IMPROVING THE SUPPORT SYSTEM FOR PARENTING STUDENTS

AT THE UNIVERSITY OF CALIFORNIA

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UCLA Luskin **Public Policy**

UC Student Association

Acknowledgments

First of all, we would like to express the deepest appreciation to all the parenting students at the University of California (UC) who participated and made significant contributions to our project. Without the precious stories and insights they shared with us, our project would not have been possible. We sincerely hope our project will be useful for supporting the well-being and academic success of all the parenting students at the UC.

We would also like to acknowledge our client, the University of California Student Association (UCSA), who provided us with information, resources, and ideas for our project. We especially thank Parshan Khosravi, the Government Relations Director at UCSA, who always supported us with his passions and insights.

We would also like to thank all members of the UC Parenting Students Workgroup, Mothers of Color in Academia de UCLA (MOCA), and UCR R'Kids who gave us their precious time. We also appreciate the dedicated time of various administrators and campus staff at the University of California, other University staff, research and advocacy organizations, and political stakeholders who participated in our project and shared with us their expertise and experiences.

Finally, we would like to thank all those at UCLA, especially the UCLA Luskin School of Public Affairs and Department of Public Policy, who supported us throughout this project. We especially thank our faculty advisor Dr. Wesley Yin, who always gave us kind guidance and direction in every stage of this project. We also thank our second faculty advisor, Dr. Randall Akee, and Dr. Aaron Panofsky who gave us constructive advice. We lastly, thank our peer reviewers, who always gave us useful feedback and kind support.

Executive Summary

The research, findings, and recommendations presented in this report are built around understanding the institutional and resource needs of undergraduate and graduate parenting students enrolled at the University of California (UC). Historically, there has been little research focusing on students with dependents attending institutions of higher education in the United States. The research that does exist indicates that parenting students are underserved, under-resourced, and are facing significant barriers to completing their degrees in the existing policy landscape. Parenting student groups such as Mothers of Color in Academia de UCLA (MOCA) have been working with student governments and pressuring the UC for action. This advocacy has resulted in the UC Office of the President (UCOP) to create the UC Parenting Students Workgroup tasked with presenting their findings to the UC President.

The UC Student Association (UCSA) was one of the groups most active in helping to assemble the Workgroup. UCSA hopes to support the Workgroup's efforts to improve the campus climate for parenting students at the UC. UCSA became our client and asked us to address the following policy question: "What policies can the University of California implement to support the well-being and academic success of parenting students?"

Through connections provided by UCSA and the members of the Workgroup, we conducted interviews with parenting students currently or formerly enrolled in UC schools across the state. This process was informed by both literature review and from priorities expressed by the Workgroup. Additionally, we conducted a series of interviews with parenting students, research and advocacy groups, and political stakeholders to understand the needs of parenting students at the UC. We also interviewed administrators and campus staff to better understand challenges, policies, and best practices at system-level and campus-level.

Drawing from our findings, we created a list of potential policies that the UC could implement to improve the well-being and academic success for parenting students in the UC. The different options were divided into eight *Issue Area* categories: Administrative System, Academic Support, Childcare, Lactation Space, Financial Assistance, Healthcare, Housing, and Food Security. Within each of these categories, we created *Policy Guideline* categories, under which were listed the specific *Policy Options*.

At the conclusion of our research, we evaluated every policy option under the criterion of Benefit to Parenting Students, Equity, Affordability, and Administrative Feasibility. From the results, we prioritized policy options as well as classified them in both immediately-implementable and long-term timeframes that the Workgroup can use to inform their recommendations that will be included in their forthcoming white paper for the UC President. For example, our recommendations include creating a systemwide

committee on parenting students, improving training on parenting student issues, increasing the childcare priority spots for the children of parenting students, conducting surveys of lactation spaces, making a plan to improve the current situation of lactation spaces, and requesting that the State expand the eligibility of financial aid for parenting students. This list of options would be utilized by the Workgroup to make action plans to further support the well-being and academic success of parenting students.

Forward: Addressing the Impacts of COVID-19

Parenting students are among the groups deemed most vulnerable and impacted by the social effects of the novel coronavirus pandemic.[1] It is essential we acknowledge that the recommendations in this report are based upon interviews and research conducted prior to the COVID-19 epidemic. Priorities and problems of students, administration, and government have changed dramatically between this report's draft and its publication. For example, the recommendations for childcare and lactation space reform assume that classes are in-person. We encourage our recommendations to be considered after classes are once again on-campus and society returns to a new normal. Right now, the University of California must continue to swiftly respond to parenting students' imminent needs in the wake of coronavirus.

Some of the identified challenges that parenting students face have been exacerbated— such as housing and food insecurity and the need for academic accommodations. It is more important now than ever that professors and administrators allow flexibility and extend accommodations, as parenting students have additional responsibilities and stressors. Some have lost their ability to focus. Some have lost their source of income. Some have lost loved ones.

In a recent panel "Supporting Student Parents During COVID-19" at the University of California Student Association Digital Student Lobby Conference, parenting students expressed that it is much more difficult to concentrate on school and work with their children at home 24/7. Parenting students also discussed the added challenge of having unreliable wifi when trying to virtually attend classes. Ironically, two different parenting students had their wifi drop as they were speaking in the webinar.

We followed up with parenting students that completed our questionnaire to ask about their recent experiences. These are some excerpts from their responses:

> "[Being] a stay at home mom, coupled with being a teacher, and a full-time student with 23 units this quarter is incredibly challenging. I pray for wisdom, guidance, strength, and patience daily."
>
> *Deidre Reyes, Undergraduate Parenting Student. April 29, 2020.*

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[1] Amour, Madeline St. Inside Higher Ed. "Student Parents are hit Doubly Hard by Coronavirus." March 31, 2020. https://www.insidehighered.com/news/2020/03/31/student-parents-are-hit-doubly-hard-coronavirus

"I wake up at 5:30-6 am to work on my things because I work better when the house is quiet. Which I just started doing because I was feeling like I was not being productive. [...] We're in week 5 and I have heavy reading for my Monday class like 10 chapters, which is not doable for me. […] As a parent I worked on my readings and assignments when my kids were at school because it is easy for me to work when I don't have distractions. I have not and don't think I am able to turn in assignments at the level that I would want. It's not 100% because well I don't have the silence and time I am used to working at. **I honestly don't think we (parents) were considered as students in the eyes of the professors (most) when they were coming up with syllabi and class meetings.**"

Rocio Garcia, Graduate Parenting Student. April 30, 2020.

The landscape for administration and government has dramatically changed as well. The University of California spent $558 million over the course of the first 10 days of addressing the pandemic. Cost (not the degree of benefit to parenting students) is now the largest factor that would need to be taken into consideration when evaluating policy options. A stronger emphasis will be put on addressing basic needs.

Glossary of Key Terms

CalFresh

 CalFresh is California's name for the federal Supplemental Nutrition Assistance Program (SNAP), previously known as the food stamp program.[2] Food can be purchased at any grocery store or farmers market that accepts Electronic Benefit Transfer (EBT) card.[3] Some counties in the state also participate in the restaurant meals program where disabled, elderly, and individuals experiencing homelessness are allowed to purchase hot food using CalFresh at participating restaurants.[4]

Cal Grant

 Cal Grant is California's financial aid that does not require students to repay.[5] There are several types of grants based on a student's GPA, the institution of attendance, family income, time out of high school, an academic goal, and age. Cal Grant supports students who are pursuing an undergraduate degree, vocational, or career training.

California Work Opportunity and Responsibility to Kids (CalWORKs)

 The federal name of the program is Temporary Assistance for Needy Families (TANF). It is a public assistance program for eligible families that have a child(ren) in the home. Qualifying families receive financial assistance each month, which can help pay for housing, food, and other necessities.[6] They are required to participate in Welfare-to-Work. CalWORKs recipients must do 20 hours per week of Welfare-to-Work activity for single adults with a child(ren) under six years old and 30 hours per week for single adults with no child(ren) older than six years old. There are eight different eligible activities, but activities such as studying or attending class as a college or university student do not count toward the required hours.[7]

Graduate Well-Being Survey (GWS)

 The GWS is a survey administered in 2016 by Institutional Research & Academic Planning (IRAP) to graduate students UC-wide. The survey asks questions on well-being, academic success, campus climate, and social support.[8] GWS was

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[2] Food and Nutrition Act of 2008, 7 U.S.C. § 2011; 7 C.F.R. § 271.1(a).

[3] California Department of Social Services (CDSS). https://www.cdss.ca.gov/inforesources/calfresh

[4] 7 C.F.R. § 274.7(g)(4).

[5] California Student Aid Commission. https://www.csac.ca.gov/cal-grants

[6] CDSS. https://www.cdss.ca.gov/calworks

[7] World Institute on Disability. https://ca.db101.org/glossary_item.aspx?item-id=1696

[8] University Office of the President (UCOP). https://www.ucop.edu/institutional-research-academic-planning/services/survey-services/GWB.html

administered to a random sample of graduate students across all ten campuses.[9] The final sample amounts to 28 percent of total enrollment.

Institutional Research and Planning (IRAP)

IRAP is a division under the UC Office of the President that conducts research and generates reports that inform the strategic planning and decisions of the UC.[10]

Lactation Spaces

An area where a lactating person would go to express milk, usually with a medical-grade breast pump, to store milk for the future. It can be a room or a pod (common in airports), and cannot be a bathroom.

Medi-Cal

A public health insurance program, Medi-Cal is California's Medicaid program. It is for specific low-income individuals, including pregnant women and families with children.[11]

Mothers of Color in Academia de UCLA (MOCA)

MOCA is a student group and collective who support parenting students and advocate for policies that address the needs of mothers of color and allies. MOCA has drafted petitions, held events that bring awareness to the struggles of parenting students, lobbied in Sacramento, and more.[12] It was founded in 2014 at UCLA but has since expanded its mission to advocate UC-wide. It was instrumental in creating the UC Parenting Students Workgroup.

Parenting Students

Also referred to as "student parents" and under the umbrella of "students with dependents." In this report, parenting students are defined as current students, alumni, and previously enrolled students who were parents during their time in school. This is not to be confused with the parents of UC students.

Priority enrollment

Also referred to as "priority registration." It grants an individual or group access to course enrollment/registration before the general student body. Some groups that currently receive this at some (but not all) campuses: parenting students, athletes, veterans, and students with qualifying disabilities.

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[9] UCOP. The University of California Graduate Student Well-Being Survey Report. May 2017. https://www.ucop.edu/institutional-research-academic-planning/_files/graduate_well_being_survey_report.pdf

[10] UCOP. https://ucop.edu/institutional-research-academic-planning/

[11] Department of Health Care Services. https://www.dhcs.ca.gov/services/medi-cal

[12] MOCA de UCLA. https://mocadeucla.wixsite.com/mysite/events

Student Affairs Information and Research Office (SAIRO)

> The research and assessment office within UCLA Student Affairs. It administers the Graduate & Professional Student Survey along with other surveys and analysis.[13]

Title IX

> Federal education law that protects against sex discrimination. Title IX is a part of the Education Amendments Act of 1972.[14] Some key issue areas in which recipients have Title IX obligations include the treatment of pregnant and parenting students.

UC Parenting Students Workgroup

> Workgroup under UCOP charged with creating an action plan that would improve the state of parenting students at the UC. It consists of parenting students from most campuses and some staff that serve parenting students. It was created in 2019 as a result of activism from MOCA and the University of California Student Association (UCSA).

University of California (UC)

> System of 10 public universities in Berkeley (UCB), Davis (UCD), Irvine (UCI), Los Angeles (UCLA), Merced (UCM), Riverside (UCR), San Diego (UCSD), San Francisco (UCSF), Santa Barbara (UCSB), and Santa Cruz (UCSC), as well as five medical centers and three affiliated national laboratories.

University of California Office of the President (UCOP)

> Led by President of the UC, Janet Napolitano. UCOP supports, oversees, and manages UC campuses and students through systemwide funding and programs.[15] It coordinates operations for the UC campuses.

University of California Student Health Insurance Plan (UC SHIP)

> The official health insurance plan offered by the University of California System for registered UC undergraduate and graduate students. It is underwritten and administered by the Regents of the University of California. The plan includes medical, behavioral health, pharmacy, dental, and vision benefits. Spouses and children of UC students may be added to the plan for an additional cost.

University of California Undergraduate Experience Survey (UCUES)

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[13] UCLA Student Affairs Information & Research Office. https://www.sairo.ucla.edu

[14] Public Law No. 92-318, 86 Stat. 235, codified at 20 U.S.C. §§ 1681–1688.

[15] UCOP. https://www.ucop.edu/about/

A survey administered every two years since 2014 by IRAP.[16] UCUES asks UC undergraduate students on attitudes and behaviors, including academic engagement, community involvement, self-perceptions, political beliefs, and more. It also collects demographic information. The systemwide completion rate for the latest survey (2018) was 27 percent.[17]

[16] IRAP. https://www.ucop.edu/institutional-research-academic-planning/services/survey-services/UCUES.html

[17] IRAP. UCUES 2018 Survey Administration Report. https://www.ucop.edu/institutional-research-academic-planning/_files/survey-documents-undergraduate/ucues-2018-survey-administration-report.pdf

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1. Introduction

Parenting Students in Higher Education: in the US and California

The term "typical college student" evokes images of young single students, just gaining independence as they arrive straight from high school. However, the student population in higher education has become more and more diverse. For example, the share of undergraduate students who are single mothers has increased (1999-2000: 7.8%, 2011-2012: 11.4%).[18] However, institutions have been slow to adapt to increasingly diverse student bodies. The delay leaves some groups underrepresented and unsupported. It has become much more accessible to enroll in higher educational institutions, but it has not become as accessible to navigate or complete education within these institutions successfully.

Parenting Students are an often overlooked marginalized group, even though in the United States, there are 1.2 million undergraduate parenting students in four-year institutions, which is 13.1% of all undergraduate students in four-year institutions in the country.[19] Over half of these students are single parents.[20]

While the grade point averages (GPAs) of parenting students are higher than other students on average,[21] the six-year completion rates among parenting students are lower than dependent students (32.6 percent compared with 56.1 percent, respectively).[22]

Due to the difficulty of managing work, school, and childcare, parenting students face numerous challenges compared to non-parenting students. Parenting students must work longer hours to support their families financially, in addition to time spent caring for their dependents. More than 40 percent of married and single parenting students in the US work more than 40 hours a week, and 68 percent of married parenting students and 56 percent of single parenting students spend 30 hours or more a week on childcare (Figure 1).[23]

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[18] Melanie Kruvelis, Lindsey Reichlin Cruse, and Barbara Gault, "Single Mothers in College: Growing Enrollment, Financial Challenges, and the Benefits of Attainment," Institute for Women's Policy Research, September 20, 2017. https://iwpr.org/publications/single-mothers-college-growing-enrollment-financial-challenges-benefits-attainment/.

[19] Kevin Miller, Barbara Gault, and Abby Thorman, "Improving Childcare Access to Promote Postsecondary Success Among Low-Income Parents," Institute for Women's Policy Research, 2011. https://iwpr.org/wp-content/uploads/wpallimport/files/iwpr-export/publications/C378.pdf.

[20] Miller et al., "Improving Childcare Access."

[21] Lindsey Reichlin Cruse et al., "Parents in College By the Numbers," Institute for Women's Policy Research, June 11, 2019. https://iwpr.org/publications/parents-college-numbers/.

[22] Elizabeth Noll, Lindsey Reichlin, and Barbara Gault, "College Students with Children: National and Regional Profiles," Institute for Women's Policy Research, 2017. https://iwpr.org/wp-content/uploads/2017/02/C451-5.pdf.

[23] Miller et al., "Improving Childcare Access."

Figure 1. Weekly Work Hours by Student Parent Status
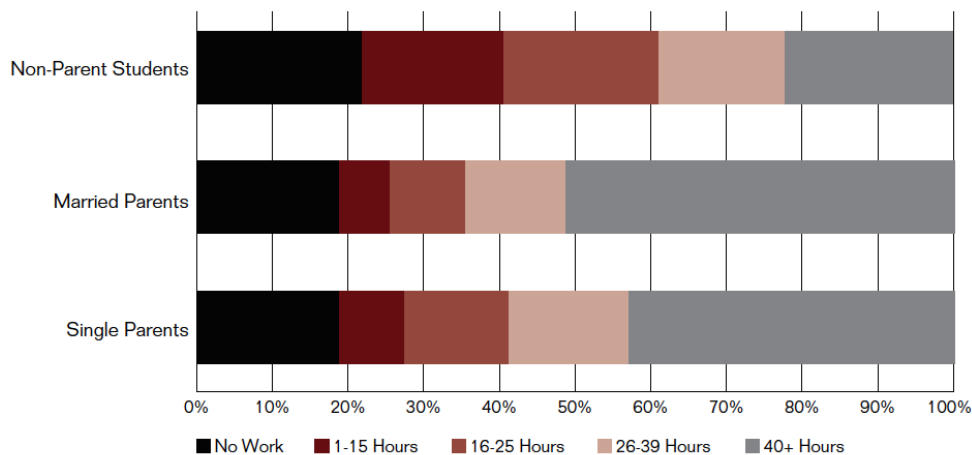
Source: IWPR calculations, 2008 National Postsecondary Student Aid Survey data.

Financial challenges present a daunting burden to parenting students. According to the California Student Aid Commission's statewide survey of college students in California, students with dependents face higher rates of basic needs insecurity than average college students and need to spend much more money to make ends meet ($3,103 per month) than those without dependents ($1,830).[24] The commission's study also illustrates that parenting students need more financial aid to continue their education (Figure 2).

Figure 2. Monthly Expenses of Students with Dependents and Other Students
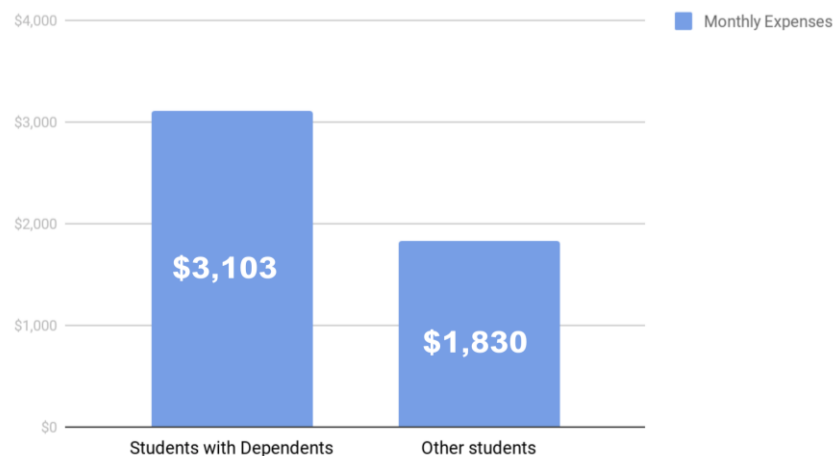
Source: California Student Aid Commission, 2019

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[24] California Student Aid Commission, "2018 – 19 Student Expenses and Resources Survey : Initial Insights. An Initial Look at the Obstacles Students Face Affording Higher Education," November 7, 2019. https://www.csac.ca.gov/sites/main/files/file-attachments/2018-19_student_expenses_and_resources_survey_web.pdf.

Moreover, in 2015-16, parenting students' median debt ($6,500) was more than two-and-a-half times larger than that of other students ($2,500).[25] Student mothers especially t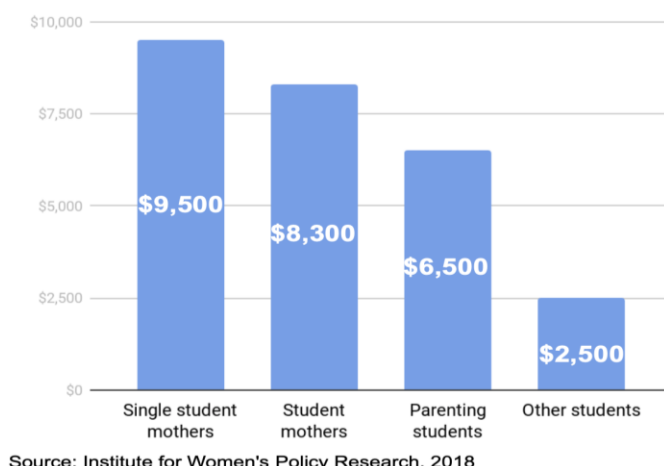end to suffer from higher debt as they had a median debt of $8,300 in 2015-16. The debt of single student mothers is even higher ($9,500) in the same period (Figure 3).[26]

Figure 3. Median Debt of Parenting Students and Other Students

Source: Institute for Women's Policy Research, 2018

Supporting people to complete their higher education benefits the students and society as a whole by promoting social mobility for parenting students and increasing tax revenues by promoting social mobility for parenting students and increasing tax revenues. The socioeconomic status of college graduates tends to be higher than people who have only completed their high school degrees. For instance, college graduates on average earn $32,000 more annually and $1 million more throughout their careers than those without a college degree.[27] Single mothers with a bachelor's degree make 62 percent more ($18,500) than single mothers without the degree.[28]

Supporting people to receive higher education will bring benefits to society, as they contribute to the government's tax revenues. For example, according to the Institute for Women's Policy Research (IWPR), the benefits that single mother graduates will bring

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[25] Institute for Women's Policy Research (IWPR), "Parents in college by the numbers," April 11, 2019. https://iwpr.org/wp-content/uploads/2019/04/C481_Parents-in-College-By-the-Numbers-Aspen-Ascend-and-IWPR.pdf.

[26] IWPR, "Parents in college."

[27] Jaison R. Abel, and Richard Deitz, "Do the Benefits of College Still Outweigh the Costs Current Issues in Economics," Federal Reserve Bank of New York, November 3, 2014. https://www.newyorkfed.org/medialibrary/media/research/current_issues/ci20-3.pdf.

[28] Barbara Gault, Jessica Milli, and Lindsey R. Cruse, "Investing in Single Mothers' Higher Education : Costs and Benefits to Individuals, Families, and Society," Institute for Women's Policy Research, June 6, 2018. https://iwpr.org/wp-content/uploads/2018/06/C469_Single-Mothers-Exec-Summary.pdf.

back to society in the future (through tax contributions[29] and public benefits savings[30]) would exceed the cost of supporting a single mother to attain higher education by over $30,000. IWPR estimates that the total support costs for a single mother graduate with four-year degrees would be $55,819, whereas tax contributions and public benefits savings would amount to $86,060.[31]

There are several regulations, requirements, policies, and programs at the federal and state level outlining the required or recommended support for parenting students' well-being and academic success that higher education institutions should meet (Appendix A). For example, Title IX of the Education Amendments of 1972 prohibits discrimination based on sex, which includes pregnancy and parental status in schools.[32] Additionally, section 66271.9 of the California Education Code encourages the University of California (UC) to "provide reasonable accommodations to a lactating student on their respective campuses to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding."[33] Recently, California Governor Gavin Newsom established a new financial assistance program, the Cal Grant Awards for Students with Dependent Children.[34]

Parenting Students at the UC

At the UC, an estimated 1.3 percent of undergraduate students are parents living with children, and about 12 percent of graduate students are parents.[35] The share of parenting students varies among the various UCs, as the proportion of undergraduate parenting students in UC Berkeley and UC Riverside and the proportion of graduate parenting students in UC Irvine are larger than other UC campuses (Figure 4).[36]

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[29] Single mother degree holders earn more and pay more taxes than those with high school degrees only. For example, a single mother with a bachelor's degree is estimated to contribute around $84,222 in additional taxes throughout her lifetime.

[30] IWPR found that a single mother graduate contributes to the society around $1,838 in public benefits spending over four years. Since it is hard to calculate the lifetime reduction in public benefits spending by a single mother with a college degree, IWPR used "four-year public benefits saving." Therefore, they estimate that public benefits savings by a single mother with a college degree would multiply throughout her life, which would further increase their societal contributions.

[31] Gault et al., "Investing in Single Mothers' Higher Education ."

[32] U.S. Department of Education, "Know Your Rights: Pregnant or Parenting? Title IX Protects You From Discrimination At School," January 10, 2020. https://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.html.

[33] California Congress, Assembly, "Student services: lactation accommodations," AB-2785, introduced by Blanca Rubio in the Assembly on August 22, 2018. https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2785.

[34] The California Student Aid Commission, "2019-20 Cal Grant Awards for Students with Dependent Children," October 15, 2019. https://www.csac.ca.gov/sites/main/files/file-attachments/gsa_2019-34.pdf?1571181035.

[35] University of California Institutional Research and Academic Planning (IRAP), "Parenting students' experience and challenges at UC," 2019. https://www.ucop.edu/institutional-research-academic-planning/_files/uc-parenting-students.pdf.

[36] IRAP, "Parenting students' experience."

Aligned with the findings of nationwide research, parenting students at the UC face serious obstacles. Results of the UC Undergraduate Experience Survey (UCUES) revealed that undergraduate parenting students are more concerned about their debt and financial situation (71 percent) than other undergraduate students (56 percent) (Figure 5).[37] The Graduate Student Well-Being Survey (GWS) found that the percentage of graduate parenting students receiving government assistance is much higher (13 percent) than that of graduate students without dependents (1 percent). The average loan debt for their current graduate degree program ($23,824) is also much higher than the debt of other graduate students ($15,383).[38]

Figure 4. Percentage of Parenting Students Estimated at Each UC Campus
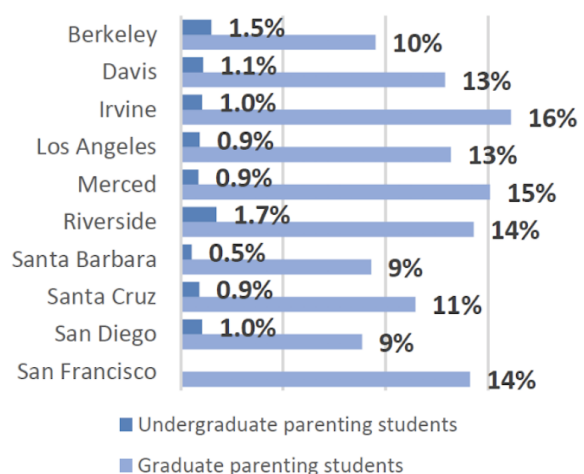
Source: UC Undergraduate Experience Survey (UCUES) and Graduate Student Well-Being Survey (GWS)

Figure 5. Percentage of parenting students worried about financial situations
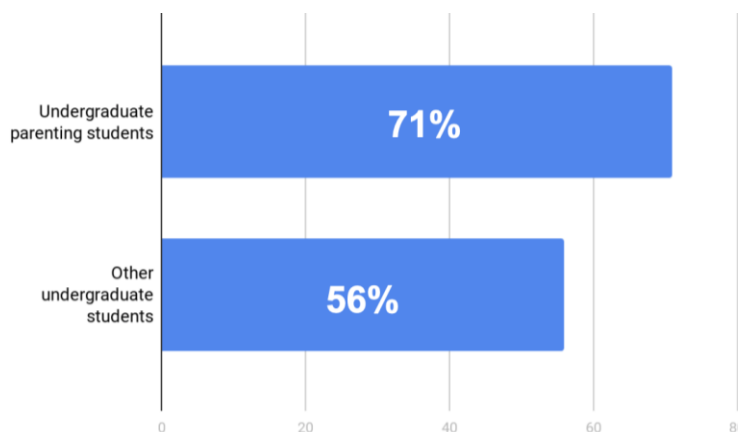
Source: University of California Institutional Research and Academic Planning, 2019.

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[37] IRAP, "Parenting students' experience."
[38] IRAP, "Parenting students' experience."

Client

Our client is the University of California Student Association (UCSA). As the official voice of over 285,000 students at the UC, UCSA aims to advocate on behalf of current and future students for the accessibility, affordability, and quality of the UC. Since 2018, UCSA has worked in close collaboration with Mothers of Color in Academia de UCLA (MOCA) to uplift the voices of parenting students and address the growing needs of students with dependents at the UC. In 2019, this collaboration resulted in the formation of a systemwide workgroup, "The UC Parenting Students Workgroup," under the UC Office of the President (UCOP). UCSA hopes to support the Workgroup's efforts to improve campus climate for parenting students at the UC. UCSA requested us to provide them with potential policy options that would benefit parenting students. The recommendations will be used by UCSA to provide the Workgroup with a series of policy options to consider in their final recommendations to the UC.

Policy Question

The policy question we aim to address is, ***"What policies can the University of California implement to support the well-being and academic success of parenting students?"*** Our study will conclude with a set of final recommendations to be sent to the UC Parenting Students Workgroup.

2. Methodology

Our research primarily consisted of a literature review and stakeholder interviews. First, we conducted a literature review for an overview of the issues and challenges that parenting students face. We examined UC policies, student surveys, and websites to find common difficulties and best practices. Then we conducted interviews with key stakeholders, such as parenting students, research and advocacy organizations, and political stakeholders. Current and recently graduated parenting students also completed a questionnaire about their demographic information and priorities of parenting student issues (Appendix E). To better understand challenges, policies, and best practices at system-level and campus-level, we also conducted interviews with administrators and campus staff who are responsible for resources for parenting students at UCOP, the UC campuses, and the University of Minnesota.

2.1 Literature Review

The literature review helped us grasp an overview of the challenges and areas for improvement. We conducted a literature review to gather information on the current regulations and support programs to identify challenges and gaps in support as well as assess the social benefit of supporting parenting students at the federal, state, and UC-level. For the federal and state-level research, we examined academic research, government reports, news articles, policy papers, legal documents, books, and websites. For the UC-level research, we reviewed systemwide and campus-level resources, including surveys,[39] policies, guidelines, and websites.

2.2 Stakeholder Interviews

We conducted interviews with parenting students, research and advocacy organizations, and political stakeholders to understand the needs of parenting students at the UC. We also conducted interviews with administrators and campus staff. For a breakdown of interviewees by campus and level, see Appendix C.

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[39] UC Undergraduate Experience Survey (UCUES) and Graduate Student Well-Being Survey (GWS) conducted by the Institutional Research and Academic Planning (IRAP) at the University of California Office of The President.

Table 1. Stakeholder Group and Sample Size

Stakeholder Group	Sample Size
Parenting Students[40]	26
Research and Advocacy Organizations[41]	7
Political Stakeholders	6
Administrators and Campus Staff	19
Total Respondents (without overlap)	**54**

Parenting Students

To develop a better understanding of the needs of parenting students in the modern educational structure, it was important for our team to base our policy focus on the personal narratives and lived experiences of parenting students. In our interviews with parenting students, in addition to narratives about their obstacles, we asked parenting students to assess how satisfied they are with the current services in some issue areas and rank the importance of improving them. These interviews ranged in length from 40 to 90 minutes. We asked for demographic information, services accessed, policy priorities, and more.

We reached out to the members of the UC Parenting Students Workgroup to hear their opinions about parenting student resources and their own experience as parenting students. We increased the sample of interviewees of parenting students with the snowball sampling method. We asked interviewees if they could connect us with others to further increase the sample size. We presented our initial findings at the Students of Color Conference,[42] the UCLA Bruin Resource Center's lunch meeting for parenting students, and two of UCLA's Student with Dependents Task Force meetings to connect our policy framework to the broader student audience at large and request feedback. We networked with some parenting students and later interviewed them. We also advertised on UCSA's and each campuses' advocacy groups' social media pages, and email listservs.

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[40] This is the total number of respondents. 19 parenting students were interviewed in-depth about their experience as a parenting student. 4 parenting students are double-counted as parenting students and campus staff. 23 completed the questionnaire (we did not ask the three alumni who did not recently graduate to complete it). 4 parenting students only completed the questionnaire and were not interviewed.

[41] Some parenting students are also advocates (for example, Mothers of Color in Academia de UCLA (MOCA) and UCR R'Kids members), but they are not included in this count. This is because it would require determining a threshold for what it means to "be an advocate." Still, if applicable, parenting students were asked about their advocacy in interviews.

[42] The Students of Color Conference (SoCC) is hosted by UCSA. It is their oldest and largest conference, which has been hosted every year since 1988. It aims to create a safe space for students of color to accomplish their actions at the campus-level and state-level.

Research and Advocacy Organizations

It is essential to understand what kind of actions for parenting students have been taken so far to provide effective policy recommendations. We interviewed organizations such as Mothers of Color in Academia de UCLA (MOCA) to understand what these organizations have achieved and identified areas of improvement and barriers to the furthering gains.

We also increased the sample of interviewees with the snowball sampling method. We primarily started interviewing research and advocacy organizations through the referral from our client. We asked the interviewees to connect us with other people in the field. Additionally, we attended the Young Invincibles 10th Anniversary Celebration and State of Young California Summit and networked with organizations at the federal and state levels: Young Invincibles, California Competes, NextGen California, and The Institute for College Access and Success.

Political Stakeholders

Besides the actions at the UC-level, it is essential to understand the current situation of parenting students and the challenges they are facing at the state level. We interviewed a member of State Senator Glazer's[43] legislative staff to learn the barriers to supporting parenting students at the state-level. The staff member is familiar with these issues because Senator Glazer authored SB 1232,[44] a bill that would have allowed full-time students to receive CalWORKs benefits without the work requirements.[45]

To understand the UC's advocacy around issues affecting parenting students at the state level, we interviewed members of UC student government organizations, including the UC Graduate and Professional Council (UCGPC).

Administrators and Campus Staff

The purpose of our project is to find the right course of action for the UC and provide useful recommendations. To achieve this goal, we interviewed administrators and campus staff to identify what services and programs the UC provides and what kind of challenges they face. Since some UC campuses have a center that consolidates information about services and programs for parenting students, we were able to speak with their staff. We still gained information from the other UC campuses without parenting student centers by contacting staff at each resource office and department, such as childcare, financial aid, and housing.

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[43] California Senator Steve Glazer, Democrat representing the 7th Senate District.

[44] California Congress, Senate, "CalWORKs: postsecondary education," SB-1232, introduced Senator Glazer on February 20, 2020, http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB1232

[45] Western Center on Law and Poverty, "Human Services and Economic Justice Legislative Update," February 25, 2020. https://wclp.org/wp-content/uploads/2020/02/WCLP_HumanServices_JobsJustice_LegislativeSummary_Feb25_Final.pdf.

To learn best practices outside of the UC, we also interviewed a staff member at the Student Parent Help Center (SPHC) at the University of Minnesota, which is renowned for its well-established support system for parenting students.[46]

2.3 Limitations

First, even though there are a few surveys that examined the situation of parenting students at the UC, there is no accurate data that identifies the number of all the parenting students at the UC due to the low response rates.[47] Therefore, it was hard to assess parenting students' academic achievements with concrete figures such as their university completion rates. If we had robust data, we could have made recommendations that more accurately reflect the present circumstances at the UC.

Second, while well-balanced data samples are ideal for implementing effective policy recommendations at the systemwide level, due to the limitations of using the snowball sampling method, some UC campuses are unrepresented or overrepresented.[48] If we gathered interviewees from each campus in a balanced manner, we could have provided recommendations that consider every campus's situation and challenges. Also, the proportion of lactating students within the broader sample of parenting students may affect the evaluation results of policy options that address lactation spaces.

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[46] The SPHC evolved from the Higher Education for Low Income People Center, which was established in 1967. The predecessor organization was serving all under-represented students at the university. In 1984, the organization changed into the SPHC and transitioned to focus on undergraduate students with children, which made the organization the longest standing student parent program in the nation. Since its establishment, the SPHC has been supporting hundreds of mothers and fathers to complete their college programs. http://www.sphc.umn.edu.

[47] The UC Undergraduate Experience Survey (UCUES) response rate was 27 percent and the Graduate Well-Being Survey (GWS) response rate was 28 percent of total enrollment. Source: IRAP

[48] UCLA and UC Riverside are overrepresented, and we did not have parenting student respondents from UC Santa Barbara or UC San Francisco. A complete list of interviewees and respondents is in Appendix C.

3. Key Findings

Through our literature review and interviews with parenting students, administrators and campus staff, research and advocacy organizations, and political stakeholders, we identified the barriers for the well-being and academic success of parenting students at the UC within the following issue areas:

1. Administrative System
2. Academic Support
3. Lactation Space
4. Childcare
5. Financial Assistance
6. Healthcare
7. Housing
8. Food Security

3.1 Administrative System

While supporting parenting students is a systemwide responsibility, it currently depends on the actions of each campus individually. There is currently no systemwide support system for parenting students, and some UC campuses lack sufficient human resources and materials for parenting students. We also discovered that UC campuses have difficulty tracking the number of parenting students at each campus, as well as presenting accurate data on their parenting students.

Finding 1-1: Lack of the support system for parenting students at the UC-level

Campus departments lack communication with other campuses, which makes it difficult for staff to collaborate and learn best practices from each other.

> *"**There's such a lack of general information like everybody knows what's going on in their office and people don't know what's happening in others.** So that was one reason why we [UCLA's Students with Dependents Task Force] said let's prioritize communication. Because it's a challenge with UCLA, talking to the other UCs—so that's something that we want to work on."*
>
> *Interview with Valerie Shepard, member of UCLA's Students with Dependents Task Force and Writer, Content and Assessment at UCLA Recreation, December 17th, 2019*

By popular demand, one goal of the UC Parenting Students Workgroup (established in 2019) is to coordinate resources systemwide. This lack of information-sharing system

between campuses was what motivated some parenting students to join the Workgroup.[49]

> *"This is why I'm part of the [UC Parenting Students] Workgroup because **I want to get information from other successful UCs because we don't know what we're supposed to be doing.** And there's very little guidance for us from faculty, staff, or anything like that."*
>
> *Interview with Rochelle Bernarte, member of the UC Parenting Students Workgroup, parenting student at UC Riverside, March 9, 2020*

From this point on, it is essential to create a systemwide plan to support parenting students. Systemwide support and communication can help campuses achieve their goals and the UC to understand the state of the campuses better.

Finding 1-2: Lack of organized human resources and materials and lack of awareness of them

While some UC campuses have a dedicated resource center for parenting students with staff who are in charge of services for parenting students, others do not. According to the interviews with the director of the Bruin Resource Center at UCLA (BRC) and the program coordinator at the Student Parent Center at UC Berkeley, these resource centers serve as a hub for parenting students to attain crucial information and access a community support system. Without such spaces, students experience difficulty accessing information about vital services for themselves and their families.[50]

> *"There is no parenting student center, there is no place for me to find people like me. [...] **I had gone to all these different places and asked specifically what they do for parenting students, and nobody had an answer for me***."* [51]
>
> *Interview with Heather Willoughby, member of the UC Parenting Students Workgroup, parenting student at UC Santa Cruz, March 7, 2020*

Other divisions providing services for parenting students can increase awareness of their services by collaborating with resource centers. The Director of Financial Aid and Scholarship at UCLA emphasized the importance of the collaboration and frequent exchange of information with BRC because the financial division has difficulty in reaching out to parenting students by themselves.[52]

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[49] Interview with members of the UC Parenting Students Workgroup (also parenting students at UC Santa Cruz, UC Riverside, and UC Merced)

[50] Interview with the members of the Workgroup (also parenting students at UC Santa Cruz, UC Riverside, and UC Davis)

[51] Describing an experience that occurred in 2017

[52] Interview with the Director of Financial Aid and Scholarship at UCLA

Mothers of Color in Academia de UCLA (MOCA) demands that UCLA hire "a permanent administrative position at UCLA who will be responsible for advocating, coordinating, and implementing" their needs.[53] The Director of BRC also would like to have a full-time staff member who can focus on supporting parenting students.[54] When a staff member has many other responsibilities, it hinders the improvement of their services for the population.[55]

In addition, while some campuses provide organized information resources such as a guidebook on their websites,[56] others merely provide scattered links, which further burdens parenting students struggling to reach the exact information they need. For others, even if a campus has a well-organized source of information, it is sometimes hard to distribute it widely to parenting students.[57]

These findings point to the need for organizing human resources and materials to provide effective services for parenting students.

Finding 1-3: Lack of data on parenting students at the system level and campus level at the UC, making outreach to parenting students difficult

Several interviews with University stakeholders revealed that there are currently no large-scale needs-assessment studies conducted for parenting students, nor is there accurate data on the exact number of parenting students at the UC.[58] Gathering this information is necessary to make evidence-based decisions about programs and appropriate resource allocation for parenting students.[59] Some parenting students are disappointed by the lack of data collection around parenting students at the UC currently, and they do not have a chance to be recognized as a parenting student.[60]

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[53] The Mothers of Color in Academia de UCLA (MOCA), "Petition," 2016. https://docs.google.com/document/d/1PsN86DaCyzQEDmB3iV2DYg1CH6EhAlpyp2l1bQ3t650/edit.

[54] Interview with the Director of the Bruin Resource Center at UCLA (BRC)

[55] Interview with the director, associate director and student staff of the BRC, the organizer member of the MOCA (also a parenting student at UCLA), and a member of the Workgroup (also a parenting student at UC Davis)

[56] BRC, "Parent Guide Students with Dependents Program at UCLA," 2020. https://www.swd.ucla.edu/Portals/44/DNNGallery/uploads/2020/2/27/SwD%20Resource%20Guide_19-20_Final%20%20.docx.pdf.

[57] Interview with a student staff of BRC

[58] Interviews with the co-chair of the Workgroup (also a parenting student at UCLA), a member of UCLA's Students with Dependents Task Force (also a staff of UCLA Recreation), and the director of Student Involvement and Programs at UC San Francisco

[59] Interview with the program coordinator at the Student Parent Center at UC Berkeley, the director of Student Involvement and Programs at UC San Francisco, and the Asset Dean of Graduate Division - Fellowships and Financial Services

[60] Interview with members of the Workgroup (parenting students at UC Davis and UC Berkeley) Some of this critique has been in regard to the UC Undergraduate Experience Survey (UCUES), the largest systemwide assessment of student needs and experiences, which only has one question (Q76) around whether or not a student is living with a dependent child. https://www.ucop.edu/institutional-research-academic-planning/_files/survey-instruments/Instrument_UCUES_2018.pdf

While incoming parenting students hope to join orientation or training for parenting students before or right after enrolling in the university, it has historically been difficult for campus staff to reach out to them directly due to the lack of an identification mechanism.[61] UC campuses have historically used the Free Application for Federal Student Aid (FAFSA) form, where students can identify themselves as parents. However, since not everybody files the FAFSA, such as international and undocumented students, parenting students are undercounted.[62]

For the most recent class of incoming students (Fall 2020 applicants) the UC admissions have redesigned the undergraduate application question about applicants' financial dependency to include an option to identify their status as having children.[63] This could serve each campus to attain more complete data about undergraduate parenting students, though still leaves in question the substantial data gap for the graduate parenting students, as well as fails to count the number of students who become parents during their time enrolled at the UC.

3.2 Academic Support

Parenting students bear the hardship of balancing school and childcare, so they need much more support for academic success than other students. In the interviews with parenting students and experts, we received several testimonies about the difficulties that parenting students face due to the poor understanding of parenting students by the campuses, the difficulty of managing their schedules, and lack of physical spaces that support parenting students' academic needs.

Finding 2-1: Lack of awareness of parenting students' rights

Title IX stipulates that universities must allow pregnant students to continue to attend classes and extracurricular activities.[64] Pregnant students also have the right to be absent from class due to pregnancy or childbirth based on their doctor's judgment.

Our interviews showed that at UC campuses, there is a lack of awareness of parenting students' rights by parenting students themselves and faculty members as well.[65] Also,

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[61] Interview with a student staff of BRC

[62] Interview with Director of the Student Affairs Information and Research Office (SAIRO) at UCLA (also the former co-chair of UCLA's Task force), the Transfer Student Representative of Undergrad Student Association at UCLA (USAC), and the Program Director of Student Parent Help Center at the University of Minnesota

[63] Interview with the Interim Associate Vice President & Director of Undergraduate Admissions at UCOP

[64] US Department of Education, "Know Your Rights."

[65] Interviews with the co-chair of the Workgroup (also a parenting student at UCLA), the organizer member of the MOCA also a parenting student at UCLA), the director, associate director and the student staff of the BRC, a member of UCLA's Students with Dependents Task Force (also a staff at UCLA Recreation), the program coordinator at the Student Parent Center at UC Berkeley, a member of the Workgroup (also a parenting student at UC Riverside), and parenting students at UC Merced

there is not enough training about these rights to parenting students, other students, campus staff, and faculty members.[66]

Given that the optimal opportunity to train students on their rights is typically during the student orientation day/weekend for newly admitted students, it seems as a missed opportunity that few campuses provide targeted training for parenting students around their rights. Indeed, parenting students advocates such as MOCA have highlighted the need for campus orientations to provide more resources for parenting students[67] in order to increase parenting students' awareness and visibility.[68]

Finding 2-2: Difficulty of managing schedule due to conflicts between studies and parental responsibilities

Parenting students often face challenges in creating class schedules that do not conflict with their parenting responsibilities such as dropping off and picking up their children from a childcare center or daycare. Therefore, parenting students are often forced to give up taking classes that they want to attend. Our interviewees highlighted that choosing their preferred and/or required courses can often present a challenge because they have to find caretakers or facilities that could take care of their children while they attend class.[69]

Also, parenting students often cannot enroll in a course, due to the time conflict with their children's schedule, the course being filled before the enrollment pass is activated, and/or ending up taking courses that do not meet key requirements for maintaining their full-time eligibility.[70]

These findings point to the need for prioritizing parenting students to select and enroll in courses, considering their stricter schedules.

Finding 2-3: Lack of physical spaces for parenting students

Family-friendly learning spaces benefit both students and their children, as they reduce barriers to a parent's education and grant parenting students the opportunity to spend more time with their children on campus.[71] Over the past several years, student advocates such as MOCA have called on "family-friendly rooms" to be built in each campus building and library.[72] Creating family-friendly rooms provides parenting

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[66] Interview with the co-chair of the Workgroup (also a parenting student at UCLA), the organizer member of the MOCA (also a parenting student at UCLA), the student staff of the Bruin Resource Center at UCLA, a member of UCLA's Students With Dependents Task Force (also a staff at UCLA Recreation)

[67] Interview with parenting students at UC Berkeley, San Diego, and Merced

[68] MOCA, "Petition."

[69] Interview with parenting students at UC Santa Cruz, UC Riverside, and UC San Diego

[70] BRC, "Proposal: Priority Enrollment."

[71] Robert A. Ellis and Peter Goodyear, "Models of Learning Space: Integrating Research on Space, Place and Learning in Higher Education," Review of Education 4, no. 2 (November 2016): pp. 149-191, https://doi.org/10.1002/rev3.3056.

[72] MOCA, "Petition."

students with an opportunity to spend time with their children as they complete schoolwork, which is beneficial for their academic success and family life.

3.3 Childcare

Through interviews with parenting students and experts, we found out that childcare accessibility is a serious issue for parenting students. Specifically, parenting students expressed concerns about lack of available spots at campus childcare centers, as well as the costs associated with those spots.

Finding 3-1: Insufficient childcare spots in campus centers

Campus childcare resources can improve parenting students' academic success. Research shows that users of on-campus childcare centers are almost three times as likely to complete their academic program than parenting students who did not use the centers.[73] The members of the UC Parenting Student Workgroup expressed childcare as a priority especially given that the lack of childcare service immediately affects parenting students' academic success and could result in many of those parents being unable to continue their studies.[74] Many of our questionnaire respondents chose childcare accessibility as their first priority among parenting students' issue areas (See Appendix E).

Since there are not enough campus childcare spots for all parenting students, many of them have to wait for the spots for several months to a few years.[75]

> *"I did apply to childcare in my community but they told me it's like **a two-year waitlist**."*
>
> *Interview with a parenting student at UC San Diego*

Those who could not obtain a spot often have to use private childcare centers far from their campus, resulting in long commuting time.[76] Also, commuting to campus after stopping by distant off-campus childcare centers shortens the time for parenting students to study, which further hinders academic performance.[77]

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[73] Angel E. Andre et al., "Monroe Community College Inside IR," 2013. https://www.monroecc.edu/fileadmin/SiteFiles/GeneralContent/depts/research/documents/spring2013newsletter.pdf

[74] Interview with a staff member of the Workgroup at the UCOP

[75] Interview with the co-chair of the Workgroup (also a parenting student at UCLA), the organizer member of the MOCA (also a parenting student at UCLA), the director of Student Involvement and Programs at UC San Francisco, the student staff of the BRC, the Transfer Student Representative of USAC, and parenting students at UCLA, UC Davis, UC San Diego, and UC Irvine

[76] Interview with the director of BRC

[77] Based on the survey we conducted, we found out that many of the interviewees live relatively close from campus. However, since they have to drop off or pick up their children, they spend more than one hour commuting if they include the time to stop by childcare centers (Appendix E).

Finding 3-2: Unaffordable childcare services

According to the California Budget and Policy Center, the average cost for childcare in California is over $1,300 per month.[78] It is a massive burden on parenting students who also have to pay for their school tuition and other major expenses.

We found that UC parenting students incur even higher costs of childcare, which afflicts them further.[79] For example, UCLA's on-campus childcare center (UCLA Westwood Child Care Center) costs $2,139 per month (Infant or toddler), $1,883 per month (2 years old) and $1,645 per month (3-5 years old) as of June 2019.[80]

3.4 Lactation Space

Lactation spaces are indispensable and vital health resources for parenting students who need to express milk on campus. However, lactation spaces on the UC campuses currently pose severe issues regarding their number, quality, and location.

Finding 4-1: Insufficient number of clean, private, well-equipped and convenient lactation spaces

Federal law requires an employer to offer "a place other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express milk."[81] Lactation rooms need to be separated from restrooms or locker rooms, private and should also have amenities such as relaxing lighting, bulletin boards, and a wall phone. In addition, breast milk is food for babies and must be treated in the same way other food is treated. Therefore, lactation rooms need to be sanitary. Nursing parents should not be forced to go to the bathroom for lactating, which is filled with germs and disease.[82]

According to the survey of lactation accommodation at UC campuses, only 66 percent of current lactation spaces have sanitary or disinfectant wipes available for cleaning spills and hands, and only 60 percent have hospital-grade electric pumps.[83] Our literature review and interviews also showed that certain lactation spaces are not convenient because of the logistical challenges that parenting students have in accessing them (such as trouble getting lactation rooms' doors open). For example,

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[78] California Budget and Policy Center, "California State Average Monthly Family Budget," 2017. https://www.calbudgetcenter.org/wp-content/uploads/Fact-Sheet_Making-Ends-Meet-2017_California-State-Avg.pdf

[79] Interview with the co-chair of the Workgroup (also a parenting student at UCLA), the organizer member of the MOCA (also a parenting student at UCLA), the director of Student Involvement and Programs at UC San Francisco, and parenting students at UCLA, UC Davis, and UC Irvine

[80] Brochure of UCLA Westwood Child Care Center

[81] Section 7 of the Fair Labor Standards Act of 1938 (29 USC 207)

[82] The Office on Women's Health, "What employers need to know," 2018. https://www.womenshealth.gov/supporting-nursing-moms-work/what-law-says-about-breastfeeding-and-work/what-employers-need-know.

[83] The UC Systemwide Advisory Committee on the Status of Woman, "2014-2016 Report to the President," 2017.

lactation spaces at UCLA are managed by different departments and have different protocols to use. In some cases, only one staff member has the key and nursing parents are dependent on that person being at work and nearby to open the door.

Finding 4-2: Inconvenient access to lactation spaces due to their distant locations

The UC lactation space standards stipulate "the space will be in close proximity to the nursing mother's work area, generally not more than a 5-7 minute walk,"[84] but not all lactation spaces meet the standards.[85] According to each campus's website, there is a disparity in the number of lactation spaces provided by each UC campus, from 5 to 57 spaces.[86] Furthermore, lactation spaces are not necessarily distributed equally geospatially across campuses. For example, at UCLA, there is a disparity of distribution between North and South Campus (Only 5 lactation spaces are located on the main campus, while 11 lactation spaces are in the medical center area).[87]

The limited quantity and the unequal distribution cause some lactating students to walk long distances and struggle to schedule the time to express milk between class, work, lunch, and other responsibilities.[88]

3.5 Financial Assistance

Our literature review and interviews revealed that parenting students are facing difficulty securing enough financial aid because of its limited eligibility and confusion caused by UC's net price calculator, which underestimates the cost of attendance for parenting students.

Finding 5-1: Limited eligibility to receive financial assistance

Broader research has made the case for additional financial aid availability to support students complete their programs.[89] Financial support is essential for academic

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[84] The University of California, "University of California Policy PPSM 84: Accommodations for Nursing Mothers."

[85] 87 percent of lactation rooms are located within a 5-minute walk from a nursing mother's work area. The UC Systemwide Advisory Committee on the Status of Woman. "2014-2016 Report to the President", 2017

[86] UC Merced provides five lactation spaces
https://hr.ucmerced.edu/files/page/documents/lactation_rooms_map.pdf;
 UC San Francisco provides 57 lactation spaces
https://campuslifeservices.ucsf.edu/familyservices/services/lactation_accommodation_program/lactation_rooms

[87] Mariah Furtek, "Are you there, UCLA? It's me, Mom."

[88] Interview with the co-chair of the Workgroup and, the organizer member of the MOCA (also parenting students at UCLA)

[89] Ray Franke, "Towards the Education Nation? Revisiting the Impact of Financial Aid, College Experience, and Institutional Context on Baccalaureate Degree Attainment for Low-Income Students," 2014.; Sara Goldrick-Rab, Robert Kelchen, Douglas N. Harris, and James Benson, "Reducing Income Inequality in Educational Attainment: Experimental Evidence on the Impact of Financial Aid on College Completion," American Journal of Sociology 121 (6): 1762–1817, 2016. ; Benjamin L. Castleman and Bridget Terry Long,

success, but our literature review and interviews show that parenting students face issues with financial assistance eligibility. For example, the Cal Grant is financial aid that does not require students to repay, but its eligibility is limited to students who are pursuing an undergraduate degree or vocational or career training.[90] Therefore, students pursuing a graduate or professional degree cannot apply for Cal Grant, even though the percentage of graduate students at the UC who have children (12%) is larger than that of undergraduate students who have children at the UC (1.3%).[91] Those UC graduate students are more likely to receive government assistance than other students, and they also tend to have more debt.[92]

In addition, with California Work Opportunity and Responsibility to Kids (CalWORKs) program, parenting students can receive full benefits for up to 4 years and funds to purchase books to study. However, they are required to work for 20-30 hours per week to gain full financial aid benefits,[93] which is a significant burden on students who study at university while raising children. Our research indicated that a currently pending legislation, SB 1232 (Glazer),[94] is a potential legislative avenue that would allow full-time students to receive CalWORKs benefits without the work requirements.[95]

Finding 5-2: Insufficient financial assistance application support

Our literature review indicated that there are several financial assistance programs (i.e. CalWORKS, CalFresh, etc.) that are available for parenting students to take advantage of. However, the financial assistance system for university students is quite complicated, which is a barrier for them to attain financial assistance. Researchers indicate that the combination of personal assistance and information treatment is effective in improving students' participation in financial assistance programs.[96] From our literature review and interviews with financial aid office staff and parenting students, we also found that some parenting students do not enroll in programs like CalFresh and CalWORKs because they are unaware of them, are not familiar with the eligibility, or are struggling with the application procedures.[97] Therefore, we found a need for more

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"Looking Beyond Enrollment: The Causal Effect of Need-Based Grants on College Access, Persistence, and Graduation," Working Paper. Cambridge, MA: National Bureau of Economic Research, 2013.

[90] California Student Aid Commission, "How do I qualify for a Cal Grant?" https://www.csac.ca.gov/post/how-do-i-qualify-cal-grant.

[91] IRAP, "Parenting students' experience."

[92] IRAP, "Parenting students' experience."

[93] The State of California Department of Social Services, "Welfare to work," https://www.cdss.ca.gov/pararegs-text/calworks/welfare-to-work.

[94] California Congress, Senate, "CalWORKs: postsecondary education," SB-1232, introduced Senator Glazer in February 20, 2020, http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB1232

[95] Western Center on Law and Poverty, "Human Services and Economic Justice Legislative Update."

[96] Eric P. Bettinger et al., "The role of application assistance and information in college decisions: Results from the H&R Block FAFSA experiment," National Bureau of Economic Research, September 2009. http://www.postsecondaryresearch.org/i/a/document/11801_fafsapaper.pdf.

[97] April Hoang, "CalFresh at UCLA aims to enroll more students to fight food insecurity," Daily Bruin, June 2, 2017.

personal assistance and workshops for parenting students in order to assist them with the application process to these programs.

However, there are some challenges in the initial stages of providing personal support: lack of awareness of services and underestimation of the cost of attendance. As mentioned in Finding 1-2, if a campus does not have a parenting student center, parenting students may not be aware of the services and programs. Also, universities are required to provide a net price calculator, which enables applicants to estimate university costs and the amount of grants given quickly on their website. This is the first step for students to calculate the cost of attendance. Although UC's net price calculator inquires whether applicants have dependents or not, it does not take account of expenses regarding their dependents. Such net price calculator formulas could result in underestimation of parenting students' cost of college.[98]

3.6. Healthcare

Many are concerned with expensive health care and insurance, and parenting students are no exception. We discovered that many parenting students are struggling with the high cost of university insurance for students and their dependents. Therefore, many of them are forced to choose other options such as Medi-Cal for their children, whose services are less convenient than university healthcare insurance programs.[99]

Finding 6-1: Unaffordable university insurance program

The UC requires that all students have health insurance. Students are automatically enrolled in University of California Student Health Insurance Plan (UC SHIP) but can waive this if they prove enrollment in another insurance plan that meets the benefits requirements.

It can cover students' children, but parenting students feel that they cannot afford UC SHIP for their children.[100] For instance, at UCLA, in the academic year 2019-2020, if an undergraduate parenting student wanted to cover their spouse and their child with university insurance plan (UC SHIP), they needed to pay an additional $3,826.67 per quarter (medical only) or $3,959.16 per quarter (medical plus dental and vision). So, the total insurance cost (students and their children) is $4,664.67 per quarter (medical only) or $4,798.06 per quarter (medical plus dental and vision). From our survey, only one parenting student had their children on UC SHIP, and this respondent's only alternative

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https://dailybruin.com/2017/06/02/calfresh-at-ucla-aims-to-enroll-more-students-to-fight-food-insecurity/; Interview with the Director of Financial Aid and Scholarship at UCLA and parenting students at UC Riverside and Davis

[98] California Competes, "Clarifying the True Cost of College for Student Parents." January 2020. https://californiacompetes.org/assets/general-files/CACompetes_Clarifying-the-True-Cost-of-College-for-Student-Parents_Final.pdf.

[99] Interview with a UCLA parenting student revealed that the closest children's hospital was 1 hour away. Interview with a UCM parenting student revealed that Medi-Cal requires more research and time advocating for yourself to get quality medical care.

[100] Interview with the co-chair of the Workgroup, the organizer member of MOCA (who is also a parenting student at UCLA), and parenting students at UCLA, UC Berkeley, and UC Irvine.

was private insurance as an international student.[101] The primary deterrent parenting students cited for choosing an alternative was the cost of coverage.

3.7. Housing

University housing is relatively affordable for students and has an advantage of its proximity to campus. However, there is a lack of spots for university housing and the university housing environment is not ideal for some parenting students because of their inconvenient location and resources. In addition, we revealed that many parenting students are suffering from homelessness, which must be addressed by the UC system.

> *"To make a parent choose between obtaining an education— that will help their SES and their child— and being homeless. That's really hard— I can't even imagine asking somebody to make that decision, but that's what UC does."*
>
> *Interview with Rochelle Bernarte, member of the UC Parenting Students Workgroup, parenting student at UC Riverside, March 9, 2020*

Finding 7-1: Lack of enough family rooms of university housing and long commuting distance

Each campus secures a certain number of spots for family housing. However, it is hard for the housing offices to provide a spot with every parenting student who wants to live in the housing for full occupancy. According to interviews with housing office staff, it takes several months for people to enter the family housing after they submit the application.[102] During interviews with parenting students, they were concerned about the long waitlist for family housing.

According to the University of California Institutional Research and Academic Planning (IRAP), 73 percent of undergraduate parenting students lived more than three miles from campus, while only 25 percent of undergraduate students without children did. Unavailable university housing spots might require parenting students to live in farther affordable housing, which causes long commutes.

Finding 7-2: Homelessness

The IRAP report shows that 11 percent of undergraduate parenting experienced being homeless, compared to 4 percent of undergraduate students without children.

> *"You see me being functional out of death-defying desperation. My option is homeless. I don't have family. I don't have anywhere to go. It's me and my kids. And we moved all the way across the country. This has to work or there's no fill in the blank. I've been trying to get out of the cycle of homelessness and that's even more*

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[101] All except 1 questionnaire respondents have alternative insurance for their children; Interview with an international parenting graduate student at UCLA.

[102] Interviews with housing staff at UCB and interviews with parenting students at UCLA and UCR.

impossible than what I'm doing now. I wish that administrators understood that better because they will never get a more dedicated student to their institution than a parent."

Interview with a Parenting Student at UC Merced, February 24, 2020

3.8. Food Security

Key Findings

Finding 8-1: Lack of food security

According to the IRAP report, 38 percent of undergraduate parenting students reported that they have very low food security, while 26 percent of undergraduate students without children did so. The results of our interviews with parenting students also show that food security is also an important issue area for parenting students.

Table 2. Problems, Policy Guidelines, and Policy Options

Problems (Findings)	Policy Guidelines (General)	Policy Options (Specific)
1. Administrative System		
1-1: Lack of the support system for parenting students at the UC-level	A: Create a systemwide support system for parenting students	A: Create a standing systemwide committee on parenting students
1-2: Lack of organized human resources and materials and lack of awareness of them	B: Establish a set of resource requirements for campus parenting student centers	B: Establish a set of resource requirements for campus parenting student centers
1-3: Lack of data on parenting students at each campus and the UC, making outreach to parenting students difficult	C: Overhaul parenting student data-gathering strategies	C: Overhaul parenting student data-gathering strategies
2. Academic Support		
2-1: Lack of awareness of parenting students' rights	A: Increase awareness of parenting students' rights	A: Improve training for students, staff, and faculty on parenting student issues
2-2: Difficulty of managing schedule due to conflicts between studies and parental responsibilities	B: Permit parenting students the flexibility of scheduling their classes	B: Extend priority enrollment for classes to parenting students
2-3: Lack of physical spaces for parenting students	C: Provide welcoming campus spaces for parenting students and their dependents	C: Provide family-friendly spaces in campus facilities such as libraries
3. Childcare		
3-1: Insufficient childcare spots in campus centers	A. Increase the number of childcare spots available for parenting students	A-1: Build additional on-campus childcare facilities
		A-2: Expand capacity at existing on-campus childcare facilities
		A-3: Increase the percentage of priority spots for the children of parenting students
3-2: Unaffordable childcare services	B. Offer flexible childcare services	B: Offer flexible childcare services that parents can utilize for short timeframes
4. Lactation Space		
4-1:Insufficient number of clean, private, well-equipped and convenient lactation spaces 4-2: Inconvenient access to lactation spaces due to their distant locations	A: Understand the current situation of lactation spaces and make a plan for its improvement	A: Conduct periodic surveys and make a plan to improve the current situation of lactation spaces
4-1: Insufficient number of clean, private, well-equipped and convenient lactation spaces	B: Improve existing lactation spaces	B: Improve lactation space sanitation, privacy, and resources in existing facilities
4-2: Inconvenient access to lactation spaces due to their distant locations	C: Increase the number of lactation spaces	C-1: Convert underutilized space into lactation spaces
		C-2: Mandate minimum number or percentage of lactation spaces in all new capital projects
5. Financial Assistance		
5-1: Limited eligibility to receive financial assistance	A. Expand the eligibility to receive financial assistance	A-1: Pursue legislative action to expand Cal Grant eligibility to graduate parenting students
		A-2: Pursue legislative action to exempt all full-time university students from CalWORKs Welfare-to-Work requirements
5-2: Insufficient financial assistance application support	B. Offer support for the attainment of financial assistance	B-1: Hire staff to support students trying to obtain financial assistance
		B-2: Overhaul the UC net price calculators to factor in parenting student expenses
3-2: Unaffordable childcare services	C. Provide more financial aid for Parenting Students	C: Provide Parenting Student Grant at each UC campus

Problems (Findings)	Policy Guidelines (General)	Policy Options (Specific)
6. Healthcare		
6-1: Unaffordable university insurance program	A. Provide affordable insurance services	A-1. Implement reduced-cost UC SHIP costs for low-income parenting students' family insurance plans
		A-2. Provide free or reduced-cost care at UC health centers for underinsured parenting students and their children
7. Housing		
7-1: Lack of enough family rooms of university housing and long commuting distance	A. Increase the number of housing units available for parenting students	A-1. Offer reduced housing costs for low-income parenting students
		A-2. Increase the number of family units in existing campus housing
		A-3. Prioritize the accommodation of parenting students in campus housing
7-2: Homelessness	B. Provide housing for parenting students experiencing homelessness	B. Make emergency and crisis housing available to parenting student families
8. Food Security		
8-1 Lack of food security	A. Improve food security	A-1. Accept CalFresh at on-campus restaurants and stores that sell groceries
		A-2. UC Dining to subscribe to the National School Lunch Program

4. Policy Options

In developing our policy options, we first drafted broad **Policy Guideline** categories under the different **Issue Areas** that were identified by the literature review. Under each Policy Guideline, we list more specific **Policy Options** that serve to enable the policy guideline. Our client explicitly asked us to provide many potential policy options that could improve the situation of parenting students, regardless of when those options can be implemented. Therefore, later in our report, we will further examine the proposed policy options and separate them into immediately-implementable and long-term implementation timelines to make this distinction clear.

4.1 Administrative System

Guideline A: Create a systemwide support system for parenting students

Option A: Create a standing systemwide committee on parenting students

UCOP would organize a systemwide committee tasked to track and report regularly on UC parenting students data and share best practices between campuses. This committee would be charged with implementing regulations and ensuring compliance across the state and UC level.

Guideline B: Establish a set of requirements for campus parenting student centers

Option B: Establish a set of requirements for campus parenting student centers

Each UC campus would have a parenting student resource center defined as a physical space with at least one dedicated full-time staff member. Each center would act as their campus's respective parenting student information hub and would be responsible for creating an organized list of parenting resources that is easily accessible to students, faculty, and staff of the university. The staff of the center would be in charge of organizing a parenting student orientation, so new students and transfer students are informed of what resources are offered and be connected to a community from day one.

Guideline C: Overhaul parenting student data-gathering strategies

Option C: Overhaul parenting student data-gathering strategies

More detailed data collection regarding a student's parenting status would enable the UC to understand the demographics, number, needs, and experiences of the UC parenting student population that existing surveys cannot identify. Better records of resource usage by parenting students at their universities are essential to make evidence-based decisions about proper resource allocation.

4.2 Academic Support

Guideline A: Increase awareness of parenting students' rights

<u>Option A: Improve training for students, staff, and faculty on parenting student issues</u>

Ensure that the faculty, staff, and fellow students understand the rights, resources and accommodations that parenting students must be granted, acknowledging parenting students' additional responsibilities, pressures, and obstacles. This would be achieved by ensuring that existing mandatory Title IX training incorporates education on pregnant and parenting students' rights. Beyond that, each campus would publish an information database on each campus outlining the rights of students who are pregnant and/or parenting while enrolled at the UC.

<mark>Guideline B: Permit parenting students the flexibility of scheduling their classes</mark>

<u>Option B: Extend priority enrollment for classes to parenting students</u>

Each UC campus would offer parenting students priority enrollment for classes to help them achieve academic success under the stricter schedules associated with child-rearing responsibilities.

<mark>Guideline C: Provide welcoming campus spaces for parenting students and their dependents</mark>

<u>Option C: Provide family-friendly spaces in campus facilities such as libraries</u>

Each UC campus would designate family-friendly parts of campus areas like the parenting student resource center, libraries, and computer labs, which allows parenting students to utilize these essential resources with their children at their sides.

4.3 Childcare

<mark>Guideline A: Increase the number of childcare spots available for parenting students</mark>

<u>Option A-1: Build additional on-campus childcare facilities</u>

The UC would construct new childcare facilities on its campuses to meet the demonstrated need amongst parenting students and improve the issue of the waitlists at existing childcare facilities.

<u>Option A-2: Expand capacity at existing on-campus childcare facilities</u>

The UC would increase childcare spots by expanding existing on-campus childcare facilities to allow more spots to be utilized by the children of parenting students. This can be achieved through enlarging physical space and human resources at each location.

<u>Option A-3: Increase the percentage of priority spots for the children of parenting students</u>

The UC would provide parenting students more opportunities for priority enrollment in on-campus childcare facilities for their dependents. Parenting students need quality childcare that is close to their place of work and study, combined with a financial instability that makes this difficult to achieve.

Option B: Offer flexible childcare services that parents can utilize for short timeframes

Each campus would offer a short-time childcare service at campus childcare centers, parenting student resource centers, or other approved campus locations where parenting students can drop off their children for a few hours while they complete a test or other short-term work.

4.4 Lactation Space

Guideline A: Understand the current situation of lactation spaces and make a plan for its improvement

Option A: Conduct periodic surveys and make a plan to improve the current situation of lactation spaces

Each UC campus would conduct periodic assessments of its lactation spaces to ensure that the provided equipment works, that the locks are operating properly, that the spaces are sanitary, and that other best practices are followed. The survey process would also help each campus assess whether the lactation spaces are located within a five to seven-minute walk from every building and maintain an up-to-date map of all the lactation spaces on campus.

Guideline B: Improve existing lactation spaces

Option B: Improve lactation space sanitation, privacy, and resources in existing facilities

The UC would take steps to ensure that the lactation spaces already in place on campuses are sanitary, private, suitable, and accessible for those lactating. Each campus would make sure to provide "a locked, private space that is sanitary—including appropriate temperature and ventilation—and equipped with a table, comfortable chair, and electrical outlet" in compliance with the UC system-level policy.[103] In addition, each campus would introduce a centralized lock system for lactation spaces. By using the same protocol for all the lactation spaces' locks, parenting students would no longer have trouble opening doors of lactation spaces. Currently, UC San Francisco has a full-time lactation program coordinator and provides hospital-grade pumps in all its spaces.[104] Extending these best practices systemwide would greatly improve the quality of life for all lactating parenting students.

Guideline C: Increase the number of lactation spaces

Option C-1: Convert underutilized space into lactation spaces

Each UC campus would build additional lactation spaces to ensure ease of access and accessibility for parenting students. Employers must provide a suitable place for their

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[103] The University of California, "PPSM 84: Accommodations for Nursing Mothers," 2013. http://policy.ucop.edu/doc/4000609/PPSM-84.

[104] Interviews with the Associate Director of Family Services at UC San Francisco

employees to express milk within a five to seven-minute walk from their place of work. That definition includes student employees within the UC.[105] To meet this goal, the UC would convert underutilized rooms into lactation spaces that meet the resource requirements.

Option C-2: Mandate minimum number or percentage of lactation spaces in all new capital projects

The UC would alter the capital projects' long-term plans of each campus to ensure all new buildings meet the needs of lactating individuals.

4.5 Financial Assistance

Guideline A: Expand the eligibility to receive financial assistance

Option A-1: Pursue legislative action to expand Cal Grant eligibility to graduate parenting students

The UC would request that the California Student Aid Commission extend the Cal Grant Student Parent Access Award eligibility to graduate parenting students, whose population is larger than that of undergraduate students at the UC.

Option A-2: Pursue legislative action to exempt full-time university students from CalWORKs Welfare-to-Work requirements

The UC would request the State of California to exempt parenting students at the UC from the Welfare-to-Work requirements so that they would be eligible to receive CalWORKs stipends so they may focus on their studies.

Guideline B: Offer support for the attainment of financial assistance

Option B-1: Hire staff to support students trying to obtain financial assistance

Each UC campus would have one or more staff members on each campus dedicated to help students navigate financial assistance applications, such as CalWORKs and CalFresh, to ensure that the students can obtain the state assistance for which they qualify.

Option B-2: Overhaul the UC net price calculators to factor in parenting student expenses

The UC would overhaul net price calculator formula to reflect a more realistic cost of attendance at each UC for a parenting student. Currently, claiming dependents does not change the price estimate and thus misinforms parenting students by underestimating expenses. With this improvement, parenting students using this calculator would be able to plan for higher education better financially.

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[105] The University of California, "PPSM 84: Accommodations for Nursing Mothers," 2013.

==Guideline C: Provide more financial aid for parenting students==

Option C: Provide Parenting Student Grant at each UC campus

Expand institutional aid so that every UC campus would have grants set aside for parenting students. Some campuses, such as UC Berkeley and UCLA, already have parenting student grants. Parenting students can use it for any purpose. Other campuses, such as UC Davis, UC San Francisco, and UC Santa Barbara, have grants for childcare.[106]

4.6 Healthcare

==Guideline A: Provide affordable insurance services==

Option A-1: Implement reduced UC SHIP costs for low-income parenting students' family insurance plans

The UC would lower the costs of UC SHIP insurance premiums and copays for student plans with one or more dependents. A sliding scale model could be used to price the premium according to the parenting student's ability to pay, or a minor premium increase in all plans can be implemented to offset a reduced-cost for low-income parenting students.

Option A-2: Provide free or reduced-cost care at UC health centers for underinsured parenting students and their children

UC campus healthcare centers would provide free or reduced cost healthcare to parenting students and their children who are unable to afford UC SHIP.

4.7 Housing

==Guideline A: Increase the number of housing units available for parenting students==

Option A-1: Offer reduced housing costs for low-income parenting students

Each UC campus would offer discounted rent to parenting students to account for their unique needs as families rather than individuals. Parenting students are less able to split the cost of rent across multiple incomes and require more space to raise one or more children, but housing fulfilling these needs are often outside of a parenting student's price range.

Option A-2: Increase the number of family units in existing campus housing

Each UC campus would dedicate more of its housing space to family housing for parenting students.

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[106] Websites of each UC campus and interviews with staff at the financial aid office at UCLA and UC Santa Cruz.

<u>Option A-3: Prioritize the accommodation of parenting students in campus housing</u>

Each UC campus would offer parenting students and their children priority in applying to live in campus housing.

Guideline B: Provide housing for parenting students experiencing homelessness

<u>Option B: Make emergency and crisis housing available to parenting student families</u>

Each UC campus would provide parenting students experiencing homelessness with emergency housing arrangements styled after a hostel or composed of sleeping pods.

4.8 Food Security

Guideline A: Improve food security

<u>Option A-1: Accept CalFresh at on-campus restaurants and stores that sell groceries</u>

The UC would encourage each campus to accept CalFresh from students who are enrolled in the food subsidy program at on-campus food vendors and campus stores that sell grocery items. Parenting students would have access to subsidized, healthy food for them and their child while on campus or while living in on-campus housing.

<u>Option A-2: UC Dining to subscribe to the National School Lunch Program</u>

Every UC dining hall and cafeteria would enroll in the National School Lunch Program and automatically apply those benefits to the children of the low-income parenting students who qualify.

5. Evaluation Criteria

Our client's goal is to find how the gaps in resources can be bridged to improve the quality of life for parenting students. To achieve this end, we evaluated our policy options based on the following four criteria: Benefit to Parenting Students, Equity, Affordability, and Administrative Feasibility. For each criterion, we used a three-step scale to rank the potential policy options: "High," "Moderate," or "Low." We ranked each policy option based on our findings from the literature review and stakeholder interviews. Rankings were determined by the rubrics we developed for each criterion.

In collaboration with the UC Parenting Students Workgroup, we determined that Benefit to Parenting Students is the highest priority. Therefore, we decided to prioritize policy options with high Benefit to Parenting Students for our recommendations. Our client, UCSA, is unique in that they asked us to provide a wide range of policy options, which can be implemented not only immediately but in the long term, considering the possibility of changes in feasibility in the future. Thus, we did not eliminate options with low Affordability or Administrative Feasibility. Instead, we kept them as "long-term" policy options.

As for specific evaluation methods, first, we categorized all the policy options into "immediately-implementable" and "long-term" options based on their Affordability and Administrative Feasibility. If both Affordability and Administrative Feasibility of options were moderate or high, they were categorized as "immediately-implementable" options. And if either Affordability or Administrative Feasibility of options were low, we classified them as "long-term" options.

Among the "immediately-implementable" options, if Benefit to Parenting Students was high and Equity was either high or moderate, we recommended those options as "Immediately-implementable High Priority Policy Options." Among the "long-term" options, if their Equity was either high or moderate and Benefit to Parenting Students was high, we recommended those options as "Long-term High Priority Policy Options."

Figure 6. Evaluation Process
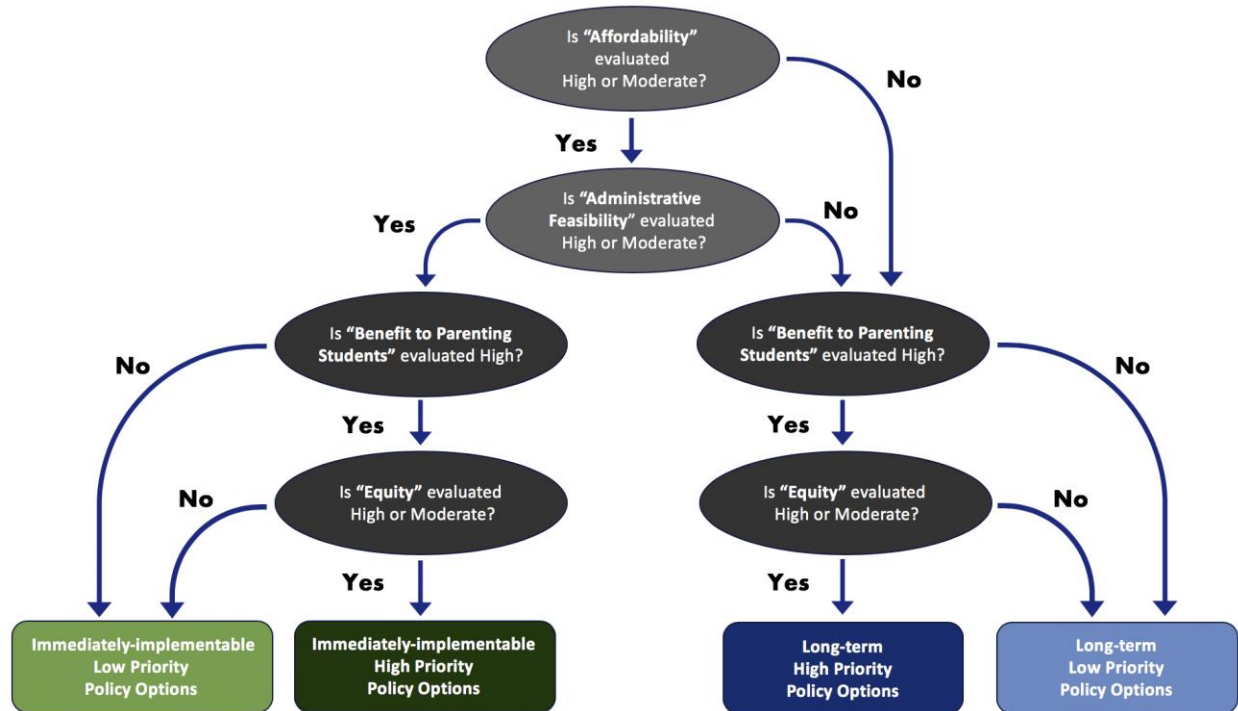
Affordability

We do not have a set budget that we must work within, and our client has expressed that recommendations could include additional budget requests from the state of California. However, the higher the price tag, the less attractive the policy recommendations will be to implement. The lower the affordability is determined to be, the harder it would be for any necessary budgetary requests to be approved promptly for the effective implementation of the recommendation. Alternatively, if affordability is determined to be higher, that would indicate potentially swift implementation of the policy recommendations.

Affordability		
Low	Moderate	High
The policy would require significant investment such as constructing new buildings or spaces or financial support.	The policy would require a moderate investment, such as conducting surveys, hiring new staff, etc. OR the policy would be implemented by developing already-existing facilities.	The policy would be implemented with little to no financial burden, such as for establishing a new committee, extending the current services or programs, changing guidelines, etc.

Administrative Feasibility

We expect administrative officials at the UC to be sensitive to issues regarding the structural change. Given managerial restraints put upon each change-maker, this criterion would allow us to examine the degree of ease of implementation. This plays an important role in logistical feasibility. Because of the existing structure of the UC, where power is distributed by campus to each chancellor, we must not only take into account the administrative feasibility of any policy recommendations at the state level but also on a campus-by-campus basis. Therefore, feasibility will partially be determined by the ability of the UC to delegate and require individual campuses to adhere to recommendations.

Administrative Feasibility		
Low	Moderate	High
The policy would require extensive administrative work to implement and may need the creation of additional offices, jobs, and resources at multiple administrative levels, with no legal requirements to enforce action.	The policy relies partially on existing administrative resources and momentum, but also requires additional labor and potentially the creation or reshuffling of administrative positions.	The policy relies mostly on existing administrative structures, practices, and resources. Implementation would require only minimal administrative labor. OR, it would achieve meeting existing legal requirements.

Benefit to Parenting Students

This criterion would be used to evaluate the degree of impact it would have, as well as how closely the policy recommendation aligns with the priorities of parenting students.[107] Determining that a recommendation is very effective in addressing the existing lack of resources and aligns with the priorities of parenting students would prioritize that recommendation for us and increase its appeal to stakeholders across the board.

Benefit to Parenting Students		
Low	Moderate	High
The policy would be ineffective in addressing the issue and the issue is not a priority that parenting students wish to have addressed immediately.	Either the concern being addressed is very important but the policy option does not fully address the concern. OR, the concern being addressed is only moderately important but the policy option addresses the concern effectively.	The policy option addresses a critical concern for parenting students and does so effectively.

Equity

Equity is incredibly important for the UC system to ensure that the majority of parenting students can obtain benefits by our policy recommendations, rather than creating additional inaccessible resources. If a policy recommendation does not sufficiently address the spatial and financial equity gaps that already exist at the UC, then that policy would leave many parenting students unaffected by any changes.

Equity		
Low	Moderate	High
The policy would do little to nothing to balance socioeconomic disparities and would only benefit a few campuses.	The policy either balances socioeconomic disparities or benefits many campuses. OR, the policy would moderately balance socioeconomic disparities and would benefit approximately half of campuses.	The policy would serve to balance existing socioeconomic disparities significantly. and would benefit many campuses

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[107] Priority was determined by a combination of literature review and responses to the last question of the questionnaire (Appendix E).

6. Evaluation

In this section, we evaluate the specific **Policy Options** that address each **Policy Guideline**. This was done according to our four criteria: Benefit to Parenting Students, Equity, Affordability, and Administrative Feasibility. For each criterion, we rank the policy option as "High," "Moderate," or "Low." The rankings were decided according to the scoring rubric (which can be found on page 42-44). The immediately-implementable high priority options are explained in detail here. The evaluation explanation for the remaining options has been consolidated in table format (Appendix F).

6.1 Administrative System

Policy Option	Criteria				Priority
	Benefit to Parenting Students	Equity	Affordability	Administrative Feasibility	
A. Create a standing systemwide committee on parenting students	High	Moderate	High	High	Immediately-implementable High Priority
B. Establish a set of resource requirements for campus parenting student centers	High	High	Low	Low	Long-term High Priority
C. Overhaul parenting student data-gathering strategies	High	High	Moderate	Moderate	Immediately-implementable High Priority

Option A. *Create a standing systemwide committee on parenting students*

- **Benefit - High:** This would effectively address the demonstrated need to centralize the system and information, which leads to sharing best practices of each UC campus and developing policies and guidelines at the UC level.[108] It would also keep the conversation open to continually make short, medium, and long-term improvements for the conditions of parenting students.

- **Equity - Moderate:** If ideally implemented, the standing committee could have parenting student representation from every campus and prioritize the needs of

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[108] Interview with a staff member of the UC Parenting Students Workgroup at UCOP.

students from lower socioeconomic backgrounds. However, it would still be difficult for the committee to reflect all parenting students' needs.

- **Affordability - High:** Maintaining the committee has a virtually low cost.
- **Administrative Feasibility - High:** The UCOP has already established the UC Parenting Students Workgroup. There would be little change in infrastructure to create a committee, especially if the Workgroup transitioned to become a standing committee.

Option C. *Overhaul parenting student data-gathering strategies*

- **Benefit - High:** The lack of data-gathering has been a severe detriment to the advocacy for parenting students and is a high priority.[109] If there were improved data collection, the UC could know how many parenting students there are at the UC, track specific shortcomings, reach out to parenting students directly, and understand the specific needs of parenting students over time. Therefore, parenting students would be able to receive more appropriate services or programs for them.
- **Equity - High:** Uniform data would be collected from each campus, and the data could be used for introducing more services, resources, and programs that would benefit all parenting students at the UC.
- **Affordability - Moderate:** It could entail labor costs, software costs, and data storage costs.
- **Administrative Feasibility - Moderate:** It would need some additional labor from the administration. The administration would be reluctant to conduct new surveys or expand the existing surveys because the UC has already conducted many surveys.

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[109] Interviews with parenting students and staff members at UCLA, UC Berkeley, UCSF, UC Santa Cruz, UC San Diego, UC Davis, SAIRO, and University of Minnesota.

6.2 Academic Support

Policy Option	Criteria				Priority
	Benefit to Parenting Students	Equity	Affordability	Administrative Feasibility	
A. Improve training for students, staff, and faculty on parenting student issues	High	High	High	Moderate	Immediately-implementable High Priority
B. Extend priority enrollment for classes to parenting students	High	High	High	Moderate	Immediately-implementable High Priority
C. Provide family-friendly spaces in campus facilities such as libraries	Moderate	Moderate	Low	Low	Long-term Low Priority

Option A. *Improve training for students, staff, and faculty on parenting student issues*

- **Benefit - High:** Lack of awareness and understanding of parenting students' rights by parenting students themselves, faculty, campus staff, and other students are putting parenting students in a more difficult situation.[110] Training would serve to give faculty and staff the knowledge and tools to help parenting students, and therefore, it would alleviate the mistreatment that some parenting students currently experience. Additionally, parenting students would understand their rights, which are indispensable for balancing their academic work and child-rearing.

- **Equity - High:** It could serve to foster a sustainable culture shift at every campus that is more accepting of parenting students and more willing to accommodate the responsibilities that accompany that.

- **Affordability - High:** This would only require expanding existing Title IX training. Hence, the cost would be low.

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[110] Interviews with the co-chair of the Workgroup (also a parenting student at UCLA), the organizer member of the MOCA (also a parenting student at UCLA), the director, associate director and the student staff of BRC, a member of UCLA's Students With Dependents Task Force (also a staff at UCLA Recreation), the program coordinator at the Student Parent Center at UC Berkeley, a member of the Workgroup (also a parenting student at UC Riverside), and parenting students at UC Merced

- **Administrative Feasibility - Moderate:** This would expand on existing routine Title IX training. Since the UC is required to protect Title IX, this training would be implemented.

Option B. *Extend priority enrollment for classes to parenting students*

- **Benefit - High:** Much advocacy surrounds this issue and is highly demanded by parenting students.[111] If priority enrollment were offered to parenting students, they would be able to select and enroll in courses that fit their stricter schedules, which would contribute to their academic success.

- **Equity - High:** Currently, a few campuses such as UC Santa Barbara and UC San Diego offer parenting students priority enrollment for classes.[112] If this were introduced at every campus, more parenting students would benefit from it.

- **Affordability - High:** It would have a low cost.

- **Administrative Feasibility - Moderate:** There may be hurdles to begin this process because campus administrators hesitate to increase the number of groups that receive priority enrollment, since it is only effective when a small number of people are prioritized.

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[111] Interview with Transfer Student Representative. This issue was raised by 8 parenting students from UCLA, UCD, UCR, UCSD, and UCB.

[112] UCSD, "Priority Enrollment Program for Undergraduate Students with Children," https://students.ucsd.edu/well-being/wellness-resources/student-parents/ug-priority-enrollment.html; UC Santa Barbara, "Undergraduate Student Priority Registration for classes," http://wgse.sa.ucsb.edu/nontrad/undergraduate-student-priority-registration-for-classes.

6.3 Childcare

Policy Option	Criteria				Priority
	Benefit to Parenting Students	Equity	Affordability	Administrative Feasibility	
A-1: Build additional on-campus childcare facilities	High	High	Low	Low	Long-term High Priority
A-2: Expand capacity at existing on-campus childcare facilities	High	High	Low	Low	Long-term High Priority
A-3: Increase the percentage of priority spots for the children of parenting students	High	High	High	Moderate	Immediately-implementable High Priority
B: Offer flexible childcare services that parents can utilize for short timeframes	High	High	Moderate	Moderate	Immediately-implementable High Priority

Option A-3. *Increase the percentage of priority spots for the children of parenting students*

- **Benefit - High:** If on-campus childcare centers offered parenting students more spots, they would not have to choose off-campus childcare centers, which tend to be more expensive and distant from campus. Increasing the number of spots would benefit parenting students' wellbeing and academic success immensely.

- **Equity - High:** Allowing more spots reserved for parenting students at on-campus childcare facilities would allow low-income parenting students access to convenient childcare. Campus childcare tends to be cheaper than private childcare centers, and some students could access existing on-campus childcare scholarships for which parenting students are eligible.

- **Affordability - High:** It would have a low cost.

- **Administrative Feasibility - Moderate:** It would be quite simple to implement. However, campus administrators might hesitate to change the current allocation of priority spots for campus childcare.

Option B. *Offer flexible childcare services that parents can utilize for short timeframes*

- **Benefit - High:** Flexible childcare services would let parenting students drop off their child for an hour or two while they are in class, a test, or other short-term

work without having to pay the exorbitant monthly per-child costs of childcare on campus. This service would be useful if a parenting student's usual childcare option falls through. It could also serve as a backup option for parenting students when, inevitably, an unexpected obligation comes up.

- **Equity - High:** Low-income parenting students often cannot afford childcare services in the event of childcare emergencies because of their financial constraints, and so they are forced to give up their educational opportunities such as class and test. However, if more affordable and flexible childcare services were provided for them, since those income students would not have to miss their class or test, the inequity of educational opportunities caused by income gaps would be reduced.

- **Affordability - Moderate:** It could potentially require additional hiring.

- **Administrative Feasibility - Moderate:** The enforcement of this service would be relatively easy if it were added to already existing childcare centers' services. On the other hand, if this project were established as a new project, it would require a significant amount of time and effort for planning and securing spaces and human resources. Currently, UCLA provides a free and affordable childcare program, in which parenting students can drop off their children in the evening, called Little Bruin Clubhouse.[113]

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[113] BRC, "Parent Guide Students with Dependents Program at UCLA."

6.4 Lactation Space

Policy Option	Criteria				Priority
	Benefit to Parenting Students	Equity	Affordability	Administrative Feasibility	
A. Conduct a periodic survey and make a plan to improve the current situation of lactation spaces	High	Moderate	Moderate	High	Immediately-implementable High Priority
B. Improve lactation space sanitation, privacy, and resources in existing facilities	Moderate	Moderate	Moderate	High	Immediately-implementable Low Priority
C-1. Convert underutilized space into lactation spaces	Moderate	Moderate	Moderate	High	Immediately-implementable Low Priority
C-2. Mandate minimum number or percentage of lactation spaces in all new capital projects	Moderate	Moderate	Moderate	High	Immediately-implementable Low Priority

Option A. *Conduct a periodic survey and make a plan to improve the current situation of lactation spaces*

- **Benefit - High:** A regular survey would help campuses understand the current situation of lactation facilities and provide parenting students with more accessible lactation spaces that meet the minimum standards. In addition, campuses would be able to provide up-to-date lactation space maps, which is useful for parenting students to identify the close and available lactation spaces.

- **Equity - Moderate:** Uniform data would be collected at each campus, and the data could be used for improving services regarding lactation spaces that would benefit parenting students at the UC. However, it does not specifically address socioeconomic disparities.

- **Affordability - Moderate:** This option would require that someone design surveys, administer the surveys, and analyze the data. This could entail labor costs, software costs, and data storage costs.

- **Administrative Feasibility - High:** Since UC campuses are already mandated to provide clean, private and well-equipped lactation spaces by federal law[114] and also have their standards on lactation spaces,[115] each campus would be encouraged to implement the survey.

6.5 Financial Assistance

Policy Option	Criteria				Priority
	Benefit to Parenting Students	Equity	Affordability	Administrative Feasibility	
A-1: Request that the State of California expand Cal Grant eligibility to graduate parenting students	High	High	High	High	Immediately-implementable High Priority
A-2: Request that the State of California exempt all full-time university students from CalWORKs Welfare-to-Work requirements	High	High	High	High	Immediately-implementable High Priority
B-1: Hire staff to support students trying to obtain financial assistance	High	High	Low	Moderate	Long-term High Priority
B-2: Overhaul the UC net-price calculators to factor in parenting student expenses	Moderate	High	High	High	Immediately-implementable Low Priority
C: Provide Parenting Student Grant at each UC campus	High	High	Low	High	Long-term High Priority

Option A-1. *Request that the State of California Expand Cal Grant eligibility to graduate parenting students*

- **Benefit - High:** If Cal Grant eligibility were extended to graduate students, this would help more parenting students meet their basic needs and achieve academic success.

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[114] Section 7 of the Fair Labor Standards Act of 1938 (29 USC 207)
[115] The University of California, "PPSM 84: Accommodations for Nursing Mothers," 2013. http://policy.ucop.edu/doc/4000609/PPSM-84.

- **Equity - High:** It would apply across all campuses (and across California) and would work to lessen socioeconomic disparities.
- **Affordability - High:** Requesting the State of California to expand Cal Grant eligibility would have a low cost.
- **Administrative Feasibility - High:** Administrators tend to be proactive about acquiring more budget from the state.

Option A-2. *Request that the State of California Exempt all full-time university students from CalWORKs Welfare-to-Work requirements*

- **Benefit - High:** Exempting full-time students from the additional work requirements would save parenting students valuable time and energy that they can redirect to studying, caretaking, and extra-curricular.
- **Equity - High:** It would apply across all campuses (and across California) and would work to lessen socioeconomic disparities.
- **Affordability - High:** Requesting the State of California to expand Cal Grant eligibility would have a low cost.
- **Administrative Feasibility - High:** Administrators tend to be proactive about acquiring more budget from the state.

6.6 Healthcare

Policy Option	Criteria				Priority
	Benefit to Parenting Students	Equity	Affordability	Administrative Feasibility	
A-1. Implement reduced UC SHIP costs for low-income parenting students' family insurance plan	High	High	Low	Low	Long-term High Priority
A-2. Provide free or reduced-cost care at UC health centers for underinsured parenting students and their children	High	High	Moderate	Moderate	Immediately-implementable High Priority

Option A-2. *Provide free or reduced care at UC health centers for underinsured parenting students and their children*

- **Benefit - High:** Parenting students and their children would be able to access basic healthcare even if they cannot afford adequate insurance for themselves or any insurance for their children.

- **Equity - High:** It would help low-income parenting students by allowing students who otherwise are unable to access these services for either themselves or their child to get the help they need regardless of ability to pay.

- **Affordability - Moderate:** It would be relatively expensive to subsidize even simple healthcare within the existing healthcare system.

- **Administrative Feasibility - Moderate:** Basic services are currently available at campus health centers for free or low cost, such as STI checks. Administratively, the expansion of what services can be offered at free or low cost to a select number of underinsured/uninsured individuals would be rather simple.

6.7 Housing

Policy Option	Criteria				Priority
	Benefit to Parenting Students	Equity	Affordability	Administrative Feasibility	
A-1: Offer reduced housing costs for low-income parenting students	High	High	Low	High	Long-term High Priority
A-2: Increase the number of family units in existing campus housing	High	High	Low	Low	Long-term High Priority
A-3: Prioritize the accommodation of parenting students in campus housing	High	High	High	Moderate	Immediately-implementable High Priority
B: Make emergency and crisis housing available to parenting student families	High	High	Low	Moderate	Long-term High Priority

Option A-3. *Prioritize the accommodation of parenting students in campus housing*

- **Benefit - High:** Giving parenting students priority when assigning housing would allow parenting students to select housing suitable to their needs as parents if they do so desire to live on campus.

- **Equity - High:** Prioritizing the accommodation of parenting students in campus housing would reduce the socioeconomic gap as more low-income parenting students would be able to obtain the campus housing spots, which is relatively more affordable than private housing.

- **Affordability - High:** It would have low cost with changing how rooms are assigned and prioritized at each campus.

- **Administrative Feasibility - Moderate:** Though housing priority already exists and would be easy to implement, prioritizing one group of students always means lowering the priority of others. Significant administrative work would need to be done to ensure things go smoothly.

6.8 Food Security

Policy Option	Criteria				Priority
	Benefit to Parenting Students	Equity	Affordability	Administrative Feasibility	
A-1: Accept CalFresh at on-campus restaurants and stores that sell groceries	Moderate	High	Moderate	Moderate	Immediately-implementable Low Priority
A-2: UC Dining to subscribe to the National Free/Reduced Lunch Program	High	High	Moderate	Low	Long-term High Priority

7. Recommendations

We recommend that the UC refer to the following set of guidelines when making their action plans. Within each guideline, we provide a number of specific policy options as our client requested us to provide as many potential options as possible. Thus, our policy options are not mutually exclusive. It could be beneficial to implement more than one option to address any issue area. However, it would be nearly impossible to implement all of the options at once due to time and resource constraints. Therefore, in this section, we discuss policy options we would like our client to prioritize as **high priority options**. Also, we categorize high priority options that are immediately actionable as **immediately-implementable high priority options** and options that have high benefit but still face challenges with their affordability and administrative feasibility as **long-term high priority options**.

Table 3. Immediately-implementable High Priority Policy Options

Policy Guidelines (General)	Policy Options (Specific)
1. Administrative System	
A: Create a systemwide support system for parenting students	A: Create a standing systemwide committee on parenting students
C: Overhaul parenting student data-gathering strategies	C: Overhaul parenting student data-gathering strategies
2. Academic Support	
A: Increase awareness of parenting students' rights	A: Improve training for students, staff, and faculty on parenting student issues
B: Permit parenting students the flexibility of scheduling their classes	B: Extend priority enrollment for classes to parenting students
3. Childcare	
A: Increase the number of childcare spots available for parenting students	A-3: Increase the percentage of priority spots for the children of parenting students
B: Offer flexible childcare services	B: Offer flexible childcare services that parents can utilize for short timeframes
4. Lactation Space	
A: Understand the current situation of lactation spaces and make a plan for its improvement	A: Conduct periodic surveys and make a plan to improve the current situation of lactation spaces
5. Financial Assistance	
A: Expand the eligibility to receive financial assistance	A-1: Request that the State of California expand Cal Grant eligibility to graduate parenting students
	A-2: Request that the State of California exempt all full-time university students from CalWORKs Welfare-to-Work requirements
6. Healthcare	
A: Provide affordable insurance services	A-2: Provide free or reduced-cost care at UC health centers for underinsured parenting students and their children
7. Housing	
A: Increase the number of housing units available for parenting students	A-3: Prioritize the accommodation of parenting students in campus housing

Table 4. Long-term High Priority Policy Options

Policy Guidelines (General)	Policy Options (Specific)
1. Administrative System	
B: Establish a set of resource requirements for campus parenting student centers	B: Establish a set of resource requirements for campus parenting student centers
3. Childcare	
A: Increase the number of childcare spots available for parenting students	A-1: Build additional on-campus childcare facilities
	A-2: Expand capacity at existing on-campus childcare facilities
5. Financial Assistance	
B: Offer support for the attainment of financial assistance	B-1: Hire staff to support students trying to obtain financial assistance
C: Provide more financial aid for Parenting Students	C: Provide Parenting Student Grant at each UC campus
6. Healthcare	
A: Provide affordable insurance services	A-1: Implement reduced UC SHIP costs for low-income parenting students' family insurance plan
7. Housing	
A: Increase the number of housing units available for parenting students	A-1: Offer reduced housing costs for low-income parenting students
	A-2: Increase the number of family units in existing campus housing
B: Provide housing for parenting students experiencing homelessness	B: Make emergency and crisis housing available to parenting student families
8. Food Security	
A: Improve food security	A-2: UC Dining to subscribe to the National Free/Reduced Lunch Program

Table 5. Immediately-implementable Low Priority Policy Options

Policy Guidelines (General)	Policy Options (Specific)
4. Lactation Space[116]	
B: Improve existing lactation spaces	B: Improve lactation space sanitation, privacy, and resources in existing facilities
C: Increase the number of lactation spaces	C-1: Convert underutilized space into lactation spaces
	C-2: Mandate minimum number or percentage of lactation spaces in all new capital projects
5. Financial Assistance	
B. Offer support for the attainment of financial assistance	B-2: Overhaul the UC net price calculators to factor in parenting student expenses
8. Food Security	
A: Improve food security	A-1: Accept CalFresh at on-campus restaurants and stores that sell groceries

Table 6. Long-term Low Priority Policy Options

Policy Guidelines (General)	Policy Options (Specific)
2. Academic Support	
C: Provide welcoming campus spaces for parenting students and their dependents	C: Provide family-friendly spaces in campus facilities such as libraries

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[116] As mentioned in the limitations section (Chapter 2.3), our method of evaluation categorized all policy options that did not highly benefit parenting students as low priority. Because there were few lactating parents in our sample, lactation spaces were not highly prioritized by many parenting students. Therefore, most of the policy options that improve the state of lactation spaces were not deemed high priority. However, for those it is applicable, this is an extremely high priority issue. All lactation space researchers and those with personal experience as breastfeeding students that we interviewed described abysmal conditions. In the questionnaire, all with personal experience marked that they were dissatisfied with lactation spaces.

Immediately-implementable Recommendations

7.1 Administrative System

Guideline A: Create a systemwide support system for parenting students

Option A: Create a standing committee on parenting students

To address the issue of a lack of coordinated resources for parenting students at the system level and insufficient communication between campuses, we recommend that the UC organize a systemwide committee on UC parenting students. UCOP already established the UC Parenting Students Workgroup in 2019. However, to tackle the issue in the short, medium, and long term, the UC needs to establish a stable organization.

Guideline C: Overhaul parenting student data-gathering strategies

Option C: Overhaul parenting student data-gathering strategies

To rectify the lack of large-scale needs-assessment studies conducted for parenting students and data on the exact number of parenting students at the UC, we recommend that the UC improve their data-gathering strategies to gain more detailed data regarding a student's parenting status to understand the demographics, volume, and needs of the UC parenting student population that existing surveys cannot identify. It would eventually lead to parenting students to receive more appropriate services or programs for them.

7.2 Academic Support

Guideline A: Increase awareness of parenting students' rights

Option A: Improve training for students, staff, and faculty on parenting student issues

To address the issue of a lack of awareness of parenting students' rights by students and faculty, we recommend that each campus ensure that pregnant and parenting student's Title IX rights are covered in existing mandatory training. Further, the UC would publish an information database outlining the rights of UC students who are pregnant or parents. Based on the interviews with parenting students, we also recommend that each UC campus provide a new student orientation focused on not only traditional students but parenting students.[117] This orientation or orientation session would provide resources on how to navigate the campus. It would also promote community building among the incoming parenting student class. In addition, there should be training for faculty, staff, and students focused on fostering a welcoming culture around parenting students and their children, so they are accepted at department events and campus activities.

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[117] Interview with parenting students at UC Berkeley, San Diego, and Merced

Option B: Extend priority enrollment for classes to parenting students

To address the challenges of parenting students to manage their class schedule due to the time conflict with their parenting responsibilities, we recommend that each UC campus offer parenting students priority enrollment for classes. This would allow parenting students to select and enroll in courses that fit their stricter schedules and contribute to their academic success. Since a few campuses such as UC Santa Barbara and UC San Diego have already implemented this policy, it could be applied to other campuses too.[118]

7.3 Childcare

Guideline A. Increase the number of childcare spots available for parenting students

Option A-3: Increase the percentage of priority spots for the children of parenting students

To address the insufficient quantity of spots in campus childcare centers, we recommend that the UC provide parenting students more opportunities for priority enrollment in campus childcare facilities for their children. Increasing the number of spots would benefit parenting students' wellbeing and academic success. Based on the interview with a staff member of the Workgroup, the childcare issue is a top priority for the Workgroup[119] as well as there is a high demand among the parenting students we contacted.

Guideline B. Offer flexible childcare services

Option B: Offer flexible childcare services that parents can utilize for short timeframes

To rectify the challenges for parenting students to find temporary childcare services in the event of childcare emergencies, we recommend that each UC campus offer an immediately-implementable childcare service (at campus childcare centers, a parenting student resource center, or other reasonable locations).[120] This flexible childcare service would especially serve low-income parenting students who often cannot afford childcare services in emergencies. This option would reduce the inequity of educational opportunities caused by income gaps.

7.4 Lactation Space

Guideline A: Understand the current situation of lactation spaces and make a plan for its improvement

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[118] UCSD, "Priority Enrollment Program."; UC Santa Barbara, "Undergraduate Student Priority Registration."

[119] Interview with a staff member of the Workgroup

[120] Currently, UCLA provides a free and affordable short-term childcare program called Little Bruin Clubhouse. https://www.recreation.ucla.edu/youthprograms#297491710-little-bruins-clubhouse.

<u>Option A: Conduct periodic surveys and make a plan to improve the current situation of lactation spaces</u>

To address the issue of lactation spaces we found in the interviews,[121] we recommend that the UC conduct periodic surveys and make a plan to improve the current situation of lactation spaces. This would be effective for each UC campus to meet the lactating students' needs because its results would help each UC campus make evidence-based decisions to improve and increase the number of lactation spaces and update the lactation maps.

7.5 Financial Assistance

Guideline A. Expand the eligibility to receive financial assistance

<u>Option A-1: Request that the State of California expand Cal Grant eligibility to graduate students</u>

To solve the issue of limited eligibility of financial assistance for parenting students, we recommend that the UC requests that the State of California expand Cal Grant eligibility to graduate students. This would help more parenting students meet their basic needs and achieve academic success and be likely to gain support from administrators because they tend to be proactive about acquiring more budget from the State.

<u>Option A-2: Request that the State of California exempt all full-time university students from CalWORKs Welfare-to-Work requirements</u>

To deal with the issue of limited eligibility of financial assistance for parenting students, we recommend that the UC request that the State of California exempt parenting students at the UC from the Welfare-to-Work requirements so that they would be eligible to receive CalWORKs stipends. This would save parenting students valuable time and energy. Also, since State Senator Steven M. Glazer introduced a bill that would promote this policy in February 2020, the UC could further support the State to realize this bill.[122]

7.6 Healthcare

Guideline A: Provide affordable insurance services

<u>Option A-2. Provide free or reduced-cost care at UC health centers for underinsured parenting students and their children</u>

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[121] Interview with the co-chair of the Workgroup (also a parenting student at UCLA), the organizer member of the MOCA (also a parenting student at UCLA), the director of Student Involvement and Programs Student Academic Affairs at UC San Francisco, and parenting students at UCLA, UC Davis, and UC Irvine, an alumnus of UCLA (the person researched lactation spaces in UCLA as a member of the Reproductive Health Interest Group (RHIG) and Creating Space)

[122] California Congress, Senate, "CalWORKs: postsecondary education," SB-1232, introduced Senator Glazer on February 20, 2020.

To solve the issue of inaccessibility to healthcare services for low-income students, we recommend that healthcare centers at the UC campus provide affordable healthcare to parenting students and their children. This option would help parenting students who cannot afford UC SHIP and their children receive basic healthcare.

7.7 Housing

Guideline A: Increase the number of housing units available for parenting students

Option A-3: Prioritize the accommodation of parenting students in campus housing

To solve the issue of insufficient university housing family rooms, we recommend that each UC campus provide parenting students priority enrollment for campus housing. This option would support parenting students obtaining suitable housing for them.

Long-term Recommendations

7.1 Administrative System

Guideline B: Establish a set of resource requirements for campus parenting student centers

Option B: Establish a set of resource requirements for campus parenting student centers

To address the issue of insufficient and unorganized human resources and materials for parenting students, we recommend that each UC campus establish a parenting student resource center that has physical spaces and at least one dedicated full-time staff member. This center would bring considerable benefits to parenting students by serving as an information hub for parenting students as well as a space to build a supportive community. However, creating a parenting student center and maintaining funding is very expensive, requires infrastructure, and is not legally mandated. Therefore, this option could be implemented if these obstacles were removed.

7.3 Childcare

Guideline A. Increase the number of childcare spots available for parenting students

Option A-1: Build additional on-campus childcare facilities

To address the issues of insufficient childcare spots in campus centers and long waitlists along with that, we recommend that the UC construct additional childcare facilities on its campuses. This would highly benefit parenting students as they would have an increased chance of attaining spots. Also, based on the interview with a staff member of the Workgroup, the childcare issue is a top priority for the Workgroup.[123]

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[123] Interview with a staff member of the Workgroup

However, this option is one of the most expensive options because it potentially involves the construction of new buildings and would require significant administrative oversight. Therefore, this option could be implemented if these obstacles were removed.

<u>Option A-2: Expand capacity at existing on-campus childcare facilities</u>

To address the issues of insufficient childcare spots in campus centers and long waitlists along with that, we recommend that the UC increase childcare spots by expanding existing on-campus childcare facilities to allow more spots through enlarging physical space and human resources. This would highly benefit parenting students as they would have an increased chance of attaining spots. Also, based on the interview with a staff member of the Workgroup, the childcare issue is a top priority for the Workgroup.[124] However, this option is one of the most expensive options because high costs would incur either through additional construction or hiring and would require significant administrative oversight. Therefore, this option could be implemented if these obstacles were removed.

7.5 Financial Assistance

Guideline B. Offer support for the attainment of financial assistance

<u>Option B-1: Hire staff to support students trying to obtain financial assistance</u>

To rectify the issue of inaccessibility to financial assistance detected in our interviews and literature review, we recommend that each UC campus hire staff to help parenting students in the process of financial assistance applications, such as CalWORKs and CalFresh. Some students do not enroll in financial assistance programs because they are not aware of them, are unfamiliar with the eligibility, or are struggling with the application procedures.[125] Therefore, this option would significantly benefit, especially low-income parenting students because it can prevent them from missing opportunities to obtain financial assistance that they qualify for. However, if a campus needs to hire new staff, the cost would be expensive. Therefore, this option could be implemented if this obstacle were removed.

Guideline C. Provide more financial aid for Parenting Students

<u>Option C: Provide Parenting Student Grant at each UC campus</u>

To address the issue of a substantial financial burden on parenting students, we recommend that every UC campus have a grant set aside for parenting students. This would highly benefit parenting students because they have to pay for childcare-related expenses in addition to school tuition and other things. Although some campuses such as UC Berkeley and UCLA already have these parenting student grants, and other

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[124] Interview with a staff member of the Workgroup

[125] April Hoang, "CalFresh at UCLA aims to enroll more students to fight food insecurity,";
Interview with the Director of Financial Aid and Scholarship at UCLA and parenting students at UC Riverside and Davis

campuses such as UC Davis, UC San Francisco, and UC Santa Barbara have grants for childcare,[126] it could involve difficulties in resource allocation under the limited budget. Therefore, this option could be implemented if this issue were solved.

7.6 Healthcare

Guideline A: Provide affordable insurance services

Option A-1. Implement reduced UC SHIP costs for low income parenting students' family insurance plan

To solve the issue of unaffordable UC SHIP costs, we recommend that each UC campus lower UC SHIP costs for low-income parenting students by using a sliding scale model. However, this option would cost high and require extensive administrative work. Therefore, this option could be implemented if these obstacles were removed.

7.7 Housing

Guideline A: Increase the number of housing units available for parenting students

Option A-1: Offer reduced housing costs for low-income parenting students

To solve the issue of insufficient university housing family rooms, we recommend that each UC campus offer reduced rent to parenting students. This option would help parenting students reduce their rent burden. However, it would be expensive to offer sufficient support for parenting students. Therefore, this option could be implemented if these obstacles were removed.

Option A-2: Increase the number of family units in existing campus housing

To solve the issue of insufficient university housing family rooms, we recommend that each UC campus provide parenting students with more rooms in university housing. Creating more family units would be beneficial for parenting students. However, the cost of increasing rooms in existing campus housing would be expensive because it would need renovations. The capacity of undergraduate housing is also already limited. Therefore, this option could be implemented if these obstacles were removed.

Guideline B: Provide housing for parenting students experiencing homelessness

Option B: Make emergency and crisis housing available to parenting student families

To solve the issue of homelessness among parenting students, we recommend that each UC campus offer emergency and crisis housing for parenting students. Currently, the parenting students' ratio of homelessness is higher than other students; therefore, this would substantially benefit parenting students. However, this option would require high costs because parenting students require larger spaces to accommodate their children. Thus, this option could be implemented if these obstacles were removed.

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[126] UC campus websites and interviews with staff at the financial aid office at UCLA and UC Santa Cruz.

7.8 Food Security

Guideline A: Improve food security

Option A-2: UC Dining to subscribe to the National Free/Reduced Lunch Program

To solve the issue of low food security among parenting students, we recommend that every UC dining hall and cafeteria enroll in the National School Lunch Program and automatically apply those benefits to the children of the low-income parenting students. It would highly benefit parenting students because they would be able to feed their children for low cost on campus. This could be implemented across all campuses and contribute to reducing socioeconomic gaps. However, since there is no precedent, this would require a lot of effort on the part of the administration. Therefore, this policy could be implemented if this issue was solved.

8. Conclusion

Parenting students are a marginalized population in higher education across the United States. They are facing numerous challenges, such as financial difficulties and childcare responsibilities, which could impede their well-being and academic success. Supporting parenting students to complete higher education benefits not only the students but society as a whole. Higher education improves social mobility and encourages people's contribution to society, such as through tax payment.

Parenting students at the UC are facing a multitude of obstacles. To improve their conditions, UCOP has established the UC Parenting Students Workgroup. We developed potential policy options to support the Workgroup for our client, UCSA.

Based on our findings from a literature review and interviews with over 50 stakeholders, including parenting students, research and advocacy organizations, political stakeholders, and campus administrators and staff, we identified eight issue area categories: Administrative System, Academic Support, Childcare, Lactation Space, Financial Assistance, Healthcare, Housing, and Food Security. Based on the findings, we established a set of guidelines that the UC can use to develop a support system for parenting students.

UCSA requested that we present a wide range of policy options, which can be implemented not only immediately but in the long term, taking into account there may be changes in feasibility in the future. Accordingly, we identified a number of policy options that would highly benefit parenting students at the UC according to the guidelines we created. We also prioritized the options, classifying them into immediately-implementable high priority options and long-term high priority options. For example, our recommendations include creating a systemwide committee on parenting students, improving training on parenting student issues, increasing the childcare priority spots for the children of parenting students, conducting surveys of lactation spaces and making a plan to improve the current situation of lactation spaces, and pursuing legislative action to expand the eligibility of financial aid for parenting students.

This list of options would be utilized by the Workgroup to create an action plan that advances the well-being and academic success of parenting students. In the development of the action plan, we encourage instituting specific goals, deadlines, and accountability mechanisms. For example, if the members of the Workgroup advocate for expanding capacity at existing on-campus childcare facilities, there could be a stipulation that each UC campus must ensure a waiting list of no more than six months for any parenting student who would like to utilize on-campus childcare centers. Our collaboration with UCSA and the UC Parenting Students Workgroup aims to actualize the changes that are needed to improve the experience of parenting students at the UC.

9. Appendices

Appendix A: Regulations, Requirements, Policies, and Programs for Parenting Students by The Federal and State governments, and The University of California

For the following issue areas, this section describes major regulations, requirements, policies, and programs provided by the federal and state governments, and the University of California.

- Title IX
- Parenting Services and Resources
- Childcare
- Lactation Space
- Financial Assistance
- Healthcare
- Housing

Regulations, Requirements, and Policies

Title IX

Federal level

Discrimination based on sex, including parental status—in academic programs and activities is banned by a Federal civil rights law, Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq. All schools, including public and private schools, colleges, and universities that obtain any Federal funds have to obey Title IX.[127] For instance, even though students are pregnant, schools need to allow them to join classes and extracurricular activities. They also have to establish complaint processes for students to report complaints of sexual discrimination, involving pregnancy or parental status.

Childcare

Federal level

According to the U.S. Department of Labor, the Fair Labor Standards Act (FLSA) does not force an employer to offer child care or adoption assistance. These services are dependent on whether an employer and an employee can obtain an agreement.[128]

Lactation Space

Federal level

Federal law requires an employer to offer "a place other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be

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[127] U.S. Department of Education, "Know Your Rights."

[128] US Department of Labor, "Child Care Assistance," https://www.dol.gov/general/topic/benefits-other/childcare.

used by an employee to express milk."[129] Also, the Federal Department of Education encourages schools to offer a room with electrical outlets and space for storing milk for students who are lactating.[130]

<u>State level</u>
The California Assembly Concurrent Resolution 155[131] urges the state and employers to support the breastfeeding practices by meeting the accommodation needs of employees, and by confirming the status of adequate facilities to breastfeed and express milk.

Section 43.3 of the California Civil Code[132] allows a mother to breastfeed her child in any location, public or private, with some exceptions.

Section 66271.9 of the California Education Code encourages the UC to "provide reasonable accommodations to a lactating student on their respective campuses to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding, as specified."[133]

<u>UC level</u>
The UC has established the UC-level policy, which defined the lactation space standards at the minimum and intermediate level,[134] and each campus has created its program or policies.[135]

> ***"University of California Policy PPSM 84: Accommodations for Nursing Mothers"***
>
> > *III. POLICY TEXT*
> > *A. Lactation Facilities*
> > *The University will provide,* ***in close proximity to the nursing mother's work***

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[129] Section 7 of the Fair Labor Standards Act of 1938 (29 USC 207)

[130] The Pregnant Scholar, "Know Your Rights: Breastfeeding," https://thepregnantscholar.org/know-your-rights-breastfeeding/.

[131] The California Assembly Concurrent Resolution 155. (1998) http://leginfo.ca.gov/pub/97-98/bill/asm/ab_0151-0200/acr_155_cfa_19980629_180535_asm_comm.html.

[132] The California Civil Code, 1997 § 43.3. https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=CIV&sectionNum=43.3..

[133] California Congress, Assembly, "Student services: lactation accommodations," AB-2785, introduced by Blanca Rubio on August 22, 2018.

[134] University of California Policy PPSM 84: Accommodations for Nursing Mothers

[135] UC Berkeley – Breastfeeding Support Program
UC Davis – Breastfeeding Support Program
UC Irvine – Lactation Accommodation Guidelines
UC Los Angeles – Lactation Accommodation Procedures
UC Merced – Lactation Accommodation
UC Office of the President – Lactation Program for New Mothers
UC Riverside – Lactation Accommodation Program
UC San Diego – Lactation Accommodation Policy
UC San Francisco – Lactation Accommodation Program
UC Santa Barbara – Lactation Accommodation Program

area, appropriate sanitary and private space with a table, electrical outlet, and comfortable chair.

V. PROCEDURES
   A. Lactation Facilities
    *The University will provide **a locked, private space that is sanitary—including appropriate temperature and ventilation—and equipped with a table, comfortable chair, and electrical outlet**. If possible, the lactation space either will be located near a source of running water or will have a sink with running water in it.*

    *Space will be **in close proximity to the nursing mother's work area, generally not more than a 5-7 minute walk.***

    *Appropriate lactation facilities include, but are not limited to, the employee's private office, another private office not in use, a conference room that can be secured, a multi-purpose room, or any available space with **a locking door that is shielded from view and free from intrusion from coworkers, students, and the public.***

    Restrooms, spaces lacking privacy, or spaces lacking a locking door are not considered appropriate spaces for lactation purposes. However, an anteroom or lounge area connected to a restroom may be sufficient if the space is private, free from intrusion, and can be locked and shielded from view.

In 2014, the UCOP created a sponsored "Lactation Accommodation" Annual Award. The University of California Systemwide Committee on the Status of Women (SACSW) made the checklist draft of accommodation and created award levels.[136] There are four criteria in the Lactation Facility Standards: Place, Time, Access, and Education. In the following standards, SACSW has acknowledged additional criteria beyond the minimum requirements.

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[136] The University of California Systemwide Committee on the Status of Women, "Systemwide Committee on the Status of Women 2014 Report to the President," October 14, 2014.

LACTATION FACILITY STANDARDS FOR THE UC COMMUNITY

Criteria	Minimum Requirement	Recognition Levels	
	Basic	Silver	Gold
Place	Private, sanitary space (not a toilet stall). Equipped with lighting, a table, comfortable chair, and electrical outlet. Lactation spaces located in close proximity to a nursing mothers work area.	Same as Basic, plus: Private rooms that lock from the inside. A source of hot running water is within close proximity or in the room. Rooms are within a 5 minute walk from work area. Sanitary or disinfectant wipes are available for cleaning spills and hands.	Same as Silver, plus: A hospital grade electric pump may be available for use on campus. When required for certain types of jobs, where time/logistical constraints make it difficult to leave the building, a room equipped at least with basic level requirements is located within the building.
Time	A reasonable amount of time. Break times will be at mutually-agreeable times, no fewer than twice per day. The break includes the time associated with travel, expressing milk, clean-up, and storage.	Same as Basic, plus: Break times will be at mutually agreeable times up to three times per day.	Same as Silver, plus: Break times will be at mutually agreeable times up to three times per day. Process in place to request additional flexibility if required.
Access	Webpage with information to show location of lactation rooms, how to register to use and access the rooms. Lactation facilities should be easily found by search engines on the location's websites. Lactation facilities should be clearly labeled and located in accessible areas.	Same as Basic, plus: A method to indicate that room is in use, for example a sign-in sheet or dry erase board with time being used (ie., 10:00am - 10:20am).	Same as Silver, plus: Reservation mechanism, e.g. web-based system or other sign up system for reserving rooms (to ensure room availability when arrive to use it).

9. Appendices   60

Criteria	Minimum Requirement	Recognition Levels	
	Basic	Silver	Gold
Education/Information/Support	Accommodations for Nursing Mothers California Law (AB 1025; Labor Code Section 1030-1033) posted. Accommodations for Nursing Mothers - PPSM 84 posted.	Same as Basic, plus: Location has a website with links to local breastfeeding resources (including importance and encouragement of breastfeeding).	Same as Silver, plus: Active campus outreach to promote breastfeeding/lactation program (at least two activities). Depending on the needs of the campus community, activities could include: Educational materials in rooms, training program for campus managers and supervisors, an information brochure about the program provided to all expectant mothers, a moderated online interactive community for mom-to-mom interaction, lactation counseling/consultation or workshops, or other education/information/support.

Items Consistent with Each Level
1. Locations are encouraged to include a provision in their Campus Standards and Design Guide for new construction or renovated construction plans to incorporate designs for, at minimum, a private space equipped with locking door, lighting, an electrical outlet, table and chair.
2. Locations are encouraged to designate an administrative home for the lactation support program. This could be in Human Resources, the Wellness area, Health Centers or another appropriate office.
3. Locations are encouraged to gather feedback from women who use the lactation facilities. Options for collection feedback include Usage Logs and/or Employee Satisfaction Surveys. See samples on the SACSW website.

Housing

Federal level
Section 3601-3619 and 3631 of the Fair Housing Act (FHA) defends people from discrimination when they rent or buy a home or engage in other housing-related actions.[137] The FHA bans discrimination for seven protected categories, including familial status, which refers to the company of at least one child who is under 18 years old. [138]

State level
Section 12926 of the California Government Code[139] indicates that discriminatory practices in housing accommodations based on sex is illegal. The term sex also involves pregnancy, childbirth, and breastfeeding.

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[137] U.S. Department of Housing and Urban Development, "Housing Discrimination Under the Fair Housing Act,"
https://www.hud.gov/program_offices/fair_housing_equal_opp/fair_housing_act_overview#_The_Fair_Housing.
[138] Ron Leshnower, "The Fair Housing Act's Protected Classes: What Landlords Need to Know Learn what groups of people are protected under federal anti-discrimination law," NOLO. https://www.nolo.com/legal-encyclopedia/the-fair-housing-acts-protected-classes-what-landlords-need-know.html.
[139] California Fair Employment and Housing Act (Government Code sections 12900 through 12996), (2012 Cal. Stats., Chap. 701; AB 2386)

Programs

Parenting Services and Resources
<u>UC level</u>
All campuses provide some information about services for student parents online.[140] But, there is a difference in the amount of information among campuses. Some campuses have a division or person that focuses on supporting student parents, but others do not. For example, UC Berkeley has the Student Parent Center, where parenting students can find various information, receive advice, improve leadership skills, participate in study groups, and so on.

Also, the UCLA Bruin Resource Center provides Students with Dependents Program that distributes Parenting Resource Guide, provides a space and organizes events for parenting students.[141]

Childcare
<u>Federal level</u>
The Child Care Access Means Parents in School (CCAMPIS) is a campus-based childcare funding program to support low-income parents in higher education. CCAMPIS funds have been used by most centers to offer free or reduced-cost on-campus childcare services for low-income parenting students.[142]

The Child Care and Development Fund (CCDF) is cumulative of numerous funds distributed in block grants by the federal government to the states to improve the availability, affordability, and quality of childcare services. The States are likely to use the majority of the funding resources to offer childcare services to families with a certain level of low-income.[143]

Head Start is granted directly to nonprofit and for-profit public and private childcare and preschool providers. While most participants of Head Start are 3- and 4-year-old children, infants, and toddlers also receive early education and childcare services

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[140] UC Berkeley: https://studentparents.berkeley.edu.
UC Davis: https://hr.ucdavis.edu/departments/worklife-wellness/student-parent.
UC Irvine: https://grad.uci.edu/about-us/students-with-families.php.
UC Los Angeles: https://www.swd.ucla.edu.
UC Merced: https://care.ucmerced.edu/pregnancyexpecting-parent-resources.
UC Riverside: http://auxiliarydocs.ucr.edu/ecs/ucr-student-parents-guide.pdf.
UC San Diego: https://students.ucsd.edu/well-being/wellness-resources/student-parents/index.html.
UC San Francisco: https://myfamily.ucsf.edu.
UC Santa Barbara: https://www.myfamily.ucsb.edu/resources/undergrad.
https://www.myfamily.ucsb.edu/resources/grad.
UC Santa Cruz: https://pregnantoncampus.studentsforlife.org/campus/uc-santa-cruz/.

[141] UCLA Bruin Resource Center, "Parent Guide Students with Dependents Program at UCLA."

[142] GAO, "More Information Could Help Student Parents Access Additional Federal Student Aid," August 2019. https://www.gao.gov/assets/710/701002.pdf.

[143] California Department of Education, "Child Care and Development Fund State Plan," October 15, 2019. https://www.cde.ca.gov/sp/cd/re/stateplan.asp.

through **the Early Head Start** program.

State level
Cooperative Agencies Resources for Education (CARE) funding's goal is to support single parents who receive funds through CalWORKs.[144] CARE is used for additional educational support services such as allowances for childcare costs.[145]

UC level
Each campus provides childcare services.[146] In these programs, the children of students, faculty, and staff at the UC campus that provides the childcare service usually have the priority to enroll, or only they can enroll.

Lactation Space

UC level
Some UC campuses provide breastfeeding support programs, including services such as lactation rooms on campus with hospital-grade breast pumps, and breastfeeding classes, and lactation consultations. [147]

Financial Assistance

Federal level
Temporary Assistance for Needy Families (TANF) is a block grant distributed by the federal government to states to provide low-income families with children cash assistance and various benefits and services, including childcare.

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[144] See the section of 5. "Financial Assistance"

[145] Miller et al., "Improving Childcare Access."

[146] UC Berkeley: https://ece.berkeley.edu.
UC Davis: https://hr.ucdavis.edu/departments/worklife-wellness/children/child-care/ucd.
UC Irvine: https://childcare.uci.edu.
UC Los Angeles: PARENT GUIDE STUDENTS WITH DEPENDENTS PROGRAM AT UCLA pp. 24-33 UC https://www.swd.ucla.edu/Portals/44/Documents/SWD%20Draft%20of%20FINAL2.pdf.
UC Merced: http://academicpersonnel.ucmerced.edu/node/293.
UC Riverside: https://ecs.ucr.edu.
UC San Diego: https://child.ucsd.edu.
UC San Francisco: https://myfamily.ucsf.edu.
UC Santa Barbara: https://childrenscenter.sa.ucsb.edu/ToEnroll/index.aspx.
UC Santa Cruz: https://childcare.ucsc.edu.

[147] UC Berkeley – Breastfeeding Support Program: https://uhs.berkeley.edu/facstaff/wellness/breastfeeding-support
UC Davis – Breastfeeding Support Program: https://hr.ucdavis.edu/departments/worklife-wellness/breastfeeding
UC Los Angeles – The Students with Dependents (SWD) Program: https://www.swd.ucla.edu
UC San Francisco – Lactation Accommodation Program: https://campuslifeservices.ucsf.edu/familyservices/services/lactation_accommodation_program
UC Santa Barbara – Lactation Accommodation Program: https://www.hr.ucsb.edu/employee-services/lactation-support-program

Federal Pell Grants are the federal grant aid for low-income undergraduate students. A key determinant of Pell Grant eligibility is a student's expected family contribution. The maximum allowable Pell Grant was $6,095 for the 2018-2019 school year.

The Supplemental Nutrition Assistance Program (SNAP) is the primary federal nutrition assistance program. Eligible low-income individuals and families can obtain benefits through an Electronic Benefits Transfer card, which can be used as a debit card to buy food.[148]

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) are federal grants distributed to states. Low-income women who are pregnant or breastfeeding and their children under five years old who are at nutritional risk can receive supplemental foods, health care referrals, and nutrition education.[149]

State level
The California Work Opportunity and Responsibility to Kids (CalWORKs) program is California's TANF. In CalWORKs, Student parents can receive full benefits for up to 4 years and funds to purchase books to study.[150] However, they are required to work for 20-30 hours per week to gain full financial aid benefits, which is a significant burden on students who study at university while raising children. Another problem with CalWORKs is that student parents cannot receive funds to purchase books before the academic term starts.

Cal Grants support students who are pursuing an undergraduate degree or vocational or career training. It does not require students to repay, and there are several types of grants based on a student's GPA, the institution of attendance, family income, time out of high school, an academic goal, and age. A student with a bachelor's or professional degree cannot apply to Cal Grants.[151] Also, Cal Grant Transfer Entitlement Award's target is students who have a plan to transfer from a Community College in California to a four-year University. Cal Grant Transfer Entitlement Award has a restriction that only students who are under the age of 28 can apply to it.[152] These restrictions make it difficult for student parents to be able to use Cal Grants because parenting students are likely to be older than students without children. In the 2019-2020 Fiscal year, Governor Newsom established an access award of up to $6,000 for qualifying Cal Grant A and B recipients and up to $4,000 for eligible Cal Grant C recipients for parenting students

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[148] Benefits.gov, Supplemental Nutrition Assistance Program (SNAP), https://www.benefits.gov/benefit/361.

[149] Food and Nutrition Service, Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), https://www.fns.usda.gov/wic.

[150] California Congress, Senate, "CalWORKs: postsecondary education," SB-1232, introduced Senator Glazer on February 20, 2020.

[151] The California Student Aid Commission, "2019-20 Cal Grant Awards"

[152] The California Student Aid Commission, "2019-20 Cal Grant Awards"

who are attending a University of California, California State University, or California Community College.[153]

CalFresh is California's SNAP. CalFresh provides low-income individuals and families with monthly food benefits and provides communities with economic benefits.[154] CalFresh is California's major food program and offers a critical hunger safety net.[155]

WIC is a program for women and their children funded by the federal government to improve health and nutrition conditions. "WIC helps families by providing nutrition education, breastfeeding support, vouchers for healthy foods, and referrals to healthcare and other community services."[156]

<u>UC level</u>
Some campuses have their financial aid programs for student parents. For example, the UC Berkeley Financial Aid and Scholarships Office provides the Parent Grant to support undergraduate parenting students. Based on the information provided on Free Application for Federal Student Aid (FAFSA) or California Dream Act Application, the Parent Grant will automatically be awarded in students' financial aid packages. Award amounts are calculated by financial need and availability of funds each year. For graduate parenting students, the Graduate Division administers a need-based grant, "Graduate Division Student Parent Grant[157] Awards of up to $10,000 per year ($5,000 per academic term) will be provided to eligible applicants. While international students do not qualify for this program, they can apply to another parenting program supplied by Berkeley International Office administers.[158]

Also, UC Davis offers the Community Based Care Grant (CBCG), which can partially cover student families' childcare expenses and is accessible to all students with financial need.[159] For graduate and professional parenting students, UC Davis offers the Graduate Student Child Care Grant (GSCCG), which can partially cover Graduate and Professional student families' childcare expenses. This grant is not calculated by financial need, and all graduate students with documented childcare expenses are eligible.[160] A total of $4400 per calendar year is accessible to students.

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[153] Catalina G. Mistler, "2019-20 Cal Grant Awards for Students with Dependent Children," State of California, October 15, 2019. https://www.csac.ca.gov/sites/main/files/file-attachments/gsa_2019-34.pdf?1571181035.

[154] Department of Social Services, "CalFresh," https://www.cdss.ca.gov/inforesources/calfresh.

[155] Department of Social Services, "CalFresh."

[156] California Department of Public Health, Women, Infants & Children Program, https://www.cdph.ca.gov/Programs/CFH/DWICSN/pages/program-landing1.aspx.

[157] UC Berkeley, "Graduate Division Student Parent Grant," https://grad.berkeley.edu/wp-content/uploads/Parent-Grant.pdf.

[158] Berkeley International Office, "Financial Aid for International Students," http://internationaloffice.berkeley.edu/aid/.

[159] UC Davis, "UC Davis Student Parent Child Care Grant Handbook," June 18, 2019. https://hr.ucdavis.edu/sites/g/files/dgvnsk4401/files/inline-files/Child%20Care%20Funding%20Student%20Parent%20Handbook%202019-20_3.pdf.

[160] UC Davis, "UC Davis Student Parent."

Healthcare

Federal level

Medicaid is a health insurance program by the federal and state government that is provided for low-income people. Each state manages its version of Medicaid and has various eligibility criteria and covered services.

The Children's Health Insurance Program (CHIP) is a health insurance program by the federal and state government that offers coverage to children. The child's family with an income that is too high to qualify for Medicaid or too low to afford private coverage is eligible. According to federal requirements, states administer CHIP.

State level

The California Medical Assistance Program (Medi-Cal) is the Medicaid program in California to support low-income people, including pregnant women with incomes below 138% of the federal poverty level.

California's CHIP program is a mixture of Medicaid expansion and separate programs.[161]

UC level

UC SHIP (Only UC Berkeley provides Berkeley SHIP[162]) can cover students' children and spouses, but in addition to student coverage, students have to pay expensive program costs. For example, UCLA's UC SHIP Program Costs (per quarter) are shown below.[163]

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[161] California Department Of Health Care Services, "California's Children's Health Insurance Program (CHIP)," September 28, 2017. https://nashp.org/wp-content/uploads/2017/06/R-Mollow.pdf.; "Separate CHIP program includes Medi-Cal Access Program (MCAP) covers higher-income pregnant women, MCAP linked infants (MCAIP) covers babies born to MCAP moms, County Children's Health Initiative Program (CCHIP) in three counties for children with higher incomes, and Medicaid Pregnant Women who do not have a satisfactory immigration status."

[162] UC Berkeley, "Berkeley SHIP (Student Health Insurance Plan)," https://uhs.berkeley.edu/ship.

[163] University of California, "2019-20 UC LOS ANGELES Undergraduate Student Ship Voluntary Enrollment Form for Registered Students," https://www.ucop.edu/ucship/_files/enrollment-forms/ucla-undergrad-and-dependent-voluntary-ef.pdf; 2019-20 University of California, "UC LOS ANGELES Graduate Student Ship Voluntary Enrollment Form for Registered Students," https://www.ucop.edu/ucship/_files/enrollment-forms/ucla-graduate-and-dependent-voluntary-ef.pdf.

2019-20 UCLA's UC SHIP Program Costs (Per Quarter)

	Undergrad		Graduate	
	Medical Only	Medical, Dental and Vision	Medical Only	Medical, Dental and Vision
Spouse/Domestic Partner Only	$2,112.67	$2,186.97	$2,369.67	$2,469.71
Child(ren) Only	$1,827.33	$1,900.33	$2,049.00	$2,149.38
Spouse/Domestic Partner and Child(ren)	$3,826.67	$3,959.16	$4,295.00	$4,482.28

Appendix B: Stakeholders
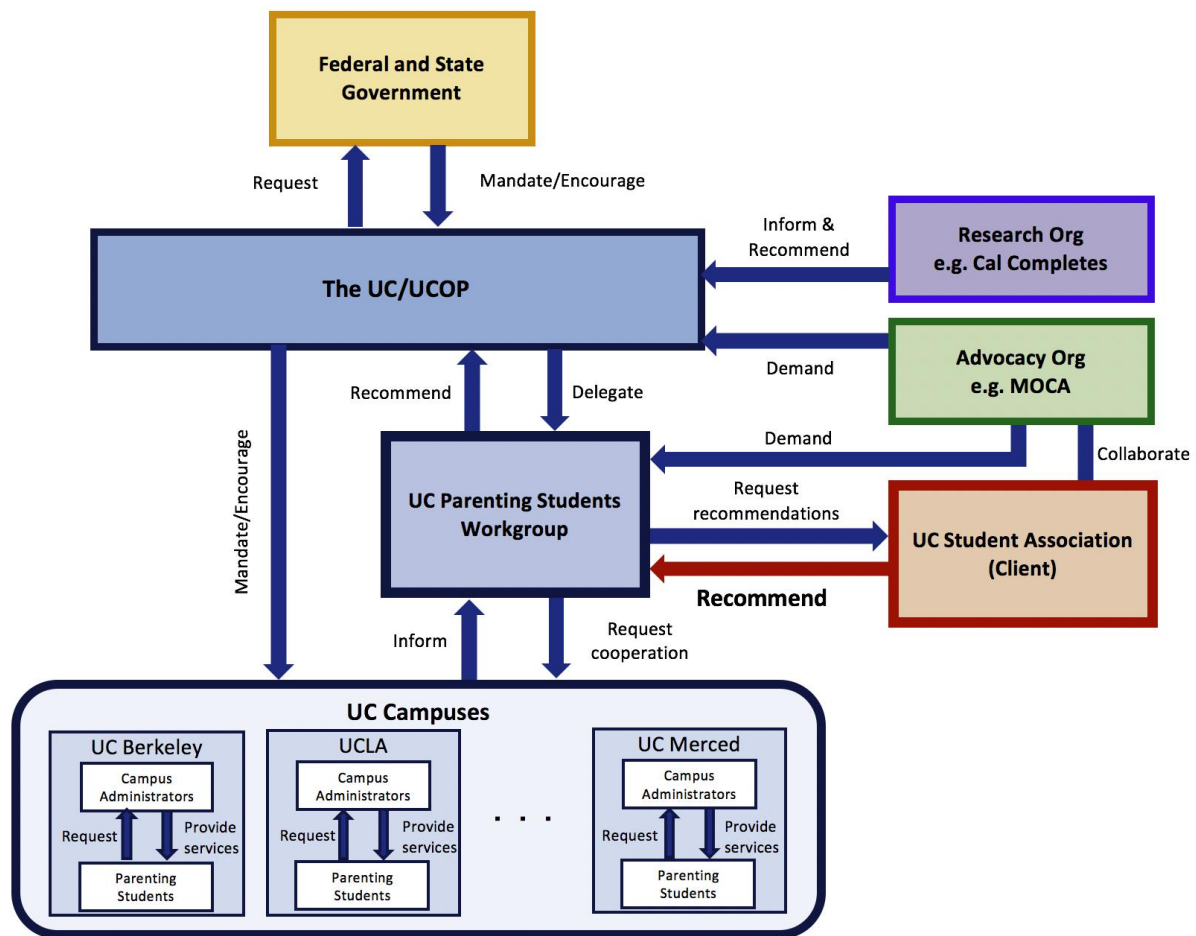
Appendix C: Interviewees & Questionnaire Respondents

UC-Wide
- 1 Administrator
- 3 Legislative Stakeholders

UC Berkeley
- 2 Undergraduate Parenting Students
- 1 Graduate Parenting Student
- 1 Alum Parenting Student
- 1 Center Staff[1]
- 1 Housing Staff

UC Davis
- 1 Undergraduate Parenting Student
- 1 Housing Staff

UC Irvine
- 1 Graduate Parenting Student

UC Los Angeles
- 1 Undergraduate Parenting Student
- 6 Graduate Parenting Students
- 2 Alumni Parenting Students
- 4 Center Staff[2]
- 2 Administrators
- 2 Legislative Stakeholders
- 2 Financial Aid Staff
- 1 Healthcare Staff
- 2 Lactation Researchers

UC Merced
- 1 Undergraduate Parenting Student
- 2 Graduate Parenting Students

UC Riverside
- 4 Undergraduate Parenting Students
- 1 Graduate Parenting Student[3]
- 1 Alum Parenting Student

UC Santa Barbara
- No respondents

UC Santa Cruz
- 1 Recent Alum
- 1 Financial Aid Staff
- 1 Housing Staff

UC San Diego
- 1 Undergraduate Parenting Student
- 1 Graduate Parenting Student

UC San Francisco
- 1 Administrator
- 1 Childcare Staff

California-wide
- 1 Legislative Staff
- 2 NGO Staff[4]

Nation-wide
- 3 NGO Staff[5]

University of Minnesota
- 1 Center Staff[6]

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[1] This interviewee is double-counted as a UCB Alum.
[2] 3 of the Center Staff are double-counted as UCLA Parenting Students. The total represents staff from 3 different centers: Bruin Resource Center, UCLA Center for Community College Partnerships, and LGBT Center

[3] This student is double-counted as a UCR Alum.
[4] NextGen California and California Competes
[5] Raise the Barr, Young Invincibles, and The Institute for College Access and Success
[6] Interviewed because the University of Minnesota had been referenced as using "best practices" often.

Appendix D: Interview Guides

Interview Guide for Parenting Students[164]

Introduction
- Do you mind if I record this interview?
- I have the responses to your questionnaire.

Questions
1. General
- Please introduce yourself and describe how you came to this work.[165]

2. Supporting Student Parents in the UC campus where you go (or graduate)/the UC system
- Please explain the reason why you answered the following questions in the questionnaire[166] with regard to your own experiences at your campus:
  - *Please describe how important the following issue areas(*) are to you.*
  - *Please describe how satisfied you are with the following issue areas(*).*
  - *Please rank the importance of improving the following issue areas(*) based on your priority.*
  - ** Issue Areas: 1. Lactation spaces, 2. Childcare, 3. Healthcare, 4. Housing, 5. Financial aid and affordability, 6. Parenting services and resources*
- What do you think most needs to be improved?
  - What level of impact would that have compared to different reforms?
  - **What are some reforms the UC could do to fix that?**
- What reform attempts have been made that you know of?
- Who or what are the main obstacles in seeking reform?

3. Concluding Questions:
- Any additional things you want to say?
- Do you have any questions for me?
- Who else do you suggest that I interview?
- Do you mind if we contact you for any follow-up questions?
- In our report and presentation, may we attribute quotes to you with identifying information like your name and affiliation?

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[164] This is not a script, but rather a guide. No interviews followed this formula exactly, but all interviews with parenting students were loosely constructed this way. Interviews tended to be more conversational.

[165] The latter part was only asked of activists and Workgroup members.

[166] Parenting student interviewees completed a questionnaire in advance.

Interview Guide for Parenting Student Centers

Introduction:
- May I record this interview?

Questions
1. General:
- Please introduce yourself and explain your role in helping parenting students
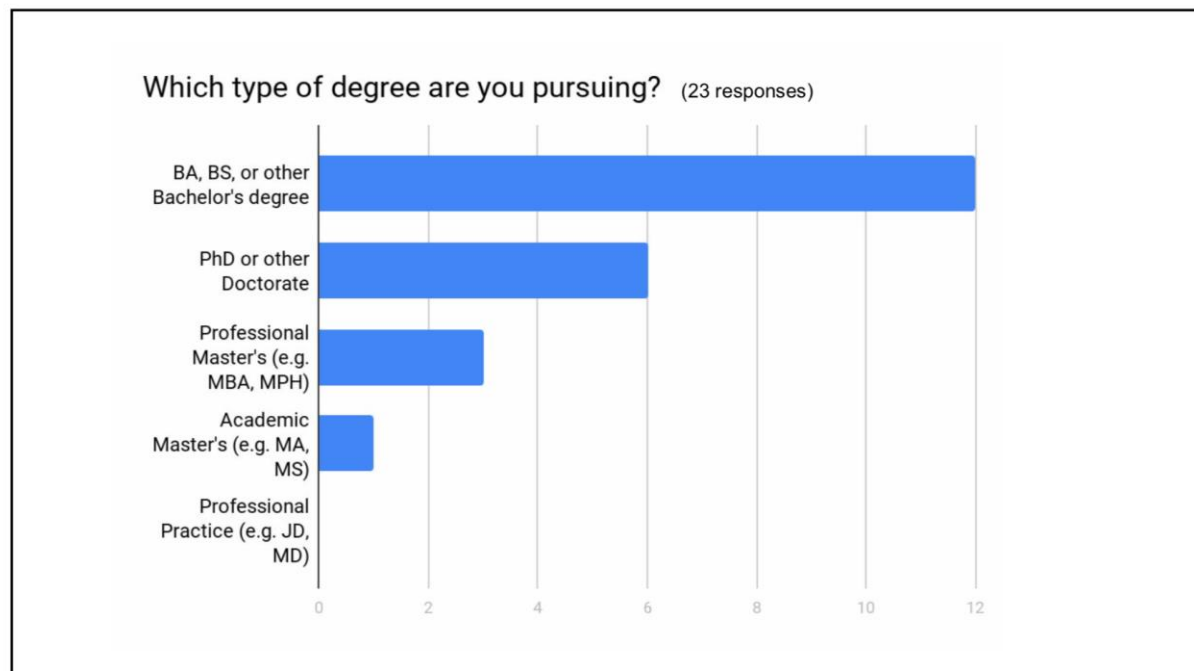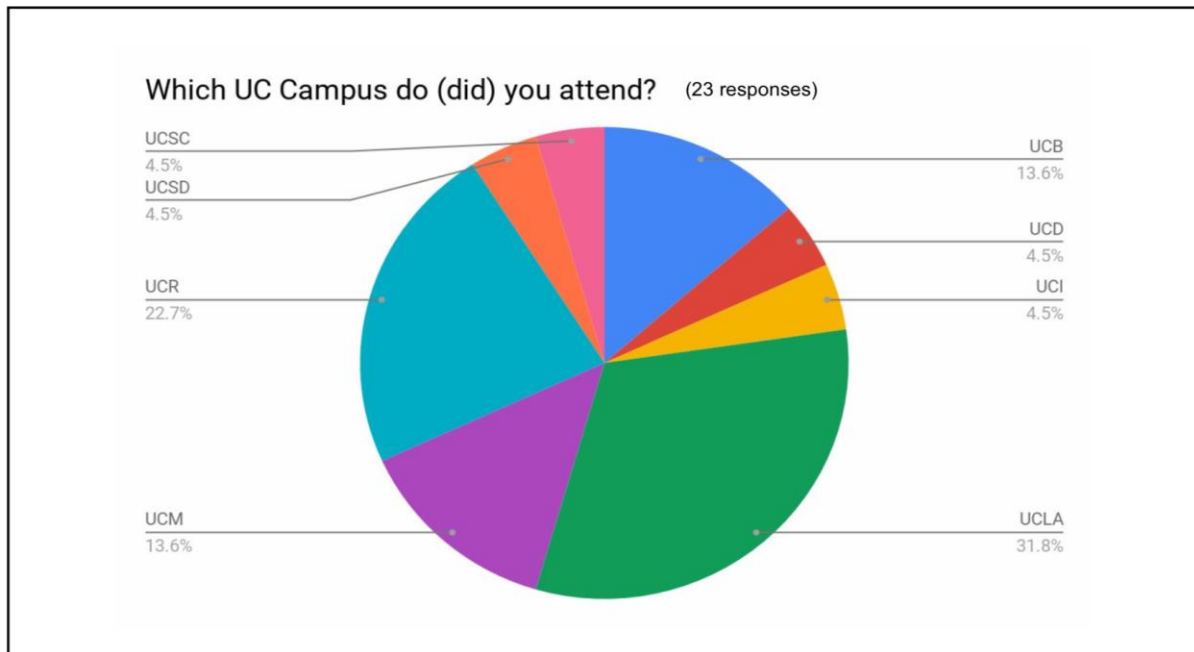
2. Supporting Student Parents in the UC campus
- When was the center established?
  - Was it the result of advocacy?
- What is the organizational structure of staff members, and how many staff does the center have?
- How long have staff worked there typically? (How about you?)
- What services does the center provide?
- What are the best practices you recommend?
- How do you advertise resources?
- How many students does the center serve?
- How do you gather information about parenting students? / if they gather any data
- **What gaps do you see where you wish you could do more to support parenting students? Or that you hope to see in the future?**
- What are the barriers to achieving more?
- Are there policy changes you think would help support parenting students more?
- Did you model yourself after other centers/did you look at best practices?
- Do you get student feedback?
  - What kinds of things are parenting students saying about your center and services?
- Are you in contact with other campus staff?
  - Do you communicate with other departments or between campuses?
- Are resources distributed across campus or centralized?
  - Do you know other divisions that provide services for parenting students?

3. Concluding Questions:
- Would you connect us to parenting students?
- Would you share the flyer? We are looking to recruit more interviewees.
- Any other useful connections?
- Can I quote this interview in my report with identifying information like your name and affiliation?
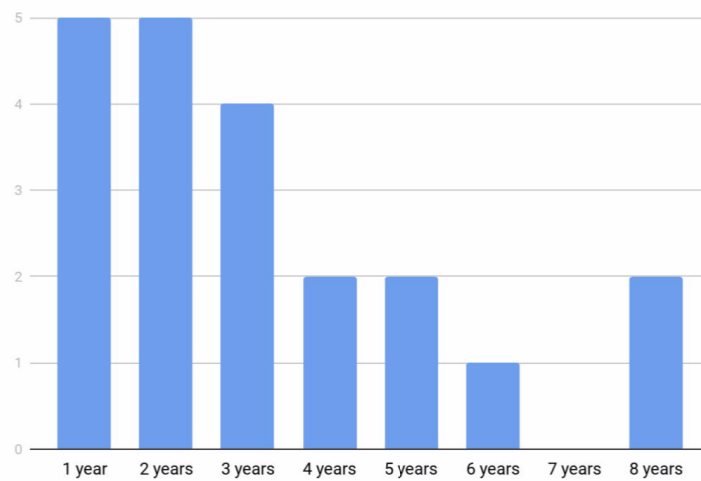 - You have the option of being anonymous

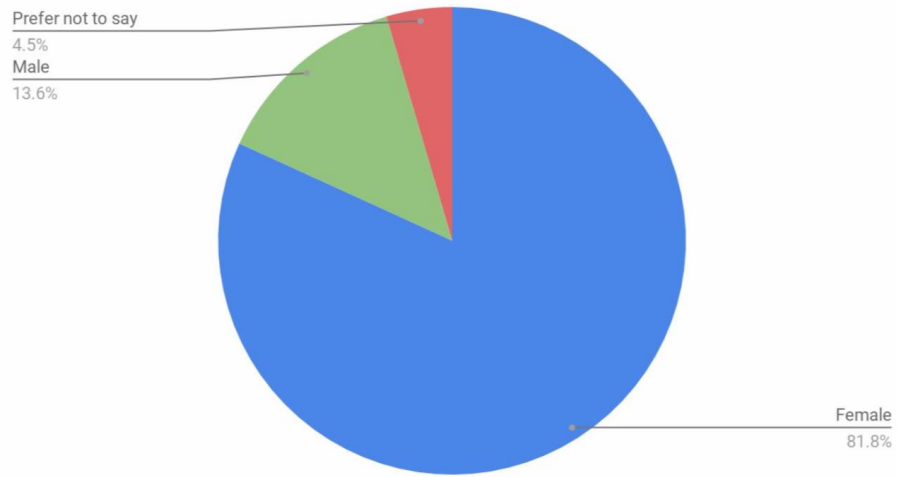# Appendix E: Results of Questionnaire for Parenting Students

Which UC Campus do (did) you attend? (23 responses)

UCSC 4.5%
UCSD 4.5%
UCR 22.7%
UCM 13.6%
UCB 13.6%
UCD 4.5%
UCI 4.5%
UCLA 31.8%

Which type of degree are you pursuing? (23 responses)

- BA, BS, or other Bachelor's degree
- PhD or other Doctorate
- Professional Master's (e.g. MBA, MPH)
- Academic Master's (e.g. MA, MS)
- Professional Practice (e.g. JD, MD)

What is your major/program of study? (23 responses)

Major/Program	Responses
Social Science	13
Arts & Humanities	4
Professional field	2
STEM	3
Education	1
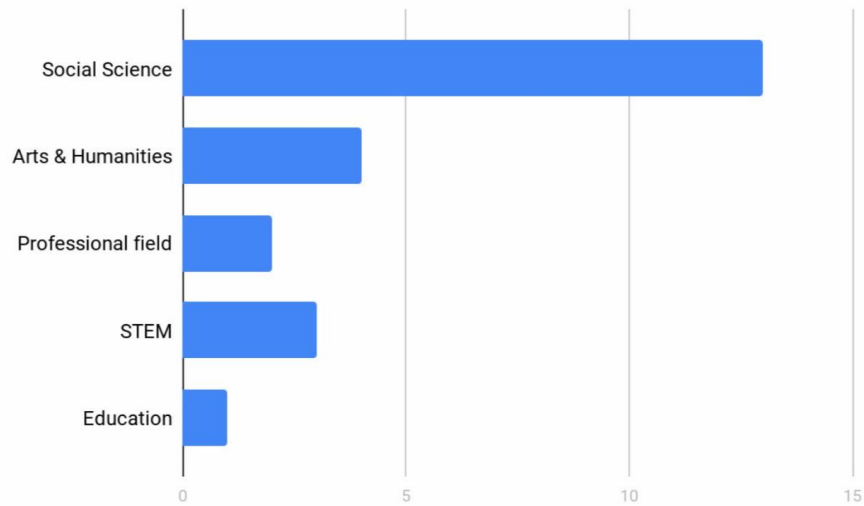
Including this year, how many years have you been in your academic program? (23 responses)

Years	Responses
1 year	5
2 years	5
3 years	4
4 years	2
5 years	2
6 years	1
7 years	0
8 years	2

What is your gender identity? (23 responses)

Prefer not to say 4.5%
Male 13.6%
Female 81.8%

What's your ethnicity? (23 responses)
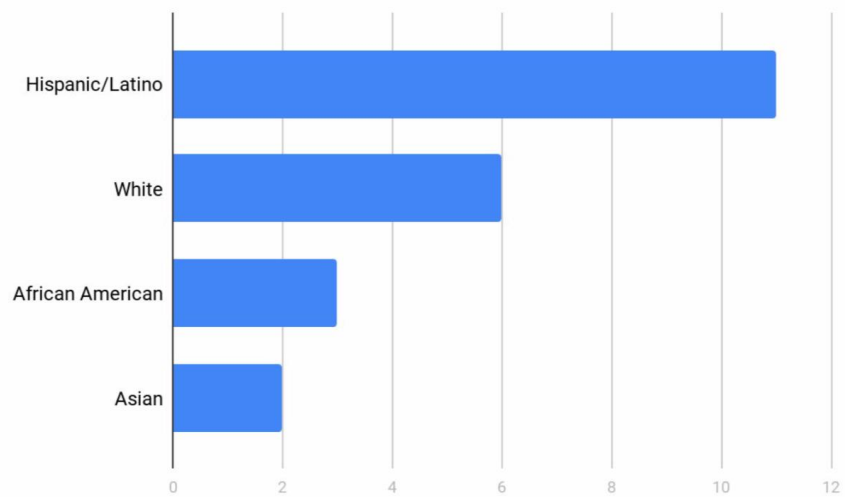
Are you an international student? (23 responses)

Yes
9.1%

No
90.9%
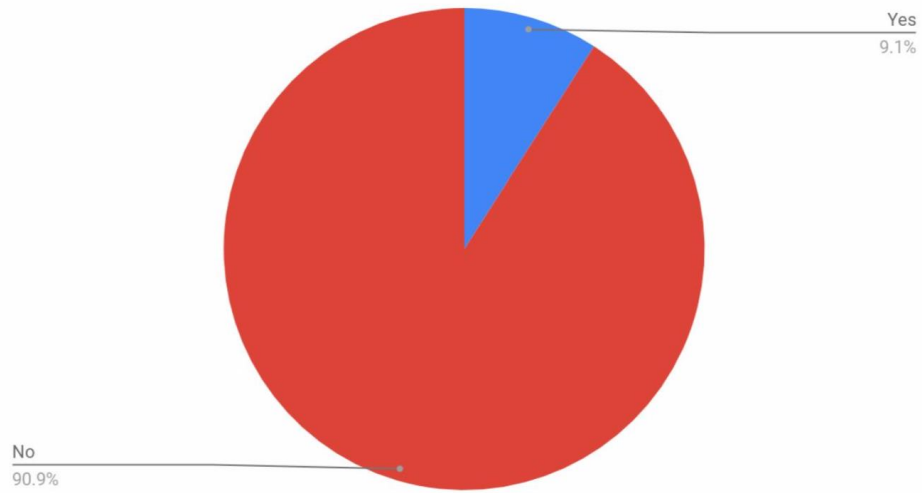
How old are you? (23 responses)

23 to 25 years old
4.5%

26 to 30 years old
27.3%

Over 30 years old
68.2%
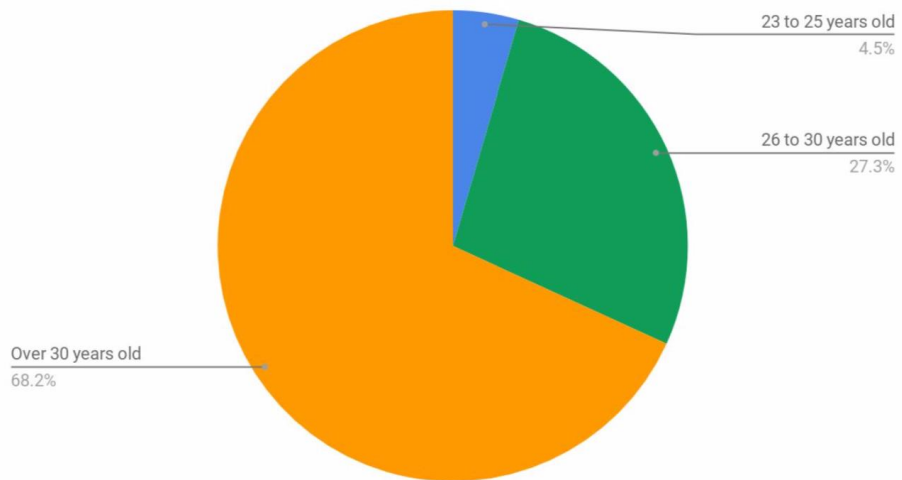
How many child(ren) do you have? (23 responses)

4 children 4.5%
3 children 18.2%
1 cihild 50.0%
2 children 27.3%
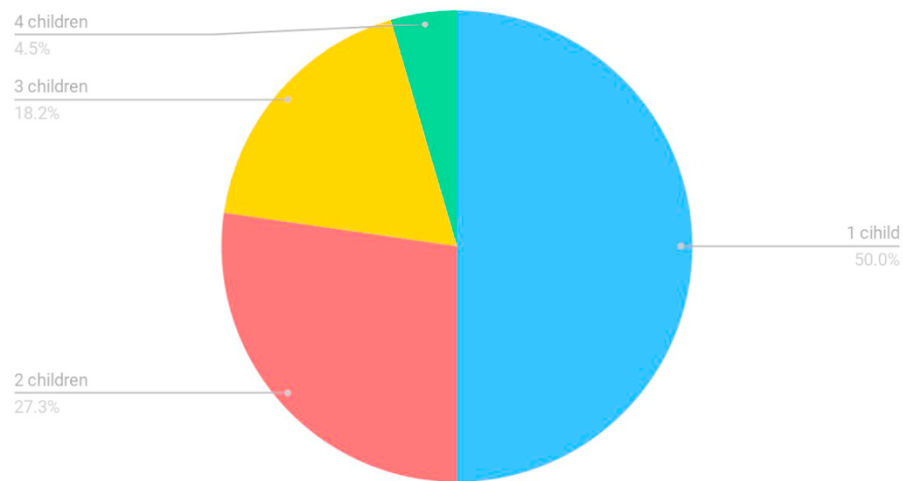
How old is your child(ren)? (22 responses)

New Born (0-4 weeks)
Infant (4 weeks-1 year)
Toddler (1-2 years)
Preschoolar (2-5 years)
School aged (6-12 years)
Adolescent (13-19 years)
Adult (Older than

0 2 4 6 8 10 12
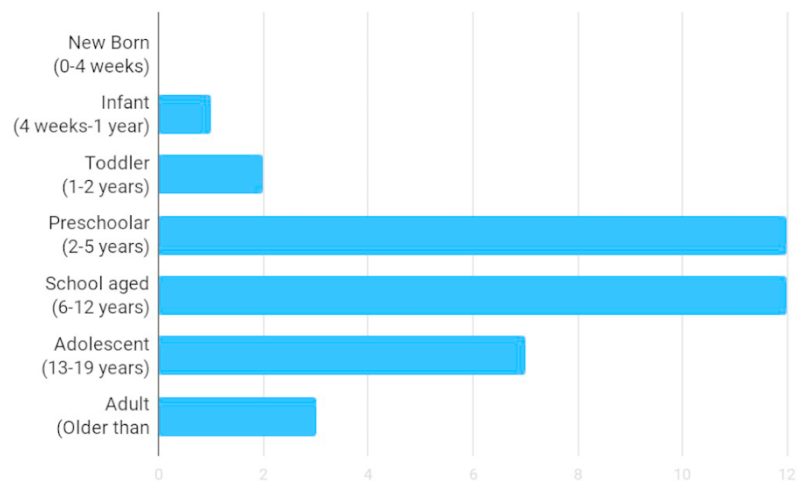
Are you single or co-parenting? (22 responses)

Single
31.8%

Co-parenting
68.2%
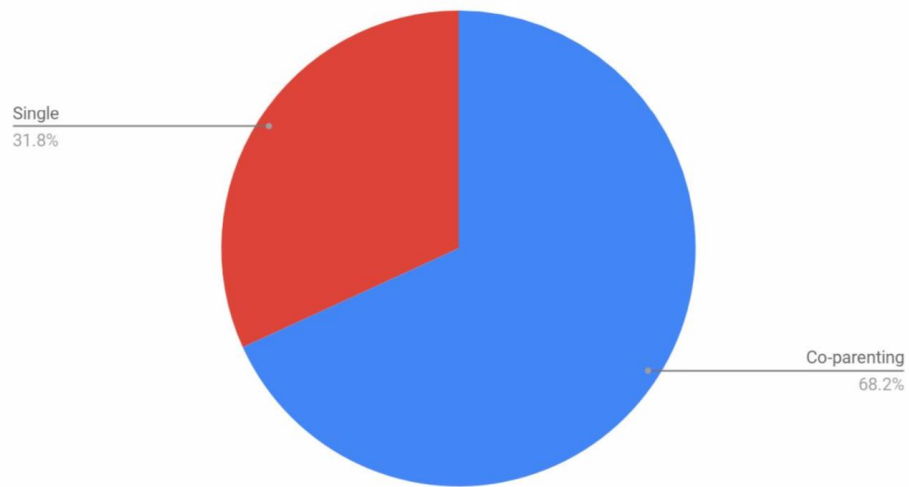
While at school and work, what do you do for childcare? (23 responses)

On-campus childcare center

Off-campus university-affiliated childcare center

Off-campus private childcare center

Daycare at child's school

Spouse/relative/friend/other individual who lives with me

Spouse/relative/friend/other individual who does not live with me

I am the sole caretaker

Nanny
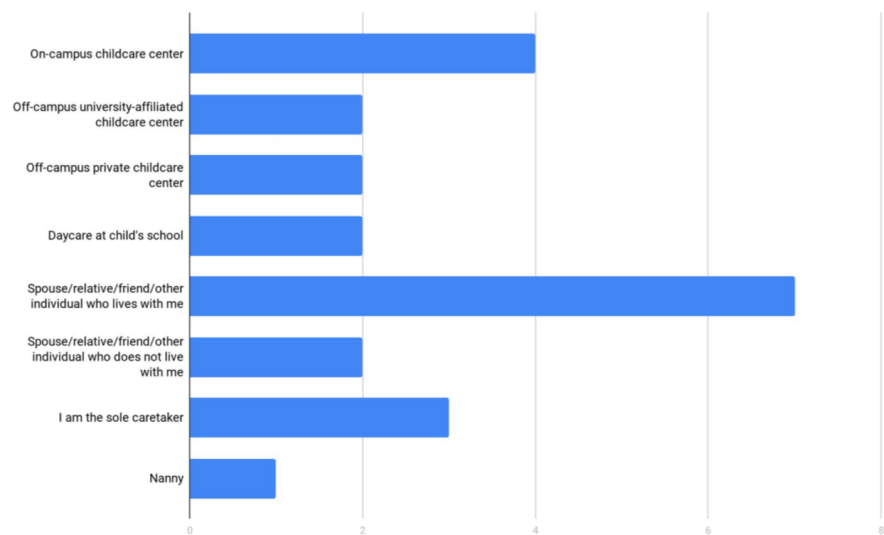
Is your childcare available 7 days per week? (13 responses)

Yes
7.7%

No
92.3%
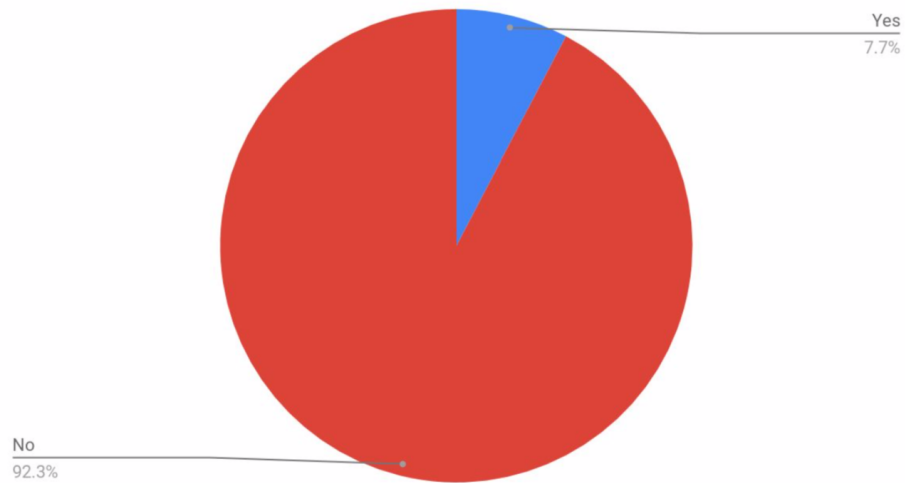
Do you have insurance for your child(ren)? (23 responses)

Yes, that insurance is UC SHIP
4.3%

Yes, that insurance is NOT UC SHIP
95.7%
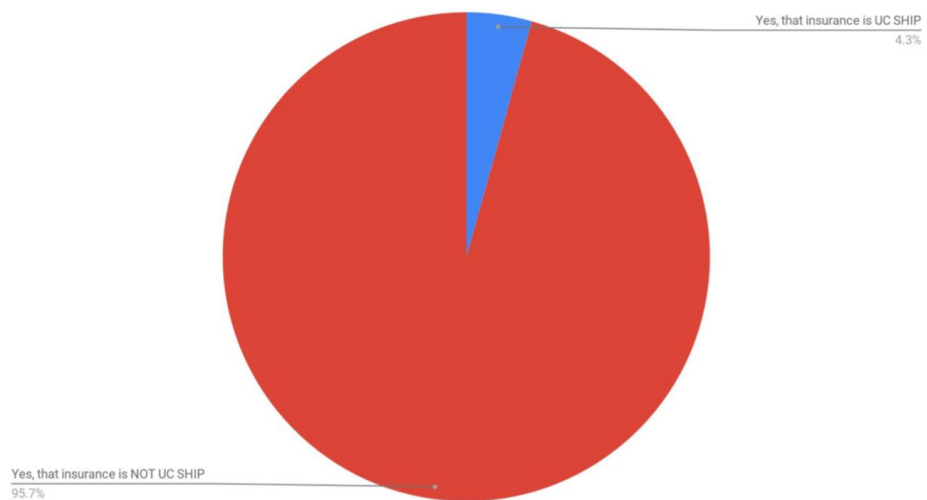
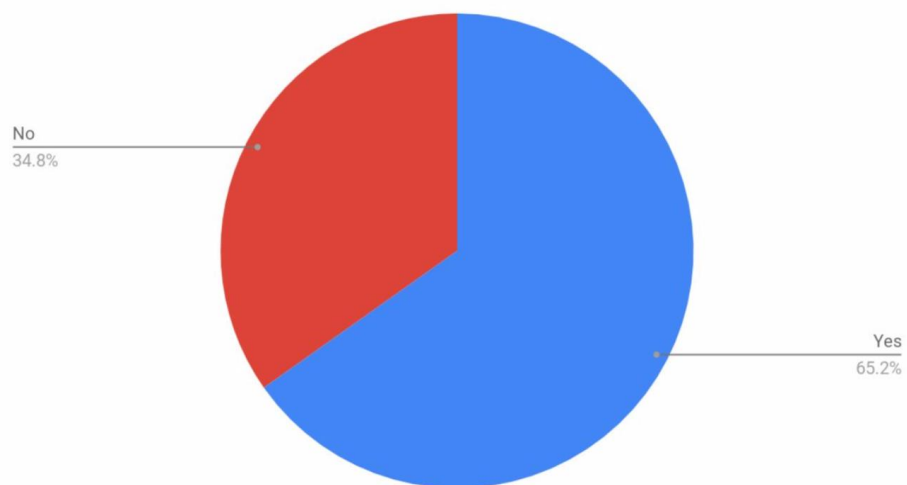How long do you spend commuting to school (directly from your home)? (23 responses)
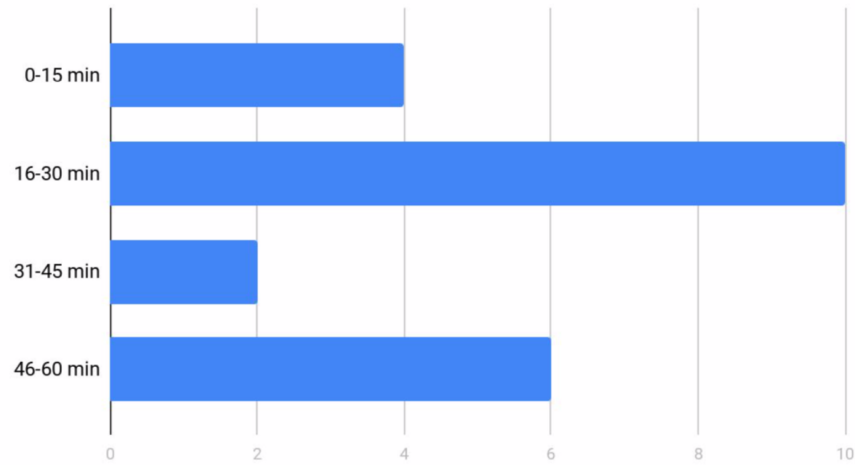
How long do you spend commuting to school if you need to stop by a childcare center? (20 responses)
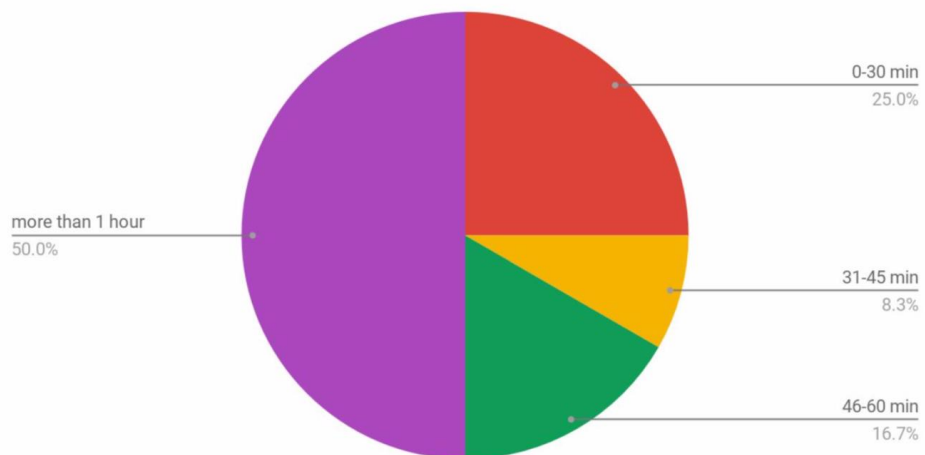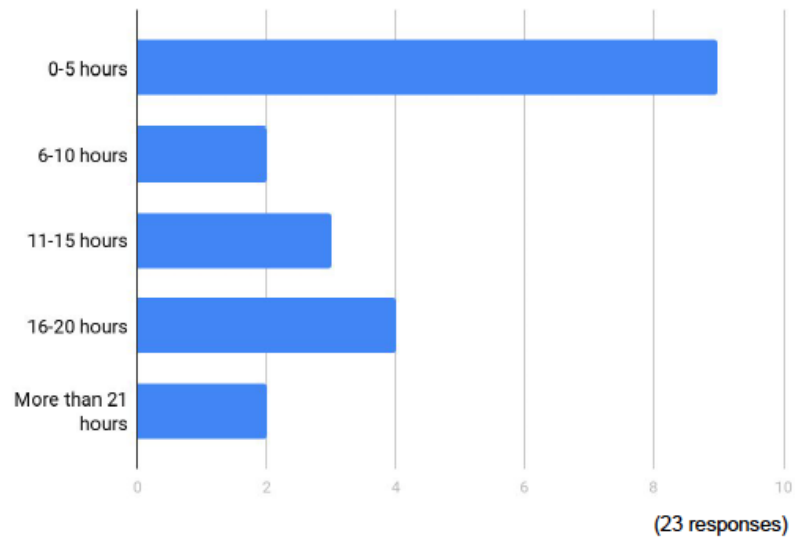
How do you commute to and from school? (23 responses)

Mode	Count
Car	14
Bus	8
Walk	2
Ride service (e.g. taxi, Uber, Lyft)	1
Train	0
Carpool	0
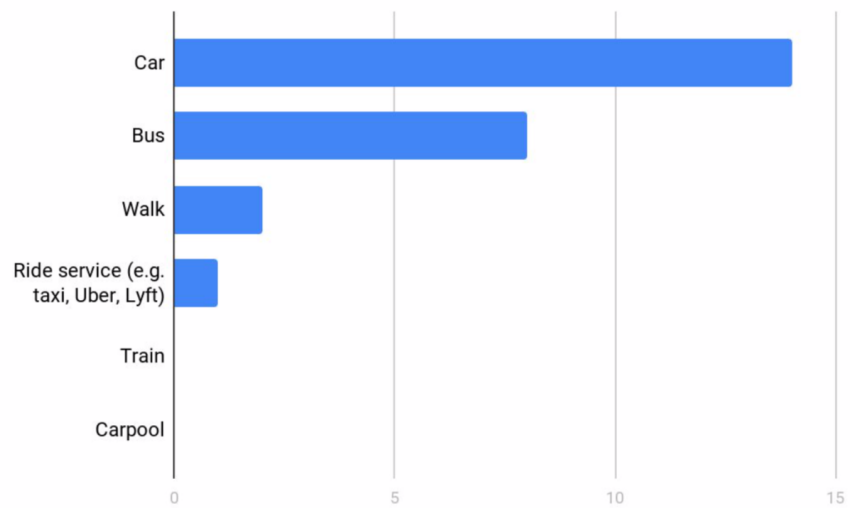
Are you a financially independent student? (23 responses)

No
34.8%

Yes
65.2%

How many hours per week do you do paid work, on average?

(23 responses)

Which category includes your household's total annual combined income (or the total annual combined income of your parent(s))
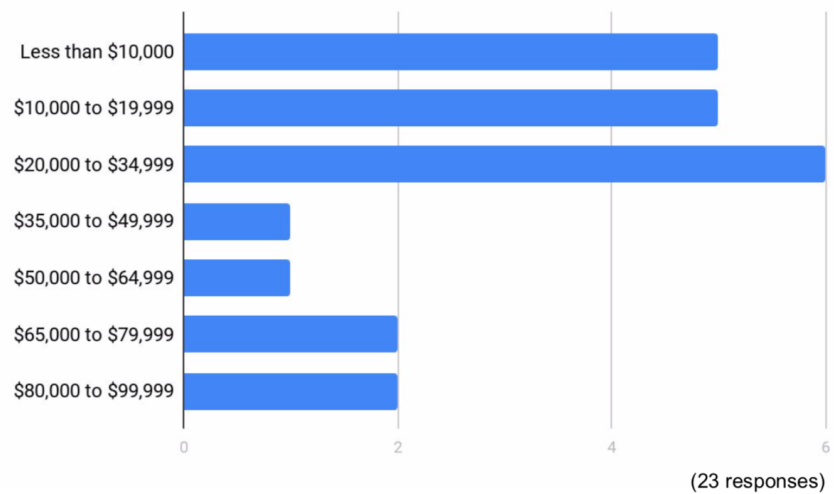
(23 responses)
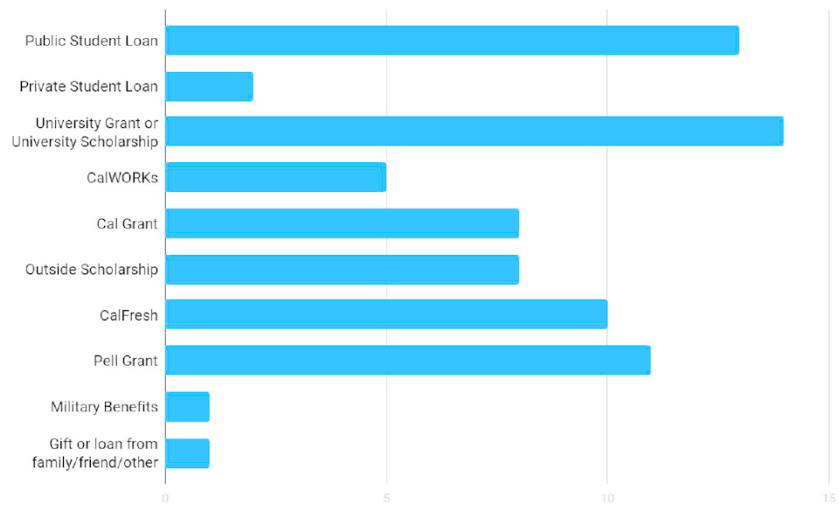
Do (did) you receive financial assistance? (23 responses)

No
17.4%
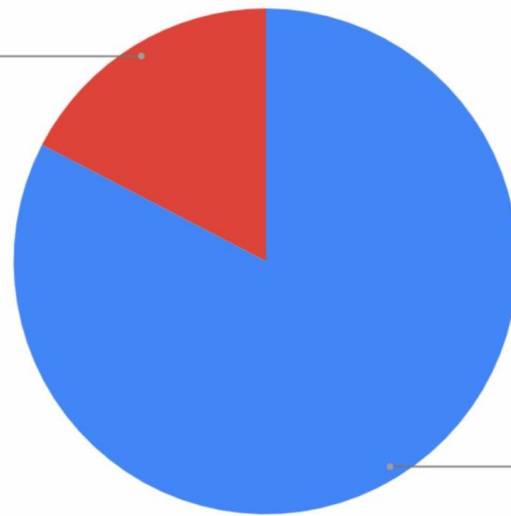
Yes
82.6%

What kind of financial assistance have you received?

Public Student Loan

Private Student Loan

University Grant or University Scholarship

CalWORKs

Cal Grant

Outside Scholarship

CalFresh

Pell Grant

Military Benefits

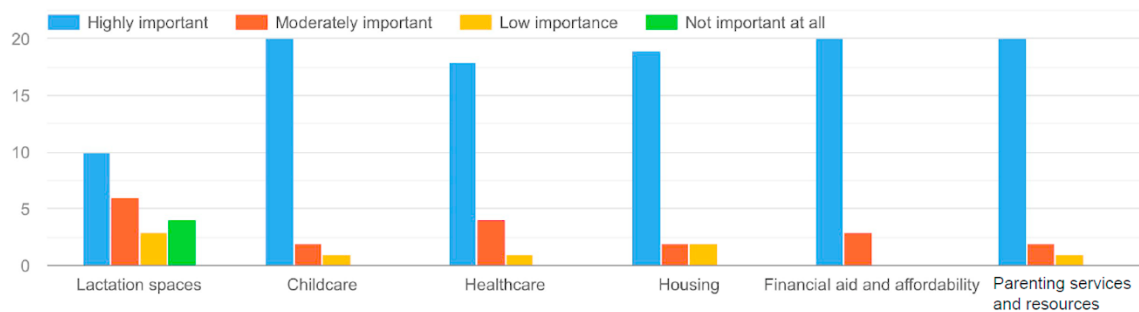Gift or loan from family/friend/other

(19 responses)

(Optional) How much did you receive?

There is a wide range of the amount that the interviewees received from $1,500 a year to all school expenses including tuition covered.

Please describe how important the following issue areas are to you. (23 responses)

Please describe how satisfied you are with the following issue areas. (23 responses)
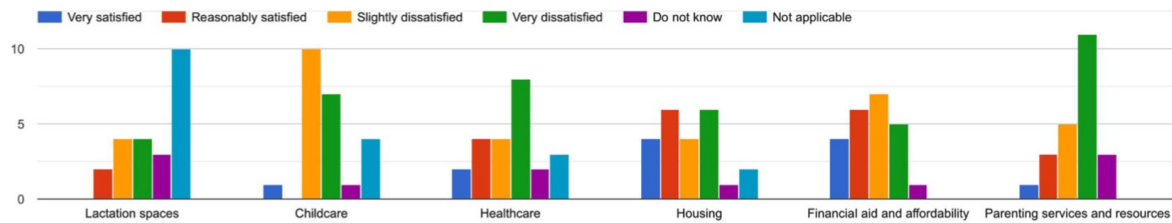

(Optional) If there is an issue area that was not covered above, please name and describe (including satisfaction and importance).

- Difficulty of managing schedules of courses, putting a strain on parenting students
- Lack of Parent Center on campus for student parents
- Access to classes for parent students or better registration times for parent students
- Undergraduate parenting student category to select when enrolling into UC system
- University housing is far from campus
- Difficulty of accessing academic advising for parenting students
- Not-family-friendly environment (including campus facilities and faculty)
- Food insecurity

9. Appendices

Please rank the importance of improving the following issue areas based on your priority. (1 being highest priority, 6 being least)   (23 responses)

Lactation Spaces
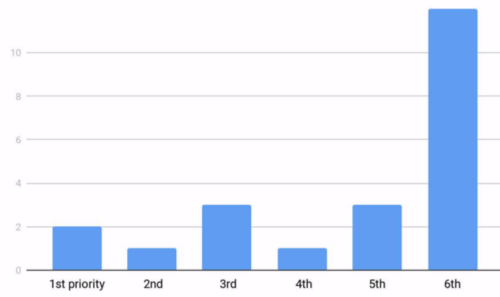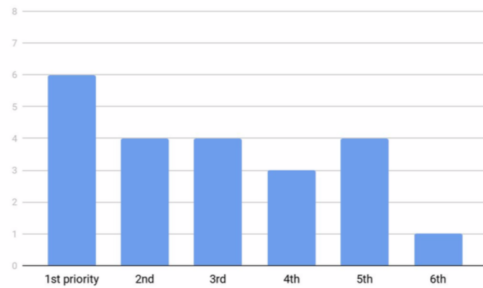

Childcare
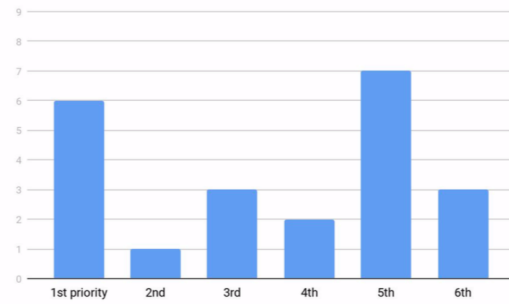
Please rank the importance of improving the following issue areas based on your priority. (1 being highest priority, 6 being least)   (23 responses)

Financial Aid and Affordability

Parenting services and resources
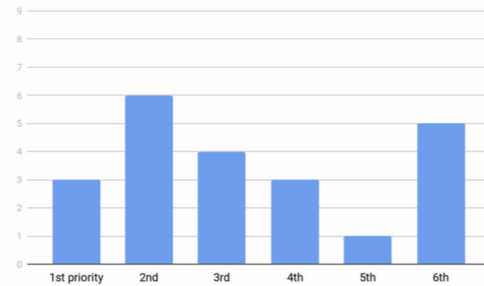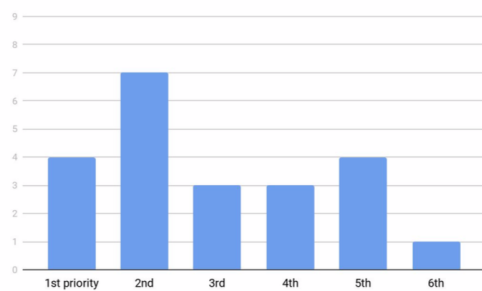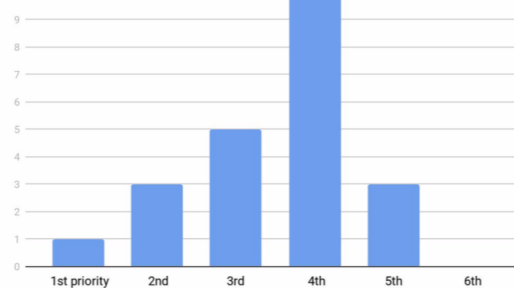
Please rank the importance of improving the following issue areas based on your priority. (1 being highest priority, 6 being least)   (23 responses)

Housing

Healthcare

Appendix F: Evaluation Results of Low Priority Policy Options

1. Administrative System

Policy Options	Criteria			
	Benefit to Parenting Students	**Equity**	**Affordability**	**Administrative Feasibility**
B. Establish a set of resource requirements for campus parenting student centers	**High** - Would ensure access to supportive resources	**High** - Would significantly help lower SES students navigate their education at all campuses[167]	**Low** - Very expensive to create parenting student centers and maintain funding	**Low** - Would require significantly more infrastructure and is not legally required

2. Academic Support

Policy Options	Criteria			
	Benefit to Parenting Students	**Equity**	**Affordability**	**Administrative Feasibility**
C. Provide family-friendly spaces in campus facilities such as libraries	**Moderate** - Not desired as much as other options by parenting students	**Moderate** - Different campuses have different amounts of underutilized space	**Low** - May entail construction and new furniture	**Low** - Would require significant administrative resources and is not legally required

3. Childcare

Policy Options	Criteria			
	Benefit to Parenting Students	**Equity**	**Affordability**	**Administrative Feasibility**
A-1: Build additional on-campus childcare facilities	**High** - Parenting students would have increased chance of attaining spots	**High** - Offers more spots across all UC campuses and increasing spots greatly helps low-income students	**Low** - Most expensive because it potentially involves the construction of new buildings	**Low** - Would require significant administrative oversight and there are no legal mandates

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[167] Interview with the Program Director of Student Parent Help Center at the University of Minnesota

A-2: Expand capacity at existing on-campus childcare facilities	**High** - Same as above	**High** - Same as above	**Low** - Either through additional construction or hiring, significant costs would incur	**Low** - Same as above

4. Lactation Space

Policy Options	Criteria			
	Benefit to Parenting Students	**Equity**	**Affordability**	**Administrative Feasibility**
B: Improve lactation space sanitation, privacy, and resources in existing facilities	**Moderate** - Though it would benefit some students, it would depend on how much room for improvement there is at each campus	**Moderate** - Most of the campuses would improve, but it does not specifically address socioeconomic disparities	**Moderate** - Expenses would be related to improvements, such as new locks and additional equipment	**High** - UC campuses are already mandated to provide lactation spaces with good quality, so each campus would be encouraged.
C-1: Convert underutilized space into lactation spaces	**Moderate** - Though it would benefit some students, it would depend on how much room for improvement there is at each campus	**Moderate** - Some campuses would improve, but it does not specifically address socioeconomic disparities.	**Moderate** - A fair amount of renovations would need to ensure the spaces are suitable, sanitary, and well-equipped.	**High** - UC campuses are already mandated to provide lactation spaces with good quality, so each campus would be encouraged.
C-2: Mandate minimum number or percentage of lactation spaces in all new capital projects	**Moderate**- Though it would benefit some students, it would depend on how much room for improvement there is at each campus	**Moderate** - Although some campuses would implement the policy, it does not specifically address socioeconomic disparities	**Moderate** - The cost would be marginal in the context of brand new buildings, where new classrooms, labs, and other facilities will be built.	**High** -UC campuses are already mandated to provide lactation spaces with good quality, so each campus would be encouraged.

5. Financial Assistance

Policy Options	Criteria			
	Benefit to Parenting Students	**Equity**	**Affordability**	**Administrative Feasibility**

B-1: Hire staff to support students trying to obtain financial assistance	**High** - This would help immensely. Many interviewees expressed that applications for state funding are tricky to navigate and have been rejected despite eligibility criteria, simply because of the application process.	**High** - A staff member at each UC campus that assisted all low-income students attain social service funding would especially benefit low-income parenting students.	**Moderate** - The costs involved would be the salary of the person hired to assist students.	**Moderate** - There is already an office of financial aid at each campus and this new staff member could be employed in that department.
B-2: Overhaul the UC net-price calculators to factor in parenting student expenses	**Moderate** - Thought it would help parenting students calculate the true cost of attendance, not many interviewees prioritized this issue	**High** - Would affect all campuses equally and help parenting students with financial planning, which especially low-income students would benefit from	**High** - The only changes that would need to be done would be to adapt the already reworked calculator developed by California Competes and fine-tune it to their needs[168]	**High** - This would require little administrative work other than overseeing the programmers who implement the added cost variables of parenting students.
C: Provide Parenting Student Grant at each UC campus	**High** - Financially supporting parenting students is a high-impact intervention	**High** - Few campuses already provide a parenting student grant	**Low** - Some money may come from the state, however it could involve large investment from UC-system	**High** - This ranked highly as parenting student grants already exist on some UC campuses so many of the practices could be brought over to the other campuses implementing this solution.

6. Healthcare

Policy Options	Criteria			
	Benefit to Parenting Students	**Equity**	**Affordability**	**Administrative Feasibility**
A-1. Implement reduced UC SHIP costs for low-income parenting	**High** - More affordable UC SHIP family plans would allow more	**High** - This policy option would address the high prices across	**Low** - Subsidizing the costs of these plans to provide cheaper coverage	**Low** - Extensive administrative work would be required in order

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[168] California Competes, "Clarifying the True Cost of College for Student Parents," January 2020. https://californiacompetes.org/assets/general-files/CACompetes_Clarifying-the-True-Cost-of-College-for-Student-Parents_Final.pdf.

Policy Options	Criteria			
students' family insurance plan	access to quality healthcare for parenting students and their children.	every UC campus.	would be very expensive.	to coordinate with insurance providers and healthcare centers.

7. Housing

Policy Options	Criteria			
	Benefit to Parenting Students	**Equity**	**Affordability**	**Administrative Feasibility**
A-1: Offer reduced housing costs for low-income parenting students	**High** - Offering cheaper housing to those who cannot afford it at the below-market-rate costs offered by the UC would reduce the rent-burden on parenting students substantially.	**High** - Giving those who cannot afford to pay the costs of housing prices that they can afford is the definition of equity, and it is a policy that would be effective at every UC in California.	**Low** - 98% of graduate students in the UC System are rent-burdened so subsidizing the cost of housing for low-income parenting students could consist of almost all parenting students depending on the definition used.	**High** - There is not much additional work that would be needed on the administrators' part to implement lowered costs for housing outside the previously addressed monetary concerns.
A-2: Increase the number of family units in existing campus housing	**High** - This would create more family units to fill the need of the parenting student population	**High** - Low-income parenting students have more opportunities to live on campus in stable housing	**Low** - Increasing family unit housing would cost money for renovations, but additionally living space would be taken from undergrads	**Low** - Undergraduate and student housing is already extremely limited, and finding space to transfer to parenting students would be difficult.
B: Make emergency and crisis housing available to parenting student families	**High** - Emergency crisis housing helps individuals in times of great need. Given the high levels of homelessness, this would greatly benefit parenting students.	**High** - The cost of living is incredibly high in the areas surrounding every UC campus. Falling into homelessness is a danger across the state, and this is a key resource that can help everywhere.	**Low** - Compared to existing crisis housing solutions for individual students, parenting students' families would require much more space to be humanely housed, and that would require	**Moderate** - Emergency housing solutions have been provided at some UC campuses, so there is precedent, but the administration would need to further work to understand the

			extensive financing.	parenting students' needs.

8. Food Security

Policy Options	Criteria			
	Benefit to Parenting Students	**Equity**	**Affordability**	**Administrative Feasibility**
A-1: Accept CalFresh at on-campus restaurants and stores that sell groceries	**Moderate** - Being able to accept CalFresh on campus would be incredibly convenient for parenting students who have impacted schedules.	**High** - It would be helpful on all campuses, and this option helps equity because it directly serves the low-income individuals who qualify for CalFresh	**Moderate** - There would be no major costs for implementing this option but subscribing to the system would require man-hours	**Moderate** - The administration would have to work with the state to ensure the facilities on UC campuses that offer food can become enrolled in CalFresh
A-2: UC Dining to subscribe to the National Free/Reduced Lunch Program	**High** - Parenting students being able to feed their children for low cost on campus would help prevent food insecurity.	**High** - This would work across all campuses and automatically helps to target low-income parenting students due to the nature of the existing program.	**Moderate** - Working with the federal government to create a system at each UC campus that works with the National Free/Reduced lunch program would be costly in organizing labor.	**Low** - There is no precedent, and this would require the administration to work with a program that is not used to connecting with colleges.

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