

# Multiple Responsibilities, Single Mission

Understanding the Experiences of  
Community College Parenting Students



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Community colleges lead the charge in educating a diverse population of students with varying goals and backgrounds, and one such unique group is students who parent. In fact, about half of all undergraduate student parents attend community colleges.<sup>1</sup> Given that community colleges offer more accessible, affordable, and speedy paths to workforce credentials and degrees than other institutional options, it is not surprising that so many parenting students choose this path. But do community colleges have the information they need to adequately support this student population?

A recent American Council on Education publication suggests there is a dearth of data about parenting students—information that is needed so that the appropriate supports can be put into place to help them be successful.<sup>2</sup> Therefore, to better understand the experiences of these students and to add to the existing scholarship about them, we investigated this population by analyzing data collected from students across 164 colleges during the 2024 administration of the Community College Survey of Student Engagement (CCSSE).

## FOREWORD

# Parenting While Learning A Call for Campus Commitment



**Daria J. Willis, Ph.D.**  
President  
Howard Community College

As helpful as faculty members, department chairs, deans, and office managers were in building a community around my child, isolation remained the defining feature of my undergraduate experience. Some offered babysitting services while I attended classes, flexibility on assignments, and opportunities for grants and scholarships—all of which were accompanied by smiles and gracious words of encouragement.

But in 2004, these kindnesses were outnumbered by the stares aimed squarely at an unmarried mother. There was no national discussion about parenting students, and my university provided no comprehensive support. Many days, my drive to succeed was balanced by the loneliness and hardship of life as a single parent.

The higher education sector has evolved significantly over the past two decades, and so have I. However, this report reveals just how much more ground our institutions must cover in helping the one in five college students nationwide who self-identify as a parent or caregiver. When paired with coursework, exams, and class schedules, the demands of parenthood can be overwhelming, especially in the absence of adequate support systems within the institutions where students—and, in many cases, their children—spend most of their waking hours.

The constant pressure to excel, to prove one's self-worth, and to survive stifles the spirit daily. Targeted resources, flexible academic policies, and accessible child care can help many student parents overcome significant disadvantages and reduce the likelihood of them dropping out of school.

The pandemic exacerbated existing challenges, closing campus child-care learning centers nationwide due to a lack of funding. Many remain closed today. At Howard Community College (HCC), we reopened our Children's Learning Center in August 2024 with support from our first-ever CCAMPIS grant from the United States Department of Education and the Howard County Community Action Council. More than 30 children are enrolled in the center today while their parents—most of whom are women of color—pursue their education at HCC.

Parenting students are engaged and dedicated to their coursework, often working overtime to excel. But a car repair, a health issue, or a family emergency can derail their progress entirely. We can do more to support our parenting students, and legislation is a key element in this effort. In Maryland, House Bill 840 was signed into law in May of 2025, requiring public senior higher education institutions to adopt a plan to support pregnant or parenting students by August 2026.

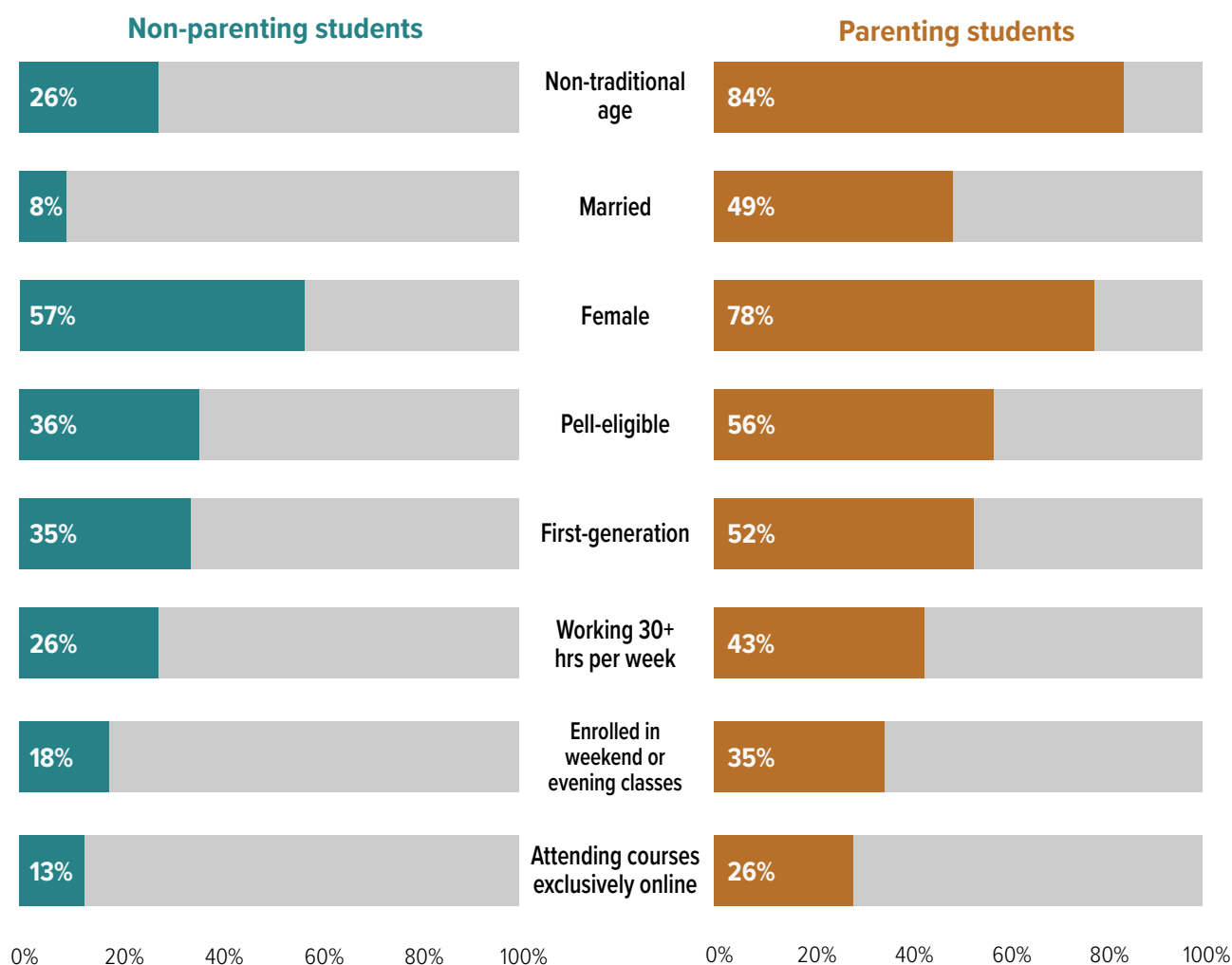
Now, the state's public higher education institutions, including community colleges, must take concrete steps to better support opportunity, equity, and human dignity for all students, especially those who have too often felt the shame of institutional silence.

I would not be a community college president had it not been for the resources and support I found from caring educators who understood my situation. Imagine the possibilities when entire campuses come together—not by exception but by design—to support every parenting student. Read this report and let us commit to creating campuses that are ready and responsive in their support of our parenting scholars.

# Who Are They?

The Urban Institute defines a parenting student in this way: **Someone who is enrolled in any level of education or training and is concurrently responsible for (or imminently will be responsible for) providing for a child of any age. They may be a biological parent, stepparent or unmarried coparent, adoptive parent, foster parent, guardian, grandparent, extended family member, or sibling caregiver.**<sup>3</sup> Of students who completed CCSSE, 23% responded “yes” to the question, “*Do you have children who live with you and depend on you for their care?*” While this survey item may exclude students who care for children that do not live with them, the characteristics of the students responding “yes” to the item—that they are much more likely to be female, older, first-generation, financially insecure—align with what others have documented about undergraduate parenting students. For this report, parenting students comprise any students who affirmed on CCSSE that they have children who live with them and depend on them for their care.

Parenting students are much more likely to be **married** and **older**.

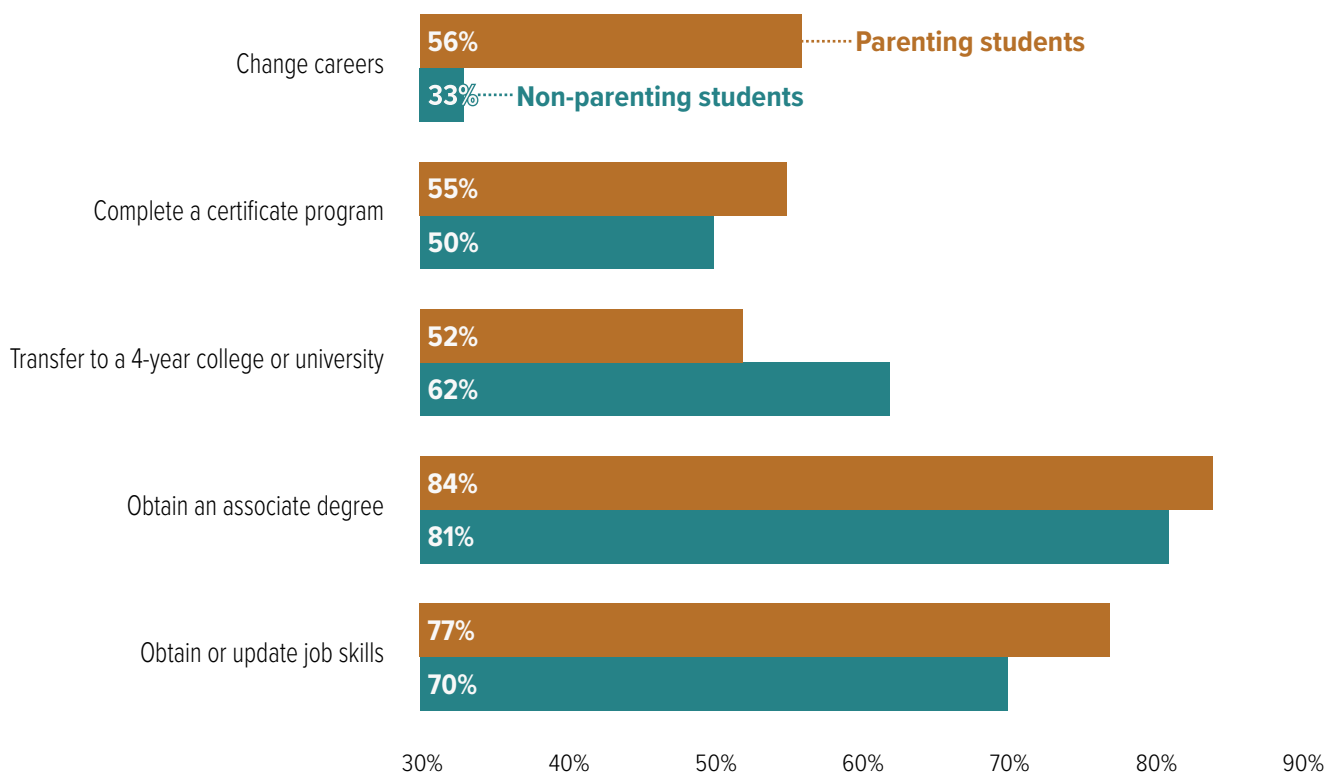


# What Are Their Goals?

Parenting students were more likely than non-parenting students to cite earning a certificate or an associate degree as a goal for being in college, and they were less likely to cite transferring to a four-year college or university as a reason for being enrolled. An academic credential that can be obtained relatively quickly may be more appealing to students who have limited time and resources to begin with.

Additionally, parenting students were much more likely than their counterparts to cite changing careers as a goal. This finding is not surprising as parenting students are much more likely to be older and to have already spent time in the workforce—and therefore aware that changing careers may afford a better life for them and those they care for.

**Changing careers** is a key motivator for parenting students.



Indicate which of the following are your reasons/goals for attending this college. Students responding "Yes" to each item.

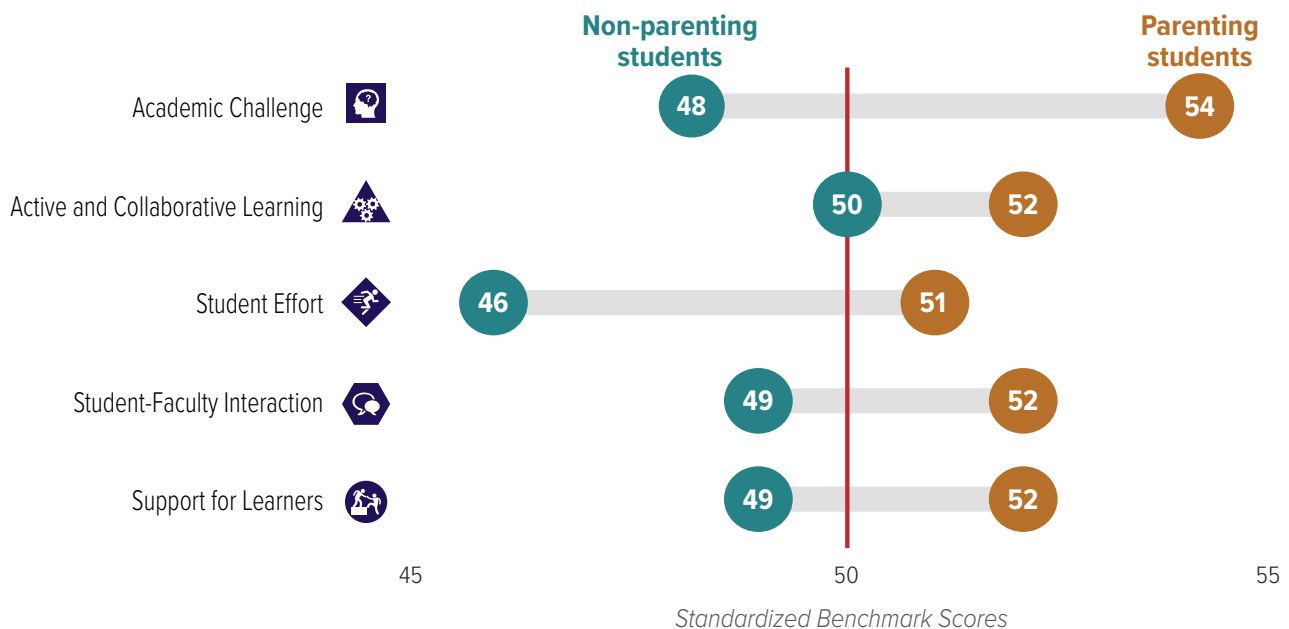
“The one thing that keeps me going is my family. They depend on me to support them. They depend on me for everything, especially my kids. ... I want them to be able to say, **‘Look, Mom and Dad did it.’** ... For them to see us graduate and to reach that goal, I think, would be a real big motivator for them, just to let them know, ***you can never set a goal too high, a dream too big.***”

– CCCSE Focus Group Respondent, Student

# How Engaged Are They?

The parenting students in this data collection were more likely to be older and to be women—two student groups that CCSSE results have historically revealed to be more engaged in their educational experiences—but they were also more likely to be part-time, first-generation, Pell-eligible, and working 30 or more hours per week than non-parenting students. Despite these attributes that could pose challenges to student engagement, parenting students were above the national average and more engaged than their peers across all five CCSSE benchmarks. *Benchmarks are groups of conceptually related survey items that address key areas of student engagement—and have been shown to be powerful contributors to effective teaching, learning, and retention. The benchmarks are standardized around a mean of 50. Read more about [CCSSE benchmarks](#).*

Parenting students report **higher engagement** across key benchmarks.

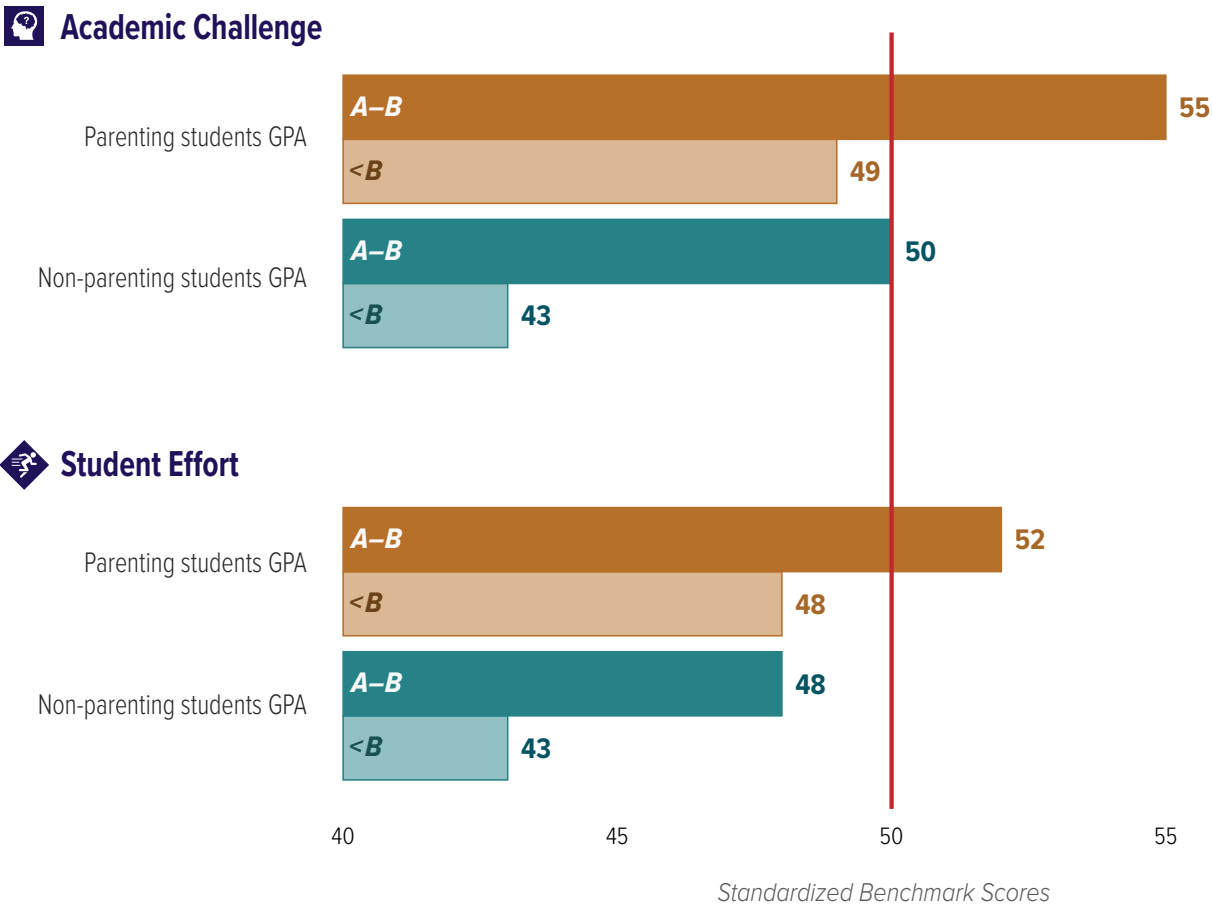


Even with their many external commitments and competing demands on their time, parenting students were more likely than non-parenting students to engage in positive behaviors, particularly in areas such as these:

- » Working harder than they thought they could to meet an instructor's standards
- » Preparing two or more drafts of a paper or an assignment before turning it in
- » Coming to class prepared
- » Spending more time preparing for class
- » Never skipping class

Setting aside differences in engagement between parenting students and non-parenting students, higher levels of engagement were associated with higher outcomes for both groups, as measured by self-reported college GPA. While only the benchmark areas of *academic challenge* and *student effort* are displayed below, parenting students who reported higher grades were more engaged across all five benchmark areas than those who reported lower grades. The same pattern held for non-parenting students.

**Higher engagement aligns with higher self-reported college GPA for all students.**



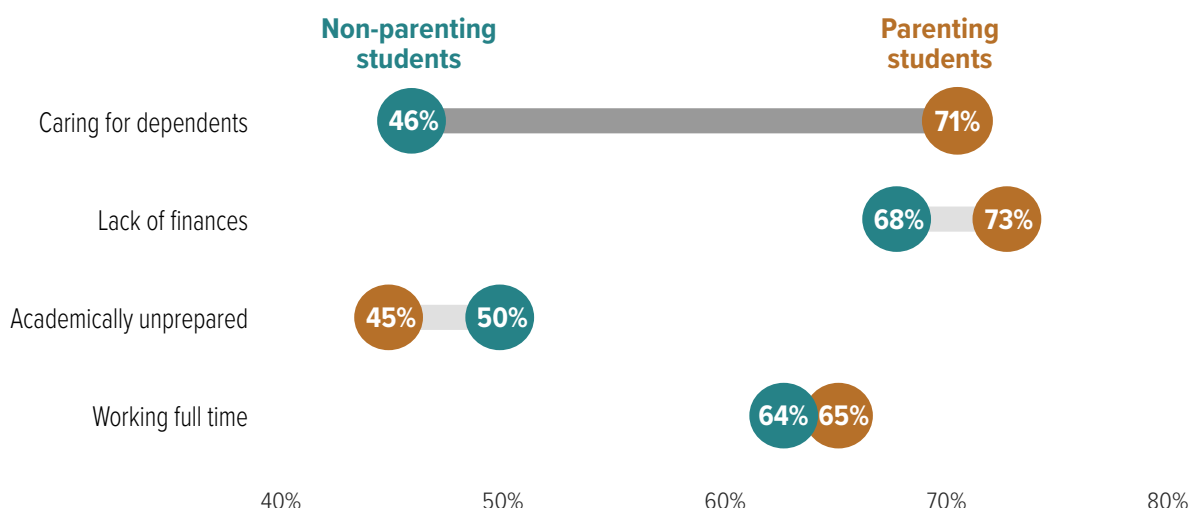
Engagement clearly matters for parenting and non-parenting students alike: the more engaged any student is, the more successful they are while in college. These findings might lead us to believe that parenting students are more likely to achieve their goals than non-parenting students. While we can't speak to the completion rates of the CCSSE respondents featured in this report, we do know that nationally this assumption is not the case. Sixty-two percent of community college parenting students do not obtain a credential within six years of enrollment, compared with 52% of independent non-parenting students who don't do so within the same timeframe.<sup>4</sup> That parenting students fare better while in college, yet are less likely to complete, is not an isolated finding: A 2021 study at Monroe Community College in New York found that student parents had higher grades than non-parents but were less likely to achieve their goals.<sup>5</sup>

# What Are Barriers to Their Persistence?

## CAUSES FOR WITHDRAWAL

Parenting students face the same barriers to persistence as many other community college students, yet they were more likely to report that working full time and a lack of finances could cause them to withdraw. Nationally, over a third of student parents have income below the federal poverty level.<sup>6</sup> Not surprisingly, seven in 10 CCSSE respondents reported that caring for dependents could lead to them dropping out. Other organizations, such as the Institute for Women's Policy Research and Trellis Strategies, have reported similar findings.<sup>7</sup> Parenting students, however, were less likely than students who do not care for dependent children to cite being academically unprepared as a reason they may withdraw.

**Caregiving** responsibilities put parenting students at greater risk of withdrawing.



*How likely is it that the following issues would cause you to withdraw from class or from this college?  
(Students responding Very likely, Likely, or Somewhat likely.)*



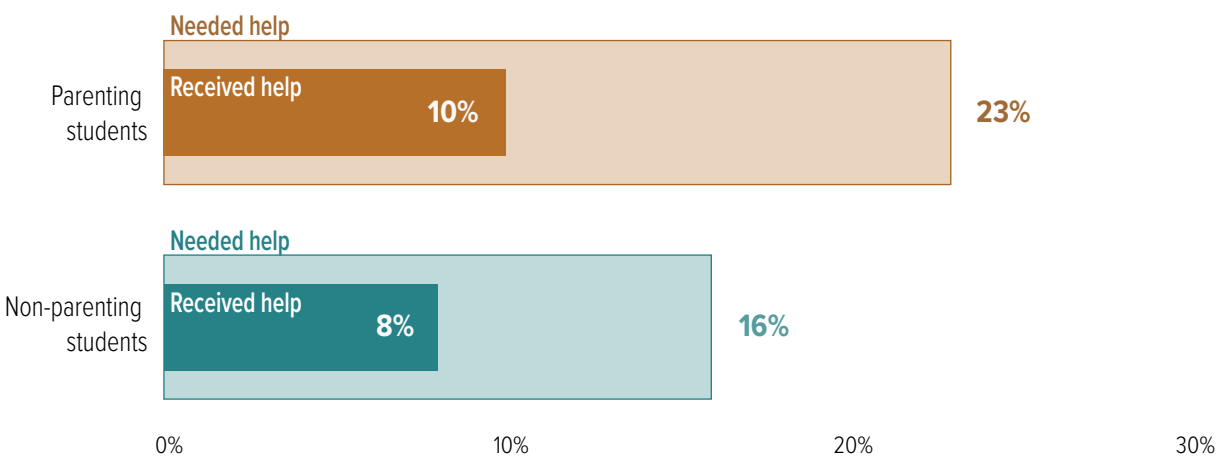
# BASIC NEEDS

Many community college students enter their institutions with unmet basic needs, but they are often more pronounced for parenting students than for others.<sup>8</sup> When CCSSE respondents—both parenting and non-parenting students—were asked about their basic needs, many of those who said they needed assistance from their college reported not receiving it.\*

*\*Students from 127 of the 164 CCSSE 2024 colleges responded to a Culture of Caring additional item set. These data are from those respondents only.*

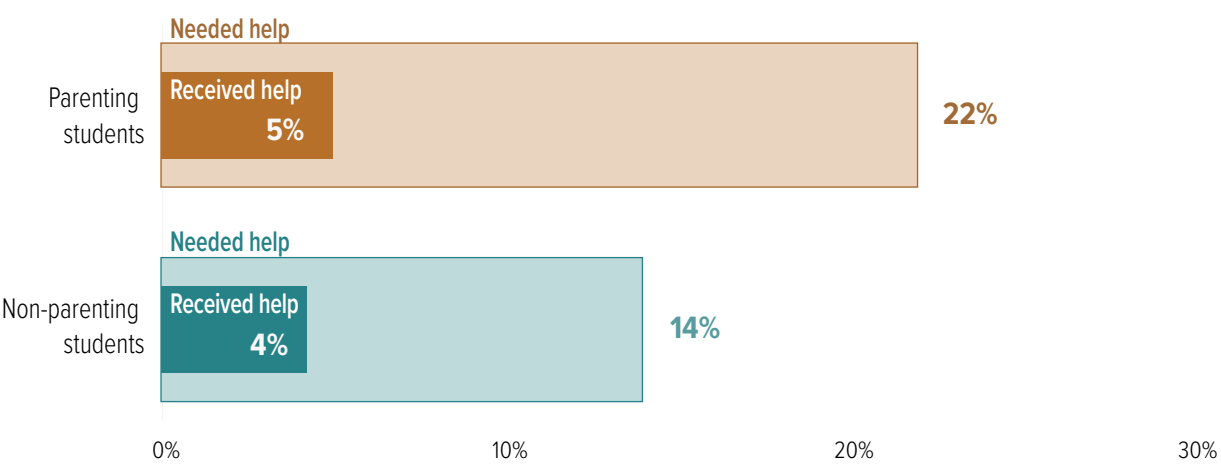
## Parenting students face greater food and housing insecurity, but support falls short.

### FOOD INSECURITY



*In the last 30 days, did your college ever help you get food when you could not afford to purchase it?*

### HOUSING INSECURITY



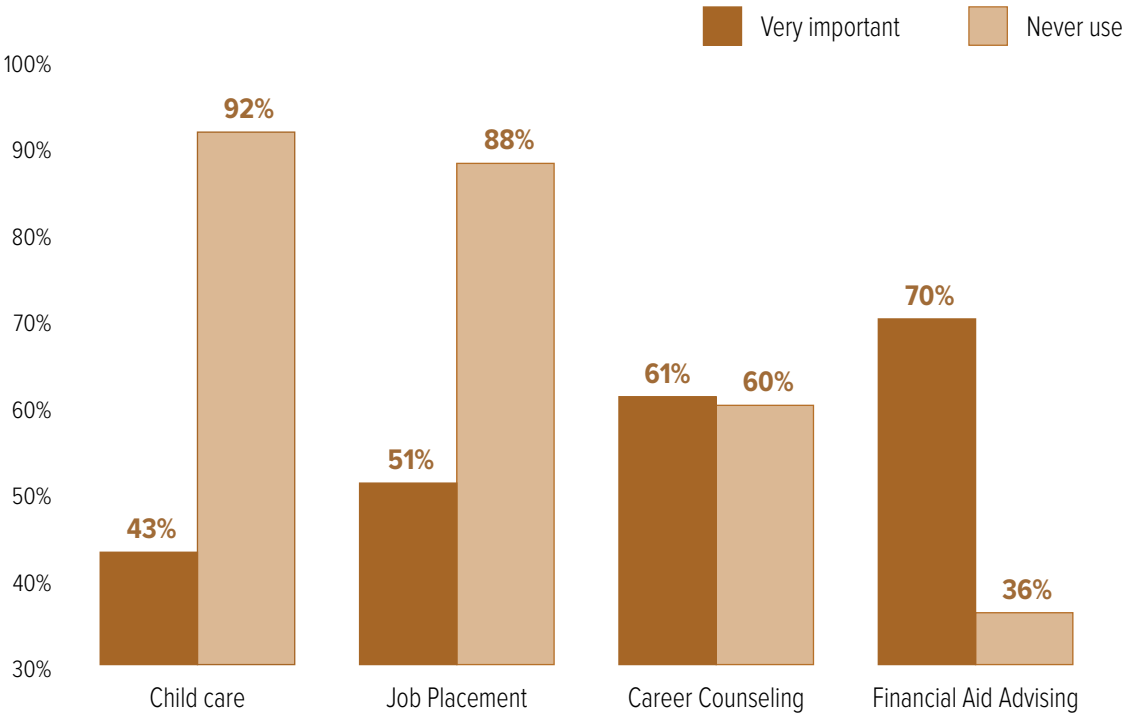
*In the last 12 months, did your college ever help you maintain secure and affordable housing (rent, utility bills, etc.)?*

# UNDERUTILIZATION OF SUPPORT SERVICES

While many community college students underutilize support services that could be beneficial to them, parenting students reported underusing some of the resources that would seem to help them the most. Even though the majority of parenting students said they were in college to change careers and update job skills, 60% reported never using career counseling services and 88% said they never used job placement assistance.

Parenting students also reported lack of finances and caring for dependents as likely reasons that they may withdraw from classes or college; yet, over a third never used financial aid advising and 91% said they never used child-care services. It is important to note that it is possible that child-care services don't exist on many campuses and are therefore not an option for some students.

## Parenting students rarely use child-care services.



Importance of (students reporting Very) and Use of (students reporting Never) support services among parenting students.

# Conclusion

As recent studies suggest, parenting students bring with them to college higher rates of financial insecurity and all the residual burdens that come with not having adequate resources.<sup>9</sup> In addition to the financial strain these students face, they also simply have less time than their peers, as evidenced by the large majority who cite working full time and caring for dependents as likely causes for withdrawal. That these students are also more engaged than their peers is not an antithetical finding—they have chosen to attend college despite the difficulties they face.

Helping parenting students accomplish their goals is of paramount importance. When they succeed, that achievement is amplified and has intergenerational effects. A Pew Research Center study found that “Some 70% of adults ages 22 to 59 with at least one parent who has a bachelor’s degree or more education have completed a bachelor’s degree themselves. Only 26% of their peers who do not have a college-educated parent have a bachelor’s degree.”<sup>10</sup>

When asked if their college supports them as a parent or caregiver, **one-third of students** who care for dependent children **disagreed**.\*

Unfortunately, many parenting students are at risk of not achieving their goals. When asked if their college supports them as a parent or caregiver, one-third of students who care for dependent children disagreed.\* This is a finding that colleges should investigate. Additionally, colleges should consider why many students who care for dependent children are not using the resources that could benefit them the most. The engagement scores of these students illustrate that they want to succeed. If we want their outcomes to mirror their levels of engagement, we need to ensure that we know who they are and then ask what practices and supports are and are not working for them.

*\*Students from 127 of the 164 CCSSE 2024 colleges responded to a Culture of Caring additional item set. These data are from those respondents only.*

“A student may share with me how they’re single parenting and juggling a full-time job and how they have just enough time blocked out for the class. I can just ask them, ‘**What’s your backup plan?**’ When the school calls and says your child has to be home sick, what’s your backup plan?’ ... Even if it’s their first semester in college, they don’t know to expect it. When I can help them to ... **proactively think about what those hurdles will be**, then they’re able to better prepare for them and navigate them ... **because the reality is the hurdles come**. They just do. The more we could do to help our students prepare to overcome the hurdle just makes it easier for them to get across that line to graduation.”

— CCCSE Focus Group Respondent, Faculty Member

# How Colleges Are Helping

## Stories of Supporting Parenting Students

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### Building Futures: Lee College's Support for Student Parents and Their Children

At **Lee College** in Texas, supporting student parents means investing in the future of the community. Each semester, the institution distributes a survey via Blackboard to identify parenting students, helping guide outreach and support services.

Student parents can receive weekly child-care assistance going toward a licensed provider of their choice. Based on financial need, course load, and number of children, Lee College covers between 25% and 100% of child-care costs. Additionally, through the college's Single Parent Success Program, participants earn scholarships by meeting with a case manager and engaging in educational and social activities with fellow student parents.

To foster a welcoming environment, Lee College offers family-friendly study areas and book baskets across campus, as well as events like Cookies with Santa, holiday crafts, and Easter egg hunts. Special graduation ceremonies allow student parents to walk the stage with their children.

By offering these resources and fostering a supportive campus culture, Lee College not only helps student parents thrive but also plants the seeds for future generations to value and pursue higher education.

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### Linn-Benton Community College Expands Support for Student Parents and Future Educators with Child Development Center

**Linn-Benton Community College (LBCC)** in Oregon serves approximately 4,000 students across rural and small-town communities in two counties. In 2022,

local voters approved a bond measure to modernize a dated campus facility. As a result, the Periwinkle Child Development Center opened its doors in February 2024.

The Center is a dual-purpose facility designed to support both student parents and students enrolled in a two-year early childhood education (ECE) Associate of Applied Science (AAS) program. Featuring state-of-the-art observation rooms, it currently houses one toddler and two preschool classrooms, with plans to expand in 2026. About 70% of enrolled families include at least one student parent attending LBCC. One of the Center's early success stories highlights its impact: A single father was able to complete his AAS degree in welding, thanks in part to the child care and support provided by the Center.

ECE students gain firsthand experience by completing their practicum at the Periwinkle Center. Under the guidance of experienced lead teachers and academic faculty, students receive mentorship aligned with current best practices. This close collaboration between the Center's director and ECE faculty ensures the degree program is both rigorous and responsive to the field's evolving standards. Upon graduation, ECE students are eligible to apply for positions as Associate Teachers at the Center, helping maintain a pipeline of highly trained, qualified staff.

Located in an area identified as a child-care desert, the Periwinkle Child Development Center is not only a lifeline for student parents, it is a vital resource for the broader community.

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### Supporting Student Parents at Madison College With Data, Innovation, and Community Partnership

**Madison College** in Wisconsin began its focused efforts to support student parents in 2021, identifying

that 42% of its students were raising children. Since then, the college has integrated student parent data into its Student Information System and continues to disaggregate this population to better understand their specific needs and outcomes. This ongoing, data-informed work earned Madison College the 2024 Strategic Data Excellence Award from the Center for Education Policy Research at Harvard University.

Through its participation in Generation Hope's FamilyU Cohort, the college is building a systemic support network that spans academic resources, peer connections, wraparound services, and cross-departmental coordination. A major milestone in this effort is the upcoming Early Learning Campus at the Goodman South Campus, a center created through strong partnerships with the community. Madison College purchased the former fire station site from the City of Madison for just \$1 and, with funding from local donors, faculty, staff, and students, is building a \$10 million facility. Opening in January 2026, the center will serve over 80 children (ages six weeks to five years) and will function as a practicum site for Early Childhood Education students.

By aligning data, people, policy, and culture with deep community partnership, Madison College is dismantling barriers for student parents—creating a more equitable and inclusive educational environment that fosters intergenerational opportunity across the region.

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## Empowering Student Parents: MCTC's Ready to Work Program Builds Pathways to Success

**Maysville Community and Technical College (MCTC)** is committed to supporting parenting students through its Ready to Work (RTW) program, a powerful partnership between the Kentucky Community & Technical College System and the Kentucky Cabinet for Health and Family Services. This program helps low-income parents succeed in college by providing both academic and personal support. Through RTW, eligible students can access on- and off-campus work-study

opportunities with flexible hours that do not jeopardize public benefits. The program also offers mentoring, employability training, advocacy, and direct support in navigating critical barriers such as child care and transportation.

MCTC has three full-time RTW staff who work closely with students to develop individualized plans that reflect their academic goals, work schedules, and family responsibilities. The program emphasizes the development of long-term self-sufficiency by helping students gain valuable work experience while staying on track toward graduation. RTW also promotes a strong sense of community, connecting parenting students with peers, staff, and campus resources that can further support their success. In combination with other wraparound services available at MCTC, RTW plays a vital role in removing barriers and in guiding student parents to thrive both in and outside the classroom.

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## Designing for Success: Monroe Community College's Commitment to Parenting Students

Over the past five years, **Monroe Community College (MCC)** in New York made significant strides in supporting student parents—who make up approximately 20% of the college's population—through participation in the Education Design Lab's Single Moms Success Design Challenge (SMSDC). This national initiative empowered MCC to use a human-centered design process to improve completion outcomes for single mother learners.

Through SMSDC, MCC identified and shared campuswide key student parent data, created a Single Mom Learner Success Coach position, and established outreach to over 1,000 students each semester. The Success Coach provided personalized support, triaged academic and non-academic issues, and hosted events and focus groups to elevate student parent voices.

In addition, MCC introduced resources to faculty and staff working with student parents, including a Microsoft Teams toolkit, professional development specifically for instructors, and course information sheets embedded

with student parent resources. A cohort-based College Orientation Success course was also piloted for student parents.

Since the conclusion of the SMSDC program, continuing efforts to support parenting students include family-friendly campaigns, book drives, expanded access to SNAP, and collaboration across departments to reduce barriers—especially in transportation, housing, and faculty understanding of student parent issues. MCC also offers child-care subsidy grants for eligible student parents. These subsidies support enrollment at the Richard M. Guon Child Care Center or with licensed offsite providers near the Downtown Campus. Additionally, in the spring 2025 semester, the college's Counseling & Disability Services office provided a support group for single moms and plans to continue doing so.

These efforts have created a more inclusive campus culture and strengthened MCC's commitment to equity-driven practices that uplift parenting students on their academic journeys.

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## Mott Community College Advances Family-Friendly Campus with Strategic Investments in Student Parent Success

In 2024, **Mott Community College (MCC)** in Flint, Michigan, made significant strides toward creating a more inclusive, family-friendly campus environment. With the support of a \$30,000 grant from New America, MCC launched a multipronged effort to enhance services for student parents by strengthening data infrastructure, expanding targeted supports, and establishing a dedicated Student Parent Task Force.

At the center of this initiative is MCC's Early Childhood Learning Center (ECLC), located within the Lenore Croudy Family Life Center on the college's main campus. The ECLC, accredited by the National Association for the Education of Young Children, offers high-quality early childhood education not only to students and single parents, but also to MCC staff, faculty, and community members.

The grant has enabled MCC to track student parent status in its systems and analyze factors that influence retention and completion rates. Future plans include incorporating screening for basic needs and childcare directly into student advising sessions and expanding a campus-wide referral network to ensure parenting students can access the resources they need to succeed. Lastly, the newly formed Student Parent Task Force will guide the implementation of best practices, ensuring MCC remains responsive to the unique needs of student parents.

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## Meeting the Moment: MWCC's Expanding Support for Parenting Students

At **Mount Wachusett Community College (MWCC)** in Massachusetts, the Student Parent Supports (SPS) office plays a central role in helping student parents navigate college while raising children. Recognizing the increasing need for targeted services, the college has steadily expanded its offerings to foster academic success and family well-being.

Since 2009, MWCC has been a recipient of the federal CCAMPIS (Child Care Access Means Parents in School) grant. With an average annual award of \$69,000, CCAMPIS has supported 296 student parents to date. Recognizing that CCAMPIS reaches only a fraction of those in need, MWCC has broadened its commitment through additional programs.

One such program launched in 2022: Child Watch is a supervised space where eligible students can leave their children for 1 to 4 hours while attending class, studying, or accessing campus support services. SPS also coordinates the Holiday Wish List and the Birthday Hut, which offers free new and gently used toys, games, books, cards, gift bags, and "cake-in-a-bag" kits.

MWCC's Basic Needs office also ensures that student parents have access throughout the year to essentials such as diapers, wipes, formula, and baby food—along with donated children's clothing in various sizes available.



Through these coordinated efforts, MWCC remains deeply committed to ensuring student parents feel supported, seen, and empowered so that they can succeed academically while balancing their parenting responsibilities.

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## Northwest Vista College Supports Parenting Students with Integrated Child Care, Flexible Courses, and Holistic Resources

**Northwest Vista College (NVC)** in Texas provides a combination of holistic approaches to support parenting students, including intentional class scheduling, referral services, family-friendly study spaces, emergency aid, basic needs assistance, scholarships, student clubs, and student programming to promote engagement.

A key innovation is the college's partnership with the YMCA of Greater San Antonio, which enables free on-campus child care during evening and weekend courses. To make participation seamless, NVC offers cohort-based course scheduling, allowing student parents to progress together in a structured sequence that shortens time to completion. These courses are held adjacent to the child-care site, making drop-off and pick-up easy and efficient. While students are in class, their children receive a free meal, join in activities, and obtain free tutoring and assistance with homework, alleviating some obligations for parenting students.

Future plans include an intentional multi-prong approach: assessment of needs; parent-friendly course offerings; and a comprehensive support system that includes parent-specific labs and study spaces, grants and scholarships, as well as expanded advocacy resources.

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## Santa Fe Community College Champions Parenting Students with a Holistic, Two-Generation Model

**Santa Fe Community College (SFCC)** in New Mexico is supporting student parents through its Student Parent Success Program (SPSP)—an initiative housed within

the college's Early Childhood Center of Excellence (ECCOE). Grounded in a holistic, two-generation approach, SPSP promotes both postsecondary student success and family well-being. By collecting student parent data at admissions and registration, the college connects parenting students to tailored wraparound services from initial recruitment through graduation.

As part of the SPSP, the College Ready workshop series helps prospective student parents navigate college systems through personalized support from and connections with staff and faculty. Once enrolled, parenting students receive individualized support through a voluntary student parent coaching model focused on academic progress; parenting and family goals; and resource navigation related to child care, financial aid, scholarships, and benefits.

Family-friendly campus accommodations like pregnancy parking, child play areas, a family study room at the library, family events and activities, and a food pantry with baby supplies create a sense of community and belonging on campus for student parents and their children.

Student parents also help shape the college's policies and practices through the Student Parent Alliance, which provides institutional feedback and guidance on staff training and program development. ECCOE also runs the New Mexico Student Parent Alliance to lend effective support and strategies for parenting student success across New Mexico's higher education institutions.

# Questions for Consideration

College leaders interested in learning more about their parenting students can facilitate campus conversations to shed light on needs, expand understanding, and inspire people to act and undertake the important work of helping these students succeed. The following questions can be used to spur such conversations.

- » How does our college currently identify and track parenting students? What data do we collect about their enrollment patterns, course completion, and degree attainment?
- » What barriers exist on our campus that prevent parenting students from accessing critical support services like financial aid advising, career counseling, and child care?
- » What child-care options currently exist on our campus? What community partnerships do we have with child-care services? Are they affordable, accessible, and aligned with students' class schedules?
- » How can we redesign our support services to better accommodate the scheduling constraints of parenting students who are more likely to take evening/weekend classes and work 30+ hours weekly?
- » How are we addressing food and housing insecurity among parenting students? What partnerships exist with community organizations to help families meet these basic needs?
- » How can we leverage technology to make services and resources more accessible to parenting students, particularly those who are taking online courses?
- » What academic policies might unintentionally create barriers for parenting students (e.g., attendance policies, late assignment policies, etc.)?
- » What professional development opportunities are available to and/or required of faculty and staff regarding supporting parenting students effectively?



# Next Steps

Everyone who encounters parenting students can play a role in supporting them.

## PRESIDENTS CAN ...

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- » Conduct a comprehensive audit of institutional policies and practices that may create barriers for parenting students.
- » Develop a strategic plan with measurable goals for improving persistence and completion rates of parenting students.
- » Allocate specific funding in the college budget for initiatives dedicated to parenting students.
- » Create a cross-campus committee focused on the success of parenting students.
- » Establish partnerships with local child-care providers to expand affordable options near campus.

## SENIOR LEADERS CAN ...

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- » Work with staff leaders to develop specialized training on understanding and addressing the unique needs of parenting students.
- » Encourage instructional leaders to ensure that course schedules accommodate parenting students (e.g., evening, weekend, hybrid, and online options).
- » Work with student services leaders to ensure that support services accommodate parenting students.

## FACULTY MEMBERS CAN ...

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- » Create flexible attendance and assignment policies that acknowledge the unique challenges of parenting students.
- » Include information about campus resources for parenting students in course syllabi.
- » Create opportunities for course content to connect with the lived experiences of parenting students.
- » Consider implementing recordings of key lectures or alternative assignment options for situations in which family emergencies arise.

## STUDENT-FACING STAFF CAN ...

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- » Create a resource guide that centralizes all available campus and community resources for parenting students.
- » Implement proactive outreach to parenting students at key points throughout the semester.
- » Establish peer mentoring programs connecting experienced parenting students with incoming parenting students.
- » Develop case management approaches to ensure the academic, financial, and personal needs of parenting students are addressed holistically.
- » Document and share success stories to inspire other parenting students.

## TRUSTEES CAN ...

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- » Advocate for policies that increase funding for campus child care and related initiatives.
- » Develop board policies that prioritize the success of parenting students as an institutional goal.
- » Request regular updates on the enrollment, persistence, and completion of parenting students.
- » Engage community partners to develop wraparound support systems for parenting students.

## PARENTING STUDENTS CAN ...

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- » Form an advocacy group or club to build community and advocate for needed resources.
- » Participate in student government to ensure their voices are represented in decision-making.
- » Create peer support networks to share resources, child-care options, and strategies for success.
- » Provide feedback to the institution about barriers and potential solutions through focus groups or surveys.

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College System (KY)

**Dr. Daria J. Willis**

*President*

Howard Community College (MD)

**Dr. Christy Ponce**

*President*

Temple College (TX)

# Endnotes

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CCCSE is a service and research initiative of the Department of Educational Leadership and Policy in the College of Education at The University of Texas at Austin. By delivering “aha” moments about the student experience based on insights that matter, CCCSE assists institutions and policymakers in using information to promote improvements in student learning, persistence, and attainment.

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