please specify)

42. Last year, what was your approximate total household income from all sources, before taxes? (please do not include loans/grants except those for living expenses) (Please note that your response to this question will not affect your financial status with this school.)
   a. $0 to $10,000
   b. $10,000 to $20,000
   c. $20,000 to $30,000
   d. $30,000 to $50,000
   e. $50,000 to $75,000
   f. $75,000 to $100,000
   g. $100,000 and up
   h. Prefer not to answer
   i. Don't know

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

Thank you for your help with this survey!

[Any Information about incentives goes here. If they need to leave name or contact information – send them to a separate website (such as a google form) so that their survey responses remain confidential – and be sure to tell them this.]
Focus Group Guidance

Informed Consent Template
Possible FG Questions

- Recruit a group or groups of student parents who are willing to meet with you. If you can, meet with those who might have very different experiences in separate groups, such as dads, younger parents, or graduate students. Consider 1-3 groups, although more are possible.

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

- The difference between an interview and a focus group is that you have the opportunity for participants to feed off of each other’s comments or have a discussion about a topic.

- Ask participants to read and sign the consent form—Toolkit version or your own. Be sure to comply with any confidentiality statements in the consent form, and be aware of how you plan to talk about the results with your Task Force to ensure participant confidentiality.

- If possible, have a 2nd facilitator type notes as people speak. You might also make an audio recording to consult if necessary or desired. (Transcribing is time consuming, so typing during the meeting can be more efficient.)

- Be aware of all participants and be sure that everyone’s voice is heard.

- Review survey findings, especially open-ended comments, for topics you might want to explore further in a focus group.

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

- In addition, or alternately, consider setting up a special meeting of the Task Force to listen to the experiences of parenting students.
We are (name) from (school name). We are in the process of assessing our services and programs for parenting students and their families at our school using a Family Friendly Campus Toolkit, funded by the US Department of Education.

We appreciate your talking with us about your experiences at school and with our services. You may choose not to answer a question at any time, or go “off the record.” We may audio record this session to keep track of our interview but this will only be used as back up for our notes.

We will use what we learn from this group to improve our programming for student parents and their families. This focus group discussion is confidential. We will make sure that no one besides the people leading the focus group know who you are when they read what you say. If we write or present about our work, we will never identify you by name. No faculty or staff outside of this conversation will know who said what.

If you have any questions or concerns about participating, please contact ______, ______, at ______(phone) or ______(email)

CONSENT

I have read or been read the above statement and agree to participate in this study. If I feel uncomfortable with any of the questions, I may choose not to answer. If I have questions or concerns, I can contact ______

Printed Name_______________________________________________

Signature_____________________________________________

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

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

**Tell me about -- Being a parent and a student**
How has being/becoming a parent affected your pursuit of higher education?
What are the biggest challenges you have as a single parent re: academic achievement and graduation?
What has your experience been like as a student parent at [your school].

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

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

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

Is there anything else would you like to add?
This form will help you review results and suggestions from each data source, and guide you to the most significant issues and themes. It will also help you decide what to include in any materials (presentations, reports, fact sheets, etc.) you might create to help you disseminate your results and build support for your recommendations. If possible, involve some or all members of your Task Force in the review of these documents.

The next step after completing this sheet is to create an Action Plan based on the gaps and priority needs reflected below.

Keep your entries brief, in outline or note form. You can type directly into the Word version of this document, and add rows if needed. When you are finished, highlight or note common issues and themes across data sources.

### Profile of Existing Resources and Policies - B.1:
List up to 5 insights or pieces of important information you learned (positive or negative) from filling out this form (i.e. there are more resources than most staff/faculty/students know about, student parents do not have a good gathering place on campus, funding for an important resource is not secure, policies for student parents do not exist).

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### Rubric for Self-Assessment - B.2:
List up to 6 insights (positive or negative) and areas you would like to improve or implement based on your Rubric results.

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### Institutional Data - B.3:
If you were able to collect any data about student parents, list up to 3 relevant things you learned from it (i.e. number of overall student parents, large number who are first generation students, relative graduation rates compared to all students).

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### Student Surveys - B.4:
List up to 10 points that you think are most important to share widely from the student survey results. Base these on the software-provided analyses and your review of the open-ended question responses. (You may decide to also disseminate a separate detailed analysis with charts of all or some of your survey findings.)

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### Student Focus Groups - B.5:
List up to 4 topics, issues, concerns, recommendations that stood out to you from listening to or reading notes from the focus group(s).

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### Other/ informal data sources:
List up to 3 additional pieces of relevant information you learned through other/ informal data sources, such as conversations in the Task Force, student parents, or with others.

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### Helpful student quotes - B.4 & B.5:
List up to 8 student quotes from the open-ended questions on the student survey and/or from the focus groups that illuminate and humanize key areas of strength or concern. (Be sure they are not identifiable.)

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Your Action Plan should be based on gaps and priority needs revealed by the completed Simple Data Analysis Guide; determine recommendations that will improve student parent outcomes. Consider changes to: policies, supports and services, other resources, faculty, staff and student body awareness, data collection, partnerships, etc. (Review the Rubric for ideas.) Engage Task Force members in determining or reviewing items. Consider both quick and easy items as well as more challenging and long-term items. Tap into existing services and look for additional allies, especially in student affairs and academic affairs.

The first step for some items may be to build support, including sharing results from the Toolkit’s self-assessment process and other actions. Ideally, all or some of the Task Force will be involved in implementation and evaluation of these items; you can return to the desired outcome section to help assess changes over time.

You can type directly into the Word version of this document (available on the website), adding as much content as you wish. Copy additional tables to new pages as necessary for more recommendations. These tables can provide a template for a sharable report.

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BACKGROUND RESEARCH

The Family Friendly Campus Toolkit: Using Data to Improve Outcomes

This research was compiled in collaboration with Dr. Autumn Green, Director of the National Center for Student Parent Programs at Endicott College. Feel free to use any parts of this document, with citations.

Parenting students are a largely invisible group, and what is known about them is extremely limited. There is no requirement to identify or collect institutional data on student parents, and colleges rarely do (Karp, Osche, & Smith, 2016). National data show that parenting students recently numbered 4.8 million, or 26% of all undergraduates, and are overwhelmingly female, low income and disproportionately women and men of color. The majority are enrolled in community colleges, for-profit institutions, or non-degree-granting programs. (Gault, Reichlin, & Reynolds, 2014). Despite evidence that students with children have higher average GPA's than their traditional peers (Gault, Reichlin, & Reynolds, 2014), the six-year degree completion rate for student parents enrolled in all post-secondary programs is 33% (Miller, Gault, & Thorman, 2011). For the 1.1 million (Institute for Women's Policy Research, 2016a), or 23% of student parents who begin their college study at four-year public or private not-for-profit colleges, the six-year graduation rate is 17.4%. When this is expanded to include all student parents, including those who enter higher education through a two-year institution or other type of school, or who attend a for-profit school, the likelihood of completing a baccalaureate degree within six years is only 3.5% (Institute for Women's Policy Research, 2016b). For all women who have a baby before the age of 20, less than 10% obtain a 2-year degree by the age of 30, and less than 3% obtain a 4-year degree by the age of 30. (Hoffman, 2006).

Research on student parent programs and program development efforts remains scarce. However, in one available study, Kates (2006) found that after welfare reform in 1996, thousands of low-income parents were forced out of college and institutional supports for this population declined significantly. Yet, during and after the recession the population of undergraduate student parents increased by about 900,000. (Gault, Reichlin, & Reynolds, 2014; Miller, Gault, & Thorman, 2011). Today, many institutions see supporting student parents as a major issue for institutional retention, and are initiating efforts to develop or revitalize services. Qualitative findings from the Toolkit developers’ earlier study—Baccalaureate Student Parent Programs and the Students They Serve, suggest that targeted services and policies can be critical in assisting many young undergraduate student parents to overcome significant barriers to remain in school (Karp, Osche, & Smith, 2016; Smith, Osche, & Karp, 2016).

Interdisciplinary research has made a compelling case that higher education remains an effective and critical strategy for moving low-income parents and their children permanently out of poverty (Adair, 2003; Kates, 2004; Baum, Ma, & Payea, 2013). On average, each year of additional schooling increases an individual's income by 10% (Kaushal, 2014). Higher education is well supported as an important component of a comprehensive anti-poverty strategy (Newman, 2007; Baum, Kurose, & Ma, 2013; Goldrick-Rab, & Sorenson, 2010).

Research has also shown causal positive effects from a parent with a bachelor’s degree not only on their children’s test scores, health and behavior, but also on mothers’ behaviors that can affect their children’s behaviors, such as teenage childbearing and substance abuse (Kaushal, 2014). Furthermore, when a parent enrolls in college at any level, not only do they advance their own education and skills, they also demonstrate a value for education to their families. Children have been shown to mutually invest in this value alongside their parents, and reflect their parents’ role modeling in their own stated intentions to attend college when they grow up (Dodson, & Luttrell, 2008; Ricco, McCollum, & Schuyten, 2003; Wilsey, 2013). Additionally, longitudinal research on the families of low-income student parents has found that children are more likely to attend college as young adults, reducing intergenerational poverty (Attewell, & Lavin, 2007).
REFERENCES


Proper attribution for reference to the Family Friendly Campus Toolkit is:


Contact PERG at PERG@endicott.edu for more information or assistance.
The Family Friendly Campus Toolkit was developed by the Program Evaluation and Research Group (PERG) with support from the US Department of Education Fund for the Improvement of Post-secondary Education (FIPSE), based on prior support from the W.K.Kellogg Foundation, under the auspices of the National Center for Student Parent Programs, Endicott College.

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familyfriendlycampustoolkit.endicott.edu
endicott.edu/perg
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