VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Childcare at the University of Washington

For information only.

BACKGROUND

Childcare first became a widespread topic of conversation on the University of Washington’s Seattle campus in the 1970s. In fact, students’ support for greater access to childcare was highlighted in a three-page expose in a 1973 edition of The Daily. Ever since, The Associated Students of the University of Washington (ASUW) and the Graduate and Professional Student Senate (GPSS) have advocated for child care availability on campus. Both organizations have funded reports and a feasibility study to catalyze capital projects. Additionally, they have worked to raise awareness about the university’s childcare needs with various entities on campus. Such entities include the student unions, the staff unions, and the Faculty Senate.

Unfortunately, students, faculty, and staff with children have struggled to thrive in our university’s environment, which provides roughly 5% of the childcare support needed by the campus community. Studies have shown that corporate and public entities that provide adequate support for childcare enjoy greater productivity, competitiveness, diversity, and retention rates than their competitors and peer institutions who don’t.

Currently, the University of Washington has three childcare facilities. Together, these facilities have 262 spots (total) available for children of faculty, staff, and students. Two of these facilities give priority to students who live in the housing facilities with which they are affiliated [Radford Court (79 spots) and Laurel Village (60 spots)]. A fourth facility at Harborview Medical Center gives priority to Harborview employees and faculty.

Throughout the University of Washington’s history, numerous studies and surveys have been conducted regarding childcare. Each one has reported on the scarcity of childcare access and availability at the University of Washington:
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Childcare at the University of Washington (continued p. 2)

- 1973 – An expose published in The Daily on student support for childcare on campus
- 1996 – Counting Noses: University of Washington Child Care Needs Assessment
- 1998 – University of Washington Feasibility Study for On-Site Child Care
- 2012 – No Parent Left Behind: A Study Assessing the Needs of Students with Children at the University of Washington’s Seattle Campus
- 2015 – AAUP Survey at the University of Washington on unmet childcare needs
- 2015 – GPSS Student Census Survey with detailed results on student parent needs

GPSS conducted a student census in spring 2015 with an emphasis on childcare. Roughly 1,800 students responded. While the full analysis of this census is still being completed, the preliminary findings confirmed previous reports’ findings and recommendations. Additionally, the census sheds light on opportunities for enhancing access to quality childcare and providing further childcare support on campus.

The GPSS census revealed that roughly 15% of male and 16% of female graduate and professional students are parents. Also, 22% of all students reported being a parent or planning to become a parent while at the University of Washington. Most importantly, among the students who are not parents and do not plan on having children while in school, 70% believe that the university should dedicate resources toward raising money for childcare.

Comparison to Peer Institutions

In 1998, the Services and Activities Fee (SAF) Committee funded a “Feasibility Study for On-Site Child Care: Enhancing Child Care Services for University of Washington Students”. The study was also commissioned jointly through the GPSS and ASUW.

As part of this study, the external review company Burud & Associates conducted a comparative analysis of peer institutions supporting childcare. They reported that “enhancing the supply of high-quality, affordable and accessible child care on campus would enhance the University of Washington’s ability to attract and retain higher caliber students, faculty, and staff”.
The following graph reflects the University of Washington’s rankings among other public universities (relative to UC Berkeley) in terms of the US News and World Report in 2015, and the number of childcare slots available per 1,000 university members. At the University of Washington, there are currently 262 spots in UW-affiliated childcare facilities on or near campus.

**Among public institutions, relative rankings by US News and World Report correlate with number of full-time childcare positions available per 1000 university members.**

**The Opportunity for a Culture Change: A Family Friendly Campus**

Student parents report that unmet childcare needs contribute to stress and hinder their ability to thrive at the University of Washington. According to the GPSS census recently conducted, over 80% of student parents responded that unmet childcare needs have “negatively impacted [their] ability to study, attend class or otherwise succeed as a student.” Similarly, 74% of parents among graduate and professional students reported, “unmet childcare needs have hindered [their] ability to perform research, teaching, fellowship or other work responsibilities.” Even though access to childcare at the University of Washington has been scarce for numerous years, it is still a problem the university can address and make a substantial impact in.
VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Childcare at the University of Washington (continued p. 4)

Going forward, the university has the ability to implement a “culture change” on campus. In other words, the university can create a more welcoming atmosphere for parents and their children by becoming a family friendly campus. When new buildings are planned, old buildings are fixed up, resources are allocated, and programs are implemented, the University of Washington can keep the idea of a family friendly campus in mind. Small changes can go a long way toward addressing this issue.

For example, there is currently nowhere for parents to take their children when they want to work out at the IMA, go to a meeting, take evening classes, or visit the library. If buildings on campus offered flexible, family friendly areas where children were welcome to be part of the campus community, the scarce access to on-site childcare would be less of a problem. Student parents could take their children to these activities knowing such family friendly areas offered a place for their child to be without disturbing other students. Other flexible options for providing child care on campus include intermittent and short term care as well as parent run cooperatives.

Buying family friendly furniture and implementing family friendly areas on campus allows student parents to bring their kids with them to class meetings, the IMA, etc.

Additionally, the College of Education at the University of Washington has a world-class program in early childhood education. The faculty and students have expressed interest in developing an on-site childcare facility to enhance their educational experience.
A. Academic and Student Affairs Committee

Childcare at the University of Washington (continued p. 5)

Currently the university does, in fact, offer resources for student parents. However, most student parents do not know these resources exist. Thus, the university can do a better job at advertising the programs and resources they currently provide. For example, the university can create a website for student parents. The website could list out all the programs, resources, and support for childcare provided on campus. The website could also provide maps of the university that showcase lactation stations available on campus.

By incorporating a culture shift that allows the university to become a more family friendly campus, the University of Washington can begin to strive for a campus environment that better supports student parents.

Attachments
Report: No Parent Left Behind
Presenters’ Biographical Information
No Parent Left Behind

A Study Assessing the Needs of Students with Children at the University of Washington's Seattle Campus.

By Ben Henry
University of Washington
Daniel J. Evans School of Public Affairs
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Acknowledgements

Degree Project Advisor: Dr. Crystal Hall

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For Jack Henry.
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Executive Summary

Students with children face daunting odds and many unique challenges to degree completion. However, little is known about students with children on the University of Washington’s (UW) Seattle campus. For instance, no data exists counting the number of this population.

Meanwhile, UW has a vested interest in helping this population succeed. Part of UW’s mission is to “educate a diverse student body.” Student-parents contribute to the University’s diversity in part because they are more likely than others to belong to historically underrepresented groups. And in 2000, the UW Board of Regents issued a policy statement for the first time formally recognizing the university’s role in assisting students, faculty and staff in meeting their childcare needs.

This paper poses the question: What needs, unique to the University of Washington’s student-parent population, exist that impact educational outcomes?

**Background: Existing Resources for Student-Parents**

At UW, a handful of programs address the needs of student-parents. Still, many have difficulty finding appropriate care for their children. The primary reason for this is a shortage of available, affordable, flexible childcare options in the vicinity of the university.

There are currently four childcare centers affiliated with the UW. Of these, two — Radford Court and Laurel Village — serve primarily students. Both centers are at full capacity with long waiting lists.

The University also provides childcare subsidies to student-parents who qualify based on financial need. These portable vouchers allow recipients to use them at any licensed childcare facility. Vouchers cover up to 60 percent of childcare costs.

**Assessing the Needs of Students with Children**

Two methods were utilized in assessing need: a “virtual focus group,” or open-ended qualitative questions shared over email, and a “Students With Children Census,” or a survey that was informed by virtual focus group findings.

**Focus Group**

In this research, parents were candid in sharing their perspectives on various aspects of university life, and in sharing glimpses of what their lives are like as students with children.

In the focus groups, parents spoke extensively about challenges with childcare, from waiting lists that can last longer than the time it takes to earn a degree, to a “shocking” lack of affordable childcare options close to campus. One parent, overwhelmed by the demands
of being a student, described the anxiety that comes with dropping off her child to a provider she had just met through CraigsList.

Many themes emerged from an analysis of qualitative responses. Dominant themes include:

- The impact parenthood has on educational outcomes
- Accessibility to affordable childcare
- The Child Care Assistance Program
- Campus support and acceptance of student-parents

There is evidence that parenthood delays degree completion. It was not uncommon to encounter parents teetering on the edge of emotions and academic failure. One graduate student mother described losing her childcare and facing the prospect of having to quit her program if she could not find suitable care.

Parenthood also impacts academic performance. An undergraduate mother studying plant biology says she gets lower grades because of parenthood, “which hopefully don’t inhibit me if I decide to pursue higher education after undergrad.” She says being the primary care provider for her son “makes it extremely difficult to find enough time to study.”

The lone consistent bright spot in focus group responses was the Child Care Assistance Program (CCAP), the low-income childcare subsidy program that is funded by student fees. This was especially true among program participants.

Respondents offered broad support for a university-sponsored childcare cooperative structure, in which student-parents would receive childcare in exchange for providing childcare for other parents.

Another theme was a perception among several student-parents that they were not being supported by the UW administration. However, some parents were also positive, particularly in regard to the Student Parent Resource Center and CCAP.

Attitudes toward the amount of support from faculty were mixed, though skewing toward a feeling of a lack of support. An undergraduate mother in the Program on the Environment reports a lack of support while tending to her ill child. “Awful, treated like a flake for staying home with my son when he’s sick,” he said. “Intimidated out of a department for no longer fitting status quo.”

There were several calls for “child-friendly study areas or environments on campus.” Two students, like this electrical engineering graduate mother, mentioned a need for childcare at UW’s gym, or the Intramural Activities center (IMA), which is accessible to all students and is funded through student fees: “I’d really like to be able to take advantage of things like the IMA,” she said. “At the university I worked at before grad school, I could bring my son with me to swim in the pool during public swim times. UW doesn’t have any hours that
I can bring my kids with me. I’d be happy to sign waivers if I could bring my under-16 kids with me to the pool.”

Students With Children Census Findings

Based on focus group feedback and the input from a Graduate & Professional Student Senate (GPSS) task force, a survey was developed and targeted to UW-Seattle’s student-parent population. Major findings include:

Parenthood Impacts Time to Degree and Academic Performance
- 72% of all participants say parenthood will delay their graduation.
- 64% of all participants say parenthood has a “moderate” or “significant” impact on their academic performance.

Sick Children Result in Absenteeism
- 87% of childcare users stay home from work or school to care for their sick child.

Campus Life
- 71% of all respondents would use the IMA “much more” if a childcare room was provided. 78% of all respondents would use the IMA “much more” if child access to the pool was provided.
- Among applicable responses, 71% say UW’s Lactation Stations are not easy to find. 42% “strongly disagree” with the statement that they are “easy to find.”
- Among applicable responses, 73% say UW’s diaper-changing tables are not easy to find. 42% “strongly disagree” with the statement that they are “easy to find.”

A Majority of Parents Are Open to the Idea of a Childcare Cooperative
- 68% of all respondents would consider participating in a potential campus childcare cooperative program, with 30% agreeing that they would “seriously consider participating,” while 38% say they would “maybe” consider it.

Childcare
- Of CCAP participants, 60% are “extremely satisfied” with the program; 71% say their ability to earn their degree and academic performance would be “significantly impacted” without the program; 65% report still struggling to pay childcare costs despite a voucher; and just 2% say they can get by without the program.

Recommendations for Further Study

Getting a complete look at programs other universities have developed to address student-parent needs could generate new ideas on ways to address the needs identified in this report. I recommend surveying peer institutions among Global Challenge States. For instance, it would be helpful to know what peers do about illnesses of students’ children. Is there precedent for a university-wide policy on student-parents receiving excused absences when their children are sick? Do peers provide sick care for students’ children so they don’t have to miss class?
Introduction

At the University of Washington’s (UW) Seattle campus, students who have children face extraordinary challenges to degree completion. National data shows that student-parents face daunting odds.

However, while the nature of the struggles of student-parents are generally well known, little is known about UW’s students with children. For instance, there is no mechanism to definitively count how many among this population are enrolled at UW-Seattle, and little literature specific to this campus exists on the needs of this group.

This paper seeks to address this information asymmetry, posing the question: What needs, unique to the University of Washington’s student-parent population, exist that impact educational outcomes?

Strong majorities of survey respondents reported decreased academic performance and a longer time to degree because of parenthood. Some student-parents report being on the brink of emotional and academic collapse: “I have lost my drive toward my major, my house is a wreck, my family is stressed out and broke, my GPA (grade point average) has plummeted, and my sanity is even in jeopardy,” one parent said.

Indeed, according to the Washington State Workforce Board, a lack of affordable childcare rates as the third-greatest impediment to degree completion, lagging only tuition and geographic distances.¹

Background

Precise Population of Students With Children Unknown

Although UW does not formally track the number of students with children on its Seattle campus, nearly one in four, or 23 percent, of all post-secondary students in the United States are parents, according to an Institute for Women’s Policy Research (IWPR) analysis of U.S. Department of Education 2009 data.²

Further national estimates indicate that approximately 30 percent of graduate students and 11 percent of undergraduates at four-year public institutions have dependent children, and that 6 percent of undergraduates and 9 percent of graduate students at four-year public institutions are single parents.³

In the 2009-10 academic year, 1,186 UW students identified on the Free Application for Federal Student Aid (FAFSA) as having dependents, approximately 2.8 percent of the student population.⁴ However, this number does not include students who did not file a FAFSA and largely excludes part-time students, international students, graduate students
who have teaching or research assistantships, students with higher incomes who would not qualify for financial aid, and staff and faculty who may be taking classes.\textsuperscript{5}

A 1996 study commissioned by the UW Office of the Vice President of Student Affairs and conducted by Collaborative Ventures, Inc. found that 7 percent to 9 percent of UW's overall student population at that time had more than 4,000 children.\textsuperscript{6}

\textbf{Student-Parents and the Challenges They Face}

Part of UW's mission is to “educate a diverse student body.”\textsuperscript{7} Student-parents contribute to the University's diversity in part because they are more likely than others to belong to historically underrepresented groups. At 2.2 million, more than half of the country's 3.9 million students with children are low-income. And, according to the IWPR, a third of all low-income students are parents.\textsuperscript{8}

Students with children are less likely to have a parent who is a college graduate, generally have lower standardized test scores, and are more likely to have a full-time job.\textsuperscript{9}

Like other non-traditional students, student-parents fare worse than traditional students in college persistence and degree completion.\textsuperscript{10} One study finds that just 5 percent of undergraduate single parents earn a bachelor's degree within six years of entering college.\textsuperscript{11} The six-year bachelor's degree completion rate for all students was 23 percent in a recent national survey.\textsuperscript{12}

Childcare concerns can be a major barrier to college persistence and completion for student-parents. In a recent national survey of 22- to 30-year-olds who failed to complete their post-secondary education, 16 percent cited family obligations as a major reason for leaving college. In the same survey, 95 percent of all respondents with children believed that if colleges provided childcare, it would help people in situations similar to their own complete their degree.\textsuperscript{13} According to a Washington State Workforce Board report, lack of childcare is the third-greatest impediment to students completing their higher education.\textsuperscript{14}

“Child care is probably the most critical piece that a student parent needs to be successful,” says Sherrill Mosee, author of “Professor, May I Bring My Baby to Class?”\textsuperscript{15}

\textbf{Current State of Services for Student-Parents at UW}

At UW, a handful of programs address the needs of student-parents. Still, many have difficulty finding appropriate care for their children. The primary reason for this is a shortage of available, affordable, flexible childcare options in the vicinity of the University.

There are currently four childcare centers affiliated with the UW. Of these, two — Radford Court and Laurel Village — serve primarily students. Both are located within UW family housing complexes outside of the central campus area and give preference to students...
living in those complexes. The university subsidizes these centers by providing space and facilities management for the centers, and Haggard Nelson, a private contractor, operates the programs. Students pay lower tuition than faculty and staff at these centers, but even with these lower rates, tuition is comparable to citywide averages. Both centers are at full capacity with long waiting lists. A 2008 whitepaper reported that 730 children were waiting for an open spot.

The university also provides childcare vouchers to student-parents who qualify based on financial need. These portable vouchers allow recipients to use them at any licensed childcare facility. In 2010-11, the income ceiling for a family of four was $66,150 per year. Vouchers cover up to 60 percent of childcare costs. In Seattle, the average monthly cost of full-time, center-based care is $1,244 for infants, $1,048 for toddlers, and $860 for preschoolers. Even with vouchers, center-based care is difficult for many student-parents to afford. It can also be difficult to find. In 2008, the vacancy rate (the quotient of vacancies and capacity levels) for childcare in King County was 7.1 percent. Only 8.7 percent of facilities had any openings for infants. Availability near the university may be considerably lower. In an annual email survey of UW voucher recipients, a third of respondents reported that they had difficulty finding a spot in a licensed care facility that worked for them. One described the task of finding childcare in Seattle as “almost impossible.”

Both on-campus and community-based options lack the flexibility that many students need. Although a small number of drop-in facilities have opened in Seattle in recent years, care during non-standard hours (i.e. evenings and weekends) is still a rarity. This may cause students to rely on informal or sub-standard care arrangements during these times, which can jeopardize not only their academic participation but also their children’s safety. Through its facilities, UW currently offers full-time, part-time and part-week care, and does not offer scheduling flexibility or sick, evening or drop-in care. The most significant obstacle to offering scheduling flexibility is cost.

In 2000, the UW Board of Regents issued a policy statement formally recognizing for the first time the university’s role in assisting students, faculty and staff in meeting their childcare needs. “Variation in quality, cost and availability contribute to the childcare challenges facing university families; and the demands on students, staff and faculty drive the need for varied and flexible childcare,” the Regents said.

Needs Assessment

While a shortage of affordable and accessible childcare options is known to be a challenge to this student population, little else is known about students with children on UW’s Seattle campus. This project seeks to develop a deeper understanding of their needs.
Methodology

In conducting this needs assessment, two primary research tools were planned: focus groups, which would allow for open-ended, qualitative interactions of a sample of the population of parents, and a survey, which would provide quantitative data identifying population needs. Focus group findings would inform the contents of the survey.

‘Virtual’ Focus Groups of UW Student-Parents

Two focus groups would target specific segments of populations at the Seattle campus: those who were currently participating in UW’s voucher program, the Child Care Assistance Program (CCAP), and those who were not. The segments were targeted because of their unique needs and perspectives.

However, in attempting to organize these events, a challenge inherent in interacting with this population forced an adjustment. Because of the unique time constraints student-parents face — having to juggle coursework, parenting, and employment — gathering enough students to comprise even a single group was not possible. And this, despite approximately 40 responses to outreach efforts expressing interest in participating in the focus groups.

And so, a “virtual focus group” emerged as the most effective method to provide access to a diverse set of perspectives. In practice, these amounted to open-ended interviews taken in survey form, but they have been analyzed thematically, similarly to focus groups. This method maintains the ability of participants to provide open-ended responses, not constrained by close-ended, multiple-choice survey questions. This helps cover potential blind spots in survey development, and provides honest, first-person assessments of student-parent conditions, provided at times most convenient to participants.

Participants responded to email alerts sent to the following email listservs:

- Graduate & Professional Student Senate (GPSS) global email (to nearly all UW graduate students).
- CCAP subsidy recipients via the Student-Parent Resource Center (SPRC).
- The UW Student Parents Organization (UWSPO) membership listserv.

Sought among respondents were a diverse representation of students with children on the Seattle campus, including those who are married or in a long-term relationship and those who are single; those who are residents and those who are out of state; those holding down at least one job and those who aren’t; and across races.

Participants were asked a variety of questions, from basic demographic information to open-ended questions seeking more detailed views. These questions — like, “If UW offered on-campus drop-in care, would you need full-time care?” — were informed by the GPSS Student Parents Task Force, a stakeholder committee representing leadership from GPSS, the Associated Students of UW (ASUW), and UWSPO, and UW administrators.
Here is a sample of other questions asked to focus group participants:

- What impact has being a parent had on your degree completion?
- What does UW do well in serving student-parents? What doesn’t it do well?
- If you could change one thing about UW for student-parents, what would it be?
- Is there enough childcare available in your preferred location?
- Have you had difficulties finding a provider?

For a complete list of these questions, see Exhibit 1.

**Students With Children Census**

Using virtual focus group findings and past surveys of this population — including one conducted by UWSPO in 2010 and the annual Childcare Assistance Program survey — and input from the GPSS task force as guides, a survey targeted at UW-Seattle’s students with children was developed.

This survey attempts to capture data that will tell a more complete story about student-parent needs identified through qualitative methods.

The survey, framed as a “UW Students With Children Census,” was distributed via several methods. The survey was circulated electronically via the Catalyst survey platform. This ensured that only registered students could participate. The following methods were used to distribute the survey in May 2011:

- ASUW listserv (reach is approximately 18,000 students)
- GPSS listserv (12,000 graduate students)
- GPSS Senators listserv (approximately 125 students, many of whom then forward the email on to their respective program listservs)
- UWSPO listserv (approximately 100 students)
- SPRC’s CCAP listserv (approximately 400 students receiving childcare subsidy)

**Findings & Analysis**

“I often feel as if I am failing in both my role as a student and, more importantly, failing in my role as a mother. These feelings are cemented when advisors ask me how I feel about ‘underperforming in grad school.’ These feelings are cemented when I have to choose between going to class and nursing my sick infant. These feelings are cemented when I struggle to find the time to write my degree project when my son is buzzing around me in all his 2-year-old fury. The past
two years have been a constant struggle, a constant feeling of failure, and the recurring relief of finding out I have just barely passed quantitative analysis or some other class.”

— Graduate student mother

In this research, parents were candid in sharing their perspectives on various aspects of university life, and in sharing glimpses of what their lives are like as students with children.

In the focus groups, parents spoke extensively about challenges with childcare, from waiting lists that can last longer than the time it takes to earn a degree, to a “shocking” lack of affordable childcare options close to campus. One parent, struggling with the demands of being a student, described the anxiety that comes with dropping off her child to a provider she had just met off CraigsList.

The starkest responses were from parents, like this undergraduate business administration mother, who described desperate situations. “Most days when I am alone, I am crying from the stress,” she said. “I consider quitting every few days, especially this quarter. I have tons of guilt for not spending enough time with my kids, and for always being cranky and tired from studying all night. I feel like I am swimming upstream without an arm or leg.”

Several parents, like a father pursuing an M.D., were also critical of UW’s role in helping this population. “The UW does not provide enough financial or on-campus childcare resources to students with children to ameliorate the extra challenge that having children presents for students,” he said. “Currently, students at the UW are at an inherent scholastic disadvantage relative to students without children, and the UW’s efforts to support students with children is grossly insufficient, especially compared to other state institutions and community colleges.”

Virtual Focus Group Findings

Many themes emerged from an analysis of qualitative responses. Dominant topics include:

- The impact parenthood has on educational outcomes
- Accessibility of affordable childcare
- The Child Care Assistance Program
- General campus support and acceptance of student-parents

Respondents skew toward post-baccalaureate students, with 72 percent of the 32 responses identifying as either graduate or professional students and 28 percent identifying as undergraduate. The overall proportion at UW as of Autumn 2011 was 69 percent undergraduate students and 31 percent graduate and professional.^{29} The proportion of student-parents at UW is unknown.
One possible reason respondents skewed this way is the graduate student senate was the driving force behind respondent recruitment.

More than half of respondents were either current or former participants in CCAP, three-fourths were mothers, three-fourths were married, more than three-fourths were Washington state residents, and 59 percent were employed. In terms of race and ethnicities, 59 percent identified as Caucasian, 13 percent Asian, 9 percent multi-racial, 6 percent Black, and 3 percent Latino. See Exhibit 2 for focus group demographics and findings.

This analysis summarizes common themes found in responses, and highlights specific responses that help paint a picture of the state of life for UW-Seattle’s students with children. The responses reported here were to open-ended questions, without prompting specific answer types. (See Exhibit 1 for a list of questions.)

**Impact on Educational Outcomes**

Of respondents to the question, “What impact has being a parent had on your degree completion?”, half indicated that parenthood slowed them down in their pursuit of a degree. Nearly half — 47 percent — alluded to a high degree of stress that comes with juggling parenthood and the demands of enrollment.

**Parenthood Delaying Degree Completion**

Encountering parents teetering on the edge of emotions and at the brink of academic failure was not uncommon. One graduate student mother described losing her childcare and facing the prospect of having to quit her program if she could not find suitable care.

An undergraduate mother studying comparative history of ideas said parenthood has had a “major impact” on her degree completion. She describes the challenges of returning to school after going on leave. “When I returned, I near-failed all of my classes for several quarters,” she said. “My husband is also attending college, but not at this university and (he) does not work. So, I am forced to work about to my breaking point in order for us to pay our bills and take care of our child. ... I will complete my degree at some point, it is just taking longer than I had expected.”

One parent described having to drop down to part-time status, while another called parenthood as a student “almost impossible.” Another said the “financial burden is very heavy.”

And while not all the feedback documented struggles, even positive comments alluded to challenges, as seen with this mother pursuing an epidemiology doctorate: “(Parenthood) has made it more challenging to complete my degree, but I also feel that I have a sense of balance and perspective due to being a parent. I also feel like it makes me more motivated and focused. But, sometimes, it is very difficult, because I am not progressing through my program as quickly as I would like to.”
While parenthood makes education more demanding, one sociology Ph.D. candidate and father says it is worth it. “It has certainly increased the demands on my time and energies, but I wouldn’t, of course, trade it for anything,” he said.

**The Impact of Parenthood on Academic Performance**

An undergraduate mother studying plant biology says she gets “lower grades” because of parenthood, “which hopefully don’t inhibit me if I decide to pursue higher education after undergrad.” She says being primary care provider for her son “makes it extremely difficult to find enough time to study.”

An undergraduate father studying geography reports underperformance. “It’s difficult to complete the projects to the level I believe I am capable of, given less distractions during homework/hours when I am watching my daughter,” he said.

A biology undergraduate mother says the opportunity cost of parenthood is missing out on out-of-class activities. “I’m not able to go to … a lot of activities because they are all at night or in the late afternoon,” she said. “A lot of classes and programs revolve around times when I can’t go. For example, Saturday and Sunday field trips that I can’t bring my kids with me to (like to the zoo), which makes it really hard because I don’t have weekend care. I also have a hard time getting time to do homework. Too much of learning is relying on at-home learning, which is hard to juggle between giving my kids time and doing enough studying to actually learn concepts instead of memorization.”

**Childcare Accessibility**

A stable childcare situation emerged as an issue central to student-parents’ ability to pursue their education. Three childcare themes emerged: timeliness, affordability and proximity.

A father studying medicine offered strong views on resources available to student-parents, saying UW “has done nothing well in serving student-parents,” and describing the childcare procurement process as “very unpleasant for students.” But he offered a comment indicative of the sentiments of several respondents — that the UW does not provide enough childcare options. “Even with financial assistance, it’s often VERY, VERY difficult to find a childcare center that is close to campus without a year or more waiting list,” he said. “Our daughter has been on the Laurel Village wait list (where we currently live) for over three years. It’s shocking the UW doesn’t create more childcare centers on campus for students with families.”

**Timeliness and Affordability**

Nearly three in four respondents (71 percent) reported being on a waiting list for either a childcare facility or CCAP vouchers. Several parents described childcare waiting lists with waits as long as two or three years.

A single mother and graduate student studying clinical psychology says she might graduate before making it to the top of the list. “I have been on this waiting list since I found out I
was pregnant, and I have been informed that it will still probably be two to three years before I get in,” she said. “It would be wonderful if there was childcare on campus for student-parents. I hope to have my degree in three years. It would be a shame if I got into the childcare facility right when I graduate.”

Sometimes childcare shortages result in students compromising on their parental safety standards, as described by this electrical engineering graduate student-mother: “When I first started back to school, I left my almost-2-year-old with people I’d just met off of Craigslist several times because I didn’t have a better option and I needed to get to class,” she said. “It was very scary to be leaving a child who was too young to talk with complete strangers who I’d only emailed once or twice, but I felt like I was backed into a corner — we were on waiting lists for childcare centers all over the area but hadn’t gotten into any, and we couldn’t afford a nanny (or even a nanny share). … My oldest is still on lists from when we started looking for childcare in 2008.”

A mother pursuing a doctorate in political science had strong views on what she described as a UW policy to give preference to certain faculty or staff. “I am deeply offended that the UW’s formal policy for allocating childcare spots gives ‘critical hires’ first priority, even at the student centers,” she said. “The No. 1 factor related to attracting and retaining women in academia at R1 institutions is access to high-quality, affordable, on-campus childcare. Allowing the administration to have veto power over spots reduces the likelihood that these centers will benefit those who need them most.”

A father pursuing an M.D. called for more emphasis on keeping childcare costs to the student low. “Meeting minimum needs in terms of local, affordable childcare facilities needs to be priority No. 1 for the UW in regards to supporting UW students with children,” he said.

**Proximity**

Respondents reported a shortage of available childcare. Nearly two-thirds, or 63 percent, indicated that not enough childcare is available at their preferred location.

About three of four respondents indicated they would like access to on- or near-campus childcare, with 58 percent saying that is their first preference, and 16 percent saying they would like childcare either near campus or near their homes. About one in four say they prefer childcare near their homes.

A graduate mother studying English said having their children on or near campus is “desperately needed” and would provide them comfort that they can be accessible to their children should the parent be needed. “Near campus would be great, as, that way, she goes where I go, and I am close to her in the event of an illness/emergency,” she said.

An undergraduate mother studying comparative history of ideas echoed that sentiment. “I would want my son to be close to me,” she said. “I want to only use childcare services at the times I need it the most — when I am at school. I don’t need childcare services when I
am at home or to run errands or clean the house or anything like that, which makes services near my home unnecessary.”

**Dynamic Scheduling**
Several respondents indicated the need for childcare that is flexible to the dynamic and ever-changing scheduling demands of a student. Parents identified the need for drop-in hours on campus and “more flexible childcare assistance for families with particular needs.”

“I currently pay for full-time care, but what I really need is FLEXIBLE care,” said an undergraduate mother pursuing a biology degree. “On some days I may only have one lecture, while on others I need care for an entire day. If we had a drop-in center with limited hours on campus, I could reduce my full-time care days at my current provider and use drop-in care for those days where I may only have one lecture.”

One public affairs graduate student described possibly having to withdraw from her program because she had recently lost her childcare. “The fact that I may have to withdraw from my program due to childcare issues is frustrating,” she said. “Also, it seems that all support occurs during the week. My program runs Friday, Saturday, and Sunday. It seems as if students not running on a standard weekday program are left out. Most parents will be going to school on a non-traditional schedule; that means our needs will not mirror those of the faculty/staff who need childcare during the standard program times.”

Some expressed the desire to be able to drop off their children for a few hours so they could study or participate in group projects, and to have that childcare subsidized by the program or university.

“What I would like to see is a drop-in childcare center on campus, even on the weekends,” said an undergraduate mother studying comparative history of ideas. “Sometimes it would be nice to take a couple of hours and study in the library or actually meet with my study groups before an exam after daycare hours.”

**Child Care Assistance Program**
The lone consistent bright spot in focus group responses was the CCAP, the low-income childcare subsidy program that is funded with student fees. This was especially true among program participants. But responses reveal that the program falls short of meeting all student childcare needs.

Of all respondents, about half — 52 percent — said they were either current or former participants of the subsidy program. Of those, 100 percent indicated the program had a positive impact on them, and nearly all were effusive in their praise:

- “Amazing. It allowed my wife and I to be in grad school. I don’t think it would have been possible otherwise.”
• “I would really struggle with the decision to go to school without it. Federal aid wouldn’t cover my childcare, and I live solely on loans, so I would have to take out private loans to cover my childcare.”
• “This program has been instrumental in enabling me to attend graduate school and not take out large loans. I would be very hard-pressed to make ends meet if this program did not exist. I would like to see more student parents being offered assistance through the program.”
• “Would not have been able to attend school without it.”
• “The UW Childcare Assistance program has made it possible for me to attend school.”
• “It has been an incredible help.”
• “Access to the assistance helps my family develop in the way that we want to academically and professionally.”
• “If I did not have daycare assistance, I don’t think it would be possible for me to attend school on a full-time basis.”
• “The program is wonderful. Don’t know how I will afford childcare should my funding not be renewed.”

A mother pursuing a Ph.D. in Educational Leadership and Policy Studies, who says the program “allowed me to attend school full-time,” brought up one quirk in the system that might prompt parents to enroll for more credits than they may want to. “The summer quarter is tricky,” she said. “There are few, if any, jobs that can be found during the summer months that pay well enough for my family to be able to pay for childcare out of our own income. If we were to pull our girls out of childcare during the summer, then we would lose their childcare slots. This means that I have to enroll for 10 credits during the summer even though TA/RAs (teaching and research assistants) are only required to register for two credits.”

While program participants are universally effusive in their praise of the program, those who do not participate face significant challenges.

Eligible But Don’t Accept Subsidy
Some parents reported being eligible but not accepting the subsidy because they could not afford the 40 percent of childcare costs that the subsidy does not cover, or because of changing schedules:

• “Because I am a single parent on a graduate student salary, I am not able to get childcare even with the assistance provided.”
• “I am eligible for 60 percent, but I don’t use it because my schedule is so choppy, that no licensed day cares work for me. I look into it every quarter, but as of yet, it has been less expensive for me to pay full price for random nannies that fit my hours. Conflicts are things like classes until after 5 p.m., only having classes two or three days a week, change of schedule each quarter, long waiting lists for day care, etc.”
• “I was eligible, but because of the class times for my program and the fact that I am a single parent I could not choose a licensed daycare for my child as they close by 6pm and I could not pick her by then.”

**Licensed Providers**

Another barrier to program participation involves the requirement that vouchers be spent on providers that appear on a UW-approved list of licensed facilities:

• “Right now my son is in preschool age and wants to go to half-day preschool, but none of the half-day preschools in my neighborhood are licensed programs.”
• “When I checked, it required that you send your child to a licensed facility. We do not do that because our child has special needs/health issues that we don’t believe can be cared for in a group environment.”
• “I do not currently use the voucher because it’s virtually impossible to find proper childcare for the level of needs for my child. It would be easier if I could use the voucher for individual providers who are not licensed.”
• “I have specific expectations regarding the care of my child and I cannot find anyone better to meet the needs my child has than family. But, because my family does not have a childcare license, I cannot afford to pay them to watch my child. Therefore, I have problems finding a provider.”
• “It would also be nice if the Child Care Assistance Program would pay for unlicensed childcare providers. Now, I don’t know how this could be determined as legitimate, but I know my father would not mind taking care of my child more if we could pay him and he didn’t have to work so many hours to support himself.”

**Childcare Cooperative**

Respondents offered broad support for a university-sponsored childcare cooperative structure, in which student-parents would receive childcare in exchange for providing childcare for other parents. Nearly 80 percent of respondents indicated they would consider participating in a co-op, with more than half, 52 percent, saying yes, they would, and 28 percent saying maybe.

Said one graduate student: “I would be very, very, very excited to participate in a childcare cooperative.”

Parents say such a program would provide flexibility. “Yes! Especially during the year that my youngest was not old enough for the school he’s at, I was very eager to trade childcare time,” an electrical engineering graduate mother said. “We made informal arrangements with another family at our school, but that fell apart any time someone in either family was sick. Something more structured would have been fantastic.”

However, some parents were skeptical. One, an undergraduate mother studying business administration, said such a program would not be practical for everyone. “This does not work well for a student parent that has no time to study already,” she said. “I have no idea when I would find the time. It would be more of a hindrance than a benefit for me.”
A father pursuing a Ph.D. in anthropology says great care must be taken in setting up such a structure. “Childcare cooperatives are difficult to manage when people don’t know each other and live in disparate locations,” he said. “Any childcare co-op program on campus should work as much as possible to engage pre-existing social networks in which people are more likely to know each other. For example, co-ops could be department-specific, club-specific, etc. What we really need is a framework for a childcare co-op program, and maybe some people to give workshops on how to start one for the groups of people at UW who want to start one. Otherwise, I do not see co-ops succeeding, because, honestly, I do not trust people I do not know or who don’t have extensive references with my child. I doubt many other people do, either.”

**Campus Support and Acceptance**

One of the themes that emerged was a perception among several student-parents that they were not being supported or embraced by the UW administration and community at large. Some responses were caustic and critical of the administration. Other responses, like one from this undergraduate business administration mother of three, revealed parents who were on the brink of emotional collapse who were pleading for more administrative support:

“This is not a place where people care about the individual. I have lost my drive toward my major, my house is a wreck, my family is stressed out and broke, my GPA (grade point average) has plummeted, and my sanity is even in jeopardy,” she said. “And it’s not anyone’s problem, because I am not a traditional, cookie-cutter student. And even if people say they care, I have asked for help from many, and not one has gone up to bat, to be an advocate for me.”

However, some parents were also positive in their attitudes on university support, particularly because of the SPRC and CCAP.

Feedback on faculty support was mixed. While some reported feeling supported by their professors, others provided examples of a lack of support when, for instance, student-parents had to tend to ill children because of facility policies prohibiting sick children from attending daycare.

Several parents demonstrated that they were unaware of what resources exist for students with children. Many were critical of UW’s Intramural Activities center (IMA) policies on children, and of challenges with parking.

**Administrative Support**

Several parents offered strong opinions in response to questions asking what UW does well and what it doesn’t do well in serving student-parents. Six parents bluntly answered “nothing” or “not much” to the former question, adding:
• “The UW acts like it believes in changing lives, but when it comes to finding someone to care, non-traditional students are left on their own.”
• “I have not even felt any acknowledgement from the UW that I am a parent in a degree program.”
• “I had a child during my undergrad years 10 years ago and did not feel any support. Now with two children completing my graduate degree, nothing has changed. Thank goodness there is the childcare assistance program. As an undergrad, I attempted to get my baby in the UW day care, but that was impossible because of waiting lists.”

There is evidence of the perception that UW does not support this population. An undergraduate mother said, “I don’t really see anything the university does to benefit us.” A graduate mother said, “The school doesn’t do any outreach letting student-parents know what resources are available to support them.”

However, there were some positive feelings. A Ph.D. epidemiology father said UW does “everything” well in serving student-parents. “Family housing is INCREDIBLE, as is the UW daycare, and I’m thankful for the childcare assistance,” he said. Another student, a mother pursuing an epidemiology doctorate, said, “The childcare assistance program and its administration are very good. Living in UW family housing and having my daughter attend the UW Children’s Center at Laurel Village has also been great.”

A mother pursuing a Ph.D. in curriculum and instruction in science education said the UW provides “lots of resources, more than I expected, since I didn’t expect any.”

**Faculty Support**
Attitudes toward the amount of support a student-parent receives from faculty were mixed, though skewing toward a feeling of a lack of support.

An undergraduate mother in the Program on the Environment reports a lack of support while tending to her ill child. “Awful, treated like a flake for staying home with my son when he’s sick,” he said. “Intimidated out of a department for no longer fitting status quo.”

An undergraduate mother studying neurobiology and psychology wishes she could change the “stigma about undergraduate student-parents,” saying, “The student body of UW is pretty homogeneous. An older undergraduate student with a child faces a lot of classmates and professors that don’t understand our position and treat us as if we are some sort of alien life form. Occasionally it even makes me feel embarrassed to be a student-parent here.”

An undergraduate biology mother who called for “more parent-friendly policies in classes” shared a story of how parenthood cost her the ability to advance. “I was 15 minutes late to lab on a day that my daughter threw a 3-year-old’s tantrum. (I was on time otherwise.) Missed the bus, and, even driving to school, didn’t make it in time. I was not allowed to enter lab nor reschedule. This was the difference between a grade high enough to go on to the next class or not, but there was no help from Chemistry department.”
A graduate mother studying clinical psychology offered her solution: “It would also be helpful to have training programs for faculty members on how to interact with student-parents in a helpful way. Although some are great, some could use some assistance.”

However, not all feel this way. One undergraduate mother reports enjoying broad faculty support. “Most of my professors have been understanding when I need to have my child attend class with me,” she said. A graduate mother reported that “some faculty members are also supportive.”

A father pursuing a Ph.D. in anthropology was effusive of the support he received from his department. “The faculty is EXTREMELY supportive of student-parents,” he said. “My chair and one member of my committee in particular have gone above and beyond to make sure I succeed, and they have been very understanding.”

It would seem the perception of faculty support depends on the individuals student-parents are interacting with.

**Unaware of Existing Services**

The perception of a lack of outreach by the administration to this population also emerged as a theme. Ample evidence exists of student-parents who are unaware of what resources are available to them.

A graduate mother studying English described her information-gathering process after she got pregnant. “I had NO idea what to do when I got pregnant — I did not know if there was such a thing as maternity leave for a grad student/TA,” she said. “I did not know what resources were available to me as a grad student/TA mother. I STILL do not know, and I’ve done some research!”

This lack of awareness was a common sentiment:

- “Properly inform us of what programs/aid is available for student/parents.”
- “I’ve been a student-parent for six months and have no idea what the school does to support parents.”
- “Don’t ever really remember receiving anything from the UW about services or help for students who are parents.”

Parents also exhibited evidence that they may be unaware of existing diaper-changing and breastfeeding resources available to them:

- “UW also doesn’t provide many child-friendly facilities like changing tables in restrooms, lactation rooms or areas, or study areas that are children friendly.”
- “There aren’t enough changing tables. There is no place to take your kids to play while you study. More places to discreetly breastfeed.”
A network of diaper-changing tables are available throughout campus, though parents say they are not readily visible. And the university also offers lactation stations.

Finally, one parent expressed a need for a “student-parent advocate to help with financial aid issues,” despite the fact that the SPRC coordinator has several years of experience as a financial aid counselor.

**Campus Community**

Responses were not limited to concerns over childcare. For instance, some spoke to broader attitudes toward this population. “The culture that children don’t belong on campus needs to change,” a graduate microbiology father said. “Children are a part of many students’ lives. They should be embraced, as they will be the next generation of students.”

There were several calls for “child-friendly study areas or environments on campus.” Two students, like this electrical engineering graduate mother, mentioned a need for childcare at UW’s gym, which is accessible to all students and is funded through student fees: “I’d really like to be able to take advantage of things like the IMA,” she said. “At the university I worked at before grad school, I could bring my son with me to swim in the pool during public swim times. UW doesn’t have any hours that I can bring my kids with me. I’d be happy to sign waivers if I could bring my under-16 kids with me to the pool.”

Parking was another concern. One parent called it “the biggest rip-off,” while another said it’s a “nightmare.”

This mother offered a snapshot of the challenges that come with having to move kids around the city, and then come to campus to find parking. “Student-parents like me are dropping off kids all over the place before they can get to class, but then if they park at the UW, it’ll cost $6.50 a day, and that’s if you have the time to walk from Husky Stadium,” said the undergraduate studying business administration. “I hardly have time to study after I drop off kids in three locations, then find my way to school and attend class, because, as soon as I am out, I need to catch my bus for the one-hour ride to West Seattle to start picking up kids. Then, I’m a mom, not a student, so homework does not get considered until it is late at night.”

Parents requested access to short-term parking, like 10-15-minute spots or five passes per quarter for parents to run to the library or drop off materials.

**Investing in Parents**

Two parents spoke to the benefit that investing in this student population has to the university, in terms of attracting and retaining higher quality and more diverse students.

“If the UW is committed to advancing women in science, they should increase their commitment to provide high-quality, affordable, and accessible childcare for women,” said a mother seeking a Ph.D. in political science. “It is quite simply the most important factor with potential to alter our trajectories through academia.”
A father seeking a Ph.D. in sociology says childcare challenges may send him elsewhere. “Lack of child care assistance, together with other budgetary constraints that the university is facing, just might have the effect of forcing me to transfer to a better-funded university upon completion of my master’s,” he said. “I was heavily recruited for this program and had good offers at better-ranked institutions. If the funding climate here gets to be too bad, I just might revisit those other options.”

**Students with Children Census Findings**

Based on focus group feedback and the input from the GPSS task force, a survey was developed and targeted to UW-Seattle’s student-parent population.

Full findings can be seen in Exhibit 3. The following are top findings.

**Parenthood Impacts Time to Degree and Academic Performance**
- 72% of all participants say parenthood will delay their graduation.
- 64% of all participants say parenthood has a “moderate” or “significant” impact on their academic performance.

**Graduating Parents Give Back to the State Economy**
- 91% of respondents say they are considering staying in the state upon graduation, with 59% saying they will.

**Sick Children Result in Absenteeism**
- 87% of childcare users stay home from work or school to care for their sick child.

**Campus Life**
- 81% of participants “never” or “very rarely” bring their children to campus.
- 71% of all respondents would use the IMA “much more” if a childcare room was provided.
- 78% of all respondents would use the IMA “much more” if child access to the pool was provided.
- 53% of all respondents would attend more UW sporting events if a family-friendly student section existed.
- 73% of all respondents would bring their children to campus more often if child-friendly study areas were available.
- Among applicable responses, 71% say UW’s Lactation Stations are not easy to find. 42% “strongly disagree” with the statement that they are “easy to find.”
- Among applicable responses, 73% say UW’s diaper-changing tables are not easy to find. 42% “strongly disagree” with the statement that they are “easy to find.”

**A Majority of Parents Are Open to the Idea of a Childcare Cooperative**
- 68% of all respondents would consider participating in a potential campus childcare cooperative program, with 30% agreeing that they would “seriously consider participating,” while 38% say they would “maybe” consider it.
Childcare

- 62% of all respondents use childcare.
- Of CCAP participants, 60% are “extremely satisfied” with the program; 71% say their ability to earn their degree and academic performance would be “significantly impacted” without the program; 65% report still struggling to pay childcare costs despite voucher; and just 2% say they can get by without the program.
- Of CCAP participants, the average cost of childcare after the subsidy is $578, with a median of $520. 13% still pay more than $1,000 after the subsidy, with the highest paying $1,600.
- Of non-CCAP participants, the average cost of childcare is $916, with a median of $950. 47% pay more than $1,000, 14% pay more than $1,500, and 3% pay more than $2,000. The highest pays $2,500.

Limitations

Focus Group

The virtual focus group was utilized to maximize participation. However, there are tradeoffs to this approach. Not conducting live, in-person focus groups eliminates the ability to observe potential interactions among participants, where one line of conversation could spark not-thought-of responses from other participants. It also rules out examination of nonverbal and auditory communication, and limits the ability to ask follow-up questions to probe deeper on a given issue.

Survey

Because the population of students with children on UW’s Seattle campus is unknown, determining the precise survey participation rate is not possible. Given national statistics, FAFSA participation, past UW surveys, and CCAP participation, SPRC Coordinator Diana Herrmann roughly estimates that about one in 10 students on campus have children.

Based on Herrmann’s assumption, total Autumn 2011 enrollment of 42,428 and the 267 students participating in the survey, we can derive a 6.3 percent participation rate. Using the national student-parent proportion of 23 percent, meanwhile, yields a 2.7 percent participation rate.

In contrast, Herrmann says the SPRC sends out annual surveys to program participants, and reports a 30 percent participation rate from its 2010 survey, with 136 responses from 452 students.

There may be several reasons for this disparity. Foremost is the fact that the SPRC survey is geared toward CCAP participants, who may feel they have an incentive to provide feedback for a program from which they directly benefit through subsidies.
Overall, students with the most glaring needs may have more of an incentive to participate in a survey. This would include CCAP parents, as the program serves low-income students, who might be more likely to respond because they have a greater stake in the conversation around resources that may be available to them. Twenty-one percent of this survey’s respondents are CCAP participants. (Using Herrmann’s assumption that student-parents here comprise 10 percent of the student population, about 10 percent of student-parents on campus participate in CCAP.) Meanwhile, students who have sufficient resources may feel less compelled to participate.

However, counteracting biases might be present. For instance, non-respondents might be less likely to have the time to complete surveys, which could bias findings against students who might also be holding down a job or multiple jobs.

Survey distribution could also account for skewed participation. A high reliance on electronic delivery might have excluded those who are not as responsive to email. This factor could impact international student-parents, who might be less likely to participate because of language barriers or less frequent email interactions.

Herrmann says the length of the 38-question survey might have also been a factor. “Students don’t have a lot of time,” she said. “That is why our surveys are pretty short. Even if student-parents think they have time, they can get interrupted a lot when they try to do things on the computer.”

**Recommendations for Further Study**

There are several ways this research could be moved forward. First, while this assessment provides a snapshot of feedback from the general student-parent population at the UW-Seattle campus, a more comprehensive needs assessment would provide more complete insight into this population’s needs. If engaging in such an endeavor, I would recommend more direct, targeted outreach methods, and without exclusive reliance on electronic survey distribution.

Second, UW should develop better mechanisms to track and tend to this population. Currently, it is unknown how many students with children even exist on campus.

Finally, getting a comprehensive look at programs other universities have developed to address student-parent needs could generate new ideas on ways to meet the needs identified in this report. I recommend surveying peer institutions among Global Challenge States, “the official peer group against which the UW will now measure its progress in per-student funding, academic programs, and other aspects of the student experience.” For instance, it would be helpful to know what peers do about illnesses of students’ children. Is there precedent for a university-wide policy on student-parents receiving excused absences when their children are sick? Do peer institutions provide sick care for students’ children so they don’t have to miss class?
Conclusion

Our findings show that parents are clamoring for affordable, flexible, timely childcare close to or on campus. While those who qualify for CCAP report greatly benefitting from the program, there are many parents who still have glaring unmet needs. This impacts their ability to succeed at UW, and, in many cases, impairs a parent’s emotional and financial stability.

Findings show that childcare puts a significant financial burden on parents, and a shortage of existing providers results in sometimes years-long waits. Facilitating the creation of a childcare cooperative network could be an inexpensive way to address a big problem, and we have found evidence that students would be receptive to such a network, but it should be implemented with care.

We’ve also seen that rampant absenteeism takes place because parents have few resources available to them when their child gets sick and is not allowed to attend daycare. Parents have also expressed a desire for faculty, whose support has been reported to be inconsistent, to be more sensitive to student-parent challenges.

Further, a perception exists among parents that the university is not doing enough to help this struggling student population. While childcare is a bigger problem, smaller policy adjustments would provide significant help to this population. For instance, these findings show that making the IMA a more child-friendly place would positively impact a strong majority of parents. And improved outreach to this population would impact parents’ perceptions of the level of support received by UW.
Exhibit 1: Virtual Focus Group Questionnaire

Dear Student-Parent,

Thank you for signing up to participate in our feedback group. We realize that you are incredibly busy — you are, after all, trying to earn a degree while raising a child. Rather than hosting physical events where we discuss the challenges that you are facing, we have decided, for your convenience, to do this online, instead. So the feedback groups have been cancelled.

You are a part of a select group of UW student-parents who will have a significant voice in determining what needs GPSS should address for students with children. GPSS will be conducting a census of student-parents in the coming weeks, and your input will inform what questions we ask the entire UW student body.

Please send your responses back to me at this email address (gpssvp@uw.edu) by Sunday, May 1.

Answer the questions to the best of your ability. If you feel a question does not apply to you, please explain why and answer the question the best you can. And feel free to skip any questions you prefer not to answer.

If you have any questions, please hit reply and let me know.

Thank you for your time and for your service to your fellow student-parents!

Sincerely,

Ben Henry

1. What is your academic status? (Undergraduate, graduate or professional student, other)
2. What is your major or program?
3. Are you a current or former recipient of UW’s Child Care Assistance Program, which provides financial childcare help to low-income students at UW-Seattle?
   a. If yes, what impact has the program had on you? Would you like to see any changes to the program?
   b. If no, why do you not participate in the program?
4. Are you a mother or father?
5. What is your relationship status? (Single, married, divorced, separated, long-term relationship)
6. Are you a U.S. citizen? If yes, what state are you a resident of? If no, what country or countries do you have citizenship with?
7. Are you currently employed? If yes, how many hours do you work a week?
8. What ethnicity do you consider yourself?
9. What impact has being a parent had on your degree completion?
10. What does UW do well in serving student-parents?
11. What doesn’t it do well?
12. Are you a current or former Child Care Assistant Program voucher recipient? If yes, what impact has the program had on your degree completion and your ability to excel? What would you like to see changed in the program? If no, why do you not receive the Child Care Assistance Program voucher?
13. If you could change one thing about UW for student-parents, what would it be?
15. If UW offered on-campus drop-in care, would you need full-time care?
16. Ideally, where would you like childcare services to exist? Near your home? Near campus?
17. Is there enough childcare available in your preferred location?
18. Have you had difficulties finding a provider?
19. Have you been on any waiting lists, either for vouchers or for providers?
20. Would you participate in a childcare cooperative?
21. Is there anything else you would like to bring up?
Exhibit 2: Virtual Focus Group Analysis

Demographics
Total responses: 32

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<th>Academic Status</th>
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<td>Current or former participant</td>
<td>53%</td>
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<td>No but eligible</td>
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<tr>
<td>Ineligible</td>
<td>16%</td>
</tr>
<tr>
<td>No, unknown reason or unsure if eligible</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>75%</td>
</tr>
<tr>
<td>Father</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>75%</td>
</tr>
<tr>
<td>Single</td>
<td>16%</td>
</tr>
<tr>
<td>Long-term</td>
<td>6%</td>
</tr>
<tr>
<td>No answer</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Residency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>78%</td>
</tr>
<tr>
<td>U.S., unknown state</td>
<td>16%</td>
</tr>
<tr>
<td>International</td>
<td>6%</td>
</tr>
<tr>
<td>Out of state</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>59%</td>
</tr>
<tr>
<td>Not Employed</td>
<td>41%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>59%</td>
</tr>
<tr>
<td>Asian</td>
<td>13%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>9%</td>
</tr>
<tr>
<td>Black</td>
<td>6%</td>
</tr>
<tr>
<td>Latino</td>
<td>3%</td>
</tr>
</tbody>
</table>
### Exhibit 3: Survey Results

#### Demographics

Total responses: 267

<table>
<thead>
<tr>
<th>Academic Status</th>
<th>Overall</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Hiatus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>28%</td>
<td>81%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Master’s</td>
<td>24%</td>
<td>58%</td>
<td>34%</td>
<td>5%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>35%</td>
<td>86%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
<td>83%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>59%</td>
<td>75%</td>
<td>18%</td>
<td>6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mother or Father?</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td>69%</td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Gender-Neutral</td>
<td></td>
<td></td>
<td></td>
<td>0.37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Children Per Parent</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Two</td>
<td></td>
<td></td>
<td></td>
<td>48%</td>
</tr>
<tr>
<td>Three</td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Four</td>
<td></td>
<td></td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Five</td>
<td></td>
<td></td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Six</td>
<td></td>
<td></td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Seven or more</td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ages of Children Counted</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 0-2</td>
<td></td>
<td></td>
<td></td>
<td>41%</td>
</tr>
<tr>
<td>Ages 3-5</td>
<td></td>
<td></td>
<td></td>
<td>24%</td>
</tr>
<tr>
<td>Ages 6-8</td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>Ages 9-12</td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Older 12</td>
<td></td>
<td></td>
<td></td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country of Residency</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td></td>
<td></td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>Chile</td>
<td></td>
<td></td>
<td></td>
<td>0.75%</td>
</tr>
<tr>
<td>Colombia</td>
<td></td>
<td></td>
<td></td>
<td>0.37%</td>
</tr>
<tr>
<td>Indonesia</td>
<td></td>
<td></td>
<td></td>
<td>0.75%</td>
</tr>
<tr>
<td>Jamaica</td>
<td></td>
<td></td>
<td></td>
<td>0.37%</td>
</tr>
<tr>
<td>Japan</td>
<td></td>
<td></td>
<td></td>
<td>0.37%</td>
</tr>
<tr>
<td>Malaysia</td>
<td></td>
<td></td>
<td></td>
<td>0.37%</td>
</tr>
<tr>
<td>State of Residency</td>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>0.37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaii</td>
<td>0.37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>0.37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td>0.37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td>0.37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>0.37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>0.37%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moms Who Breastfeed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25%</td>
</tr>
<tr>
<td>No</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never married</td>
<td>8%</td>
</tr>
<tr>
<td>Married</td>
<td>78%</td>
</tr>
<tr>
<td>Divorced</td>
<td>9%</td>
</tr>
<tr>
<td>Separated</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours Employed Per Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not employed</td>
<td>41%</td>
</tr>
<tr>
<td>Up to 10 hours a week</td>
<td>10%</td>
</tr>
<tr>
<td>11–20 hours a week</td>
<td>22%</td>
</tr>
<tr>
<td>21–30 hours a week</td>
<td>9%</td>
</tr>
<tr>
<td>31–40 hours a week</td>
<td>10%</td>
</tr>
<tr>
<td>More than 40 hours a week</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>11%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>6%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>78%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>10%</td>
</tr>
</tbody>
</table>
### Approximate Age of Students

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 and over</td>
<td>3%</td>
</tr>
<tr>
<td>40-49</td>
<td>14%</td>
</tr>
<tr>
<td>30-39</td>
<td>64%</td>
</tr>
<tr>
<td>20-29</td>
<td>18%</td>
</tr>
</tbody>
</table>

### Child With Special Needs or Health Issues that Require Non-Conventional Childcare

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3%</td>
</tr>
<tr>
<td>No</td>
<td>94%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Childcare

#### Parents Who Use Childcare

<table>
<thead>
<tr>
<th>Usage</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62%</td>
</tr>
<tr>
<td>No</td>
<td>38%</td>
</tr>
</tbody>
</table>

#### Participation in CCAP

<table>
<thead>
<tr>
<th>Participation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21%</td>
</tr>
<tr>
<td>No</td>
<td>78%</td>
</tr>
</tbody>
</table>

### PROGRAM PARTICIPANTS

**“I am extremely satisfied with the program.”**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>40%</td>
</tr>
<tr>
<td>Agree</td>
<td>60%</td>
</tr>
</tbody>
</table>

**“Without this program, my academic performance and ability to earn my degree would be significantly impacted.”**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td>71%</td>
</tr>
</tbody>
</table>

**“Despite having my childcare costs partially covered, I still struggle to pay the rest of my childcare costs.”**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>35%</td>
</tr>
<tr>
<td>Agree</td>
<td>65%</td>
</tr>
</tbody>
</table>

**“The program is a help, but I could get by without it.”**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>98%</td>
</tr>
<tr>
<td>Agree</td>
<td>2%</td>
</tr>
</tbody>
</table>

**“I do not need this program at all.”**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>NON-PROGRAM PARTICIPANTS</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>“I am not eligible”</strong></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>55%</td>
</tr>
<tr>
<td>Agree</td>
<td>45%</td>
</tr>
<tr>
<td><strong>“I did not know this program existed”</strong></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>74%</td>
</tr>
<tr>
<td>Agree</td>
<td>26%</td>
</tr>
<tr>
<td><strong>“I am eligible, but am on a waiting list”</strong></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>98%</td>
</tr>
<tr>
<td>Agree</td>
<td>2%</td>
</tr>
<tr>
<td><strong>“I am eligible, but my childcare provider is unlicensed or I am unable to use a licensed provider”</strong></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>92%</td>
</tr>
<tr>
<td>Agree</td>
<td>8%</td>
</tr>
<tr>
<td><strong>“I am eligible, but the program covers up to 60% of childcare costs, and I cannot afford to cover the difference”</strong></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>92%</td>
</tr>
<tr>
<td>Agree</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>77%</td>
</tr>
<tr>
<td>Agree</td>
<td>23%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ALL SURVEY PARTICIPANTS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Has Been on a Waiting List for CCAP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, 0-3 months</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Yes, 4-6 months</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Yes, 7-12 months</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Yes, longer than 12 months</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Not sure</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Unsure</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Has Had to Compromise First Choice for a Provider Because of Waiting Lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>

| Would Seriously Consider Participating in a Campus Childcare Cooperative Program |
|---------------------------------------------------------------------------------|---|
| Yes                                                                              | 30% |
| No                                                                               | 32% |
| Maybe                                                                            | 38% |

<table>
<thead>
<tr>
<th>When Child Gets Sick and Cannot Attend Childcare</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I stay home from work or school to care for my child”</td>
</tr>
<tr>
<td>“A spouse/partner, family member, or friend takes care of my child”</td>
</tr>
<tr>
<td>“I attempt to find care but I have nothing I can depend on”</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>“bring my child to class”</td>
</tr>
<tr>
<td>“I bring my child to school with me”</td>
</tr>
<tr>
<td>“My wife, who also works full-time at UW, and I take”</td>
</tr>
<tr>
<td>“Sick daycare”</td>
</tr>
<tr>
<td>“Since I have a family member this is never a problem”</td>
</tr>
<tr>
<td>“TLC Virginia Mason if space available”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Childcare Costs to Student, after Subsidies, All Childcare Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>N&gt;$1000</td>
</tr>
<tr>
<td>N&gt;$1200</td>
</tr>
<tr>
<td>N&gt;$1500</td>
</tr>
<tr>
<td>N&gt;$2000</td>
</tr>
<tr>
<td>Highest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Costs to Student, after Subsidies, CCAP Participants Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>N&gt;$1000</td>
</tr>
<tr>
<td>Highest</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>
### Other Findings

#### Impact Parenthood Has Had on Time to Degree

<table>
<thead>
<tr>
<th>Impact</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It has had no impact.</td>
<td>28%</td>
</tr>
<tr>
<td>It will take me less than a year longer to graduate.</td>
<td>16%</td>
</tr>
<tr>
<td>It will take me 1-2 years longer to graduate.</td>
<td>40%</td>
</tr>
<tr>
<td>It will take me 3-4 years longer to graduate.</td>
<td>9%</td>
</tr>
<tr>
<td>It will take me 5 years or more longer for me to graduate.</td>
<td>6%</td>
</tr>
<tr>
<td>Parenthood will delay degree completion.</td>
<td>72%</td>
</tr>
</tbody>
</table>

#### Impact Parenthood Has Had on Academic Performance

<table>
<thead>
<tr>
<th>Impact</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It has had no impact.</td>
<td>5%</td>
</tr>
<tr>
<td>It has had a slight impact.</td>
<td>31%</td>
</tr>
<tr>
<td>It has had a moderate impact.</td>
<td>35%</td>
</tr>
<tr>
<td>It has had a significant impact.</td>
<td>28%</td>
</tr>
<tr>
<td>Parenthood has had moderate or significant impact on academic performance.</td>
<td>64%</td>
</tr>
</tbody>
</table>

#### Frequency of Campus Visits for Child or Children Per Month

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>37%</td>
</tr>
<tr>
<td>Very rarely</td>
<td>44%</td>
</tr>
<tr>
<td>1-2 times per month</td>
<td>10%</td>
</tr>
<tr>
<td>3-6 times per month</td>
<td>6%</td>
</tr>
<tr>
<td>More than 7 times per month</td>
<td>3%</td>
</tr>
<tr>
<td>Parents never or &quot;very rarely&quot; bring their children to campus.</td>
<td>81%</td>
</tr>
</tbody>
</table>

#### “I would use IMA facilities much more if it offered a childcare room.”

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>16%</td>
</tr>
<tr>
<td>Agree</td>
<td>30%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>41%</td>
</tr>
<tr>
<td>Parents would use IMA facilitaties much more if it offered a childcare room.</td>
<td>71%</td>
</tr>
</tbody>
</table>
"I would use IMA facilities much more if I could bring my child to the pool at certain times."

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>13%</td>
</tr>
<tr>
<td>Agree</td>
<td>33%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>44%</td>
</tr>
</tbody>
</table>

Parents would use IMA facilities much more if it offered pool access for children at certain times. 78%

"I would attend more UW sporting events if a family-friendly student section existed."

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>13%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td>27%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>26%</td>
</tr>
</tbody>
</table>

Parents would attend more UW sporting events if a family-friendly student section existed. 53%

"I would bring my child to campus more often if child-friendly study areas were available."

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>11%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>29%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>45%</td>
</tr>
</tbody>
</table>

Parents would bring my child to campus more often if child-friendly study areas were available. 73%

"It is easy to find UW’s Lactation Stations."

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>42%</td>
</tr>
<tr>
<td>Disagree</td>
<td>28%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>14%</td>
</tr>
<tr>
<td>Agree</td>
<td>11%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5%</td>
</tr>
</tbody>
</table>

It is not easy to find UW’s Lactation Stations. 71%

"It is easy to find campus diaper changing stations."

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>44%</td>
</tr>
<tr>
<td>Disagree</td>
<td>29%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>18%</td>
</tr>
<tr>
<td>Agree</td>
<td>5%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3%</td>
</tr>
<tr>
<td>----------------</td>
<td>----</td>
</tr>
<tr>
<td>It is not easy to find campus diaper changing stations.</td>
<td>73%</td>
</tr>
</tbody>
</table>

**Plans on Staying in Washington State after Degree Completion**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>59%</td>
</tr>
<tr>
<td>No</td>
<td>9%</td>
</tr>
<tr>
<td>Not sure</td>
<td>33%</td>
</tr>
</tbody>
</table>

Student-parents considering staying in Washington upon graduation. 91%
Endnotes


4 Interview, Herrmann, Diana, UW Student Parent Resource Coordinator, May 7, 2010.

5 Ibid.


18 Office of Student Financial Aid, University of Washington, “Child Care Income and Resource Limits,” www.washington.edu/students/osfa/currentug/cc.income.html (accessed April 28, 2010). The UW bases its resource limits on the guidelines established by the City of Seattle’s Child Care Assistance program. The upper limit is 300% of Federal Poverty Level (FPL).


20 Many other forms of childcare support have restrictions. The Seattle Milk Fund, which provides childcare grants for 168 children annually, only supports undergraduates, and State childcare subsidies require recipients to work at least 20 hours per week.

Amy Hawkins took on her role as Director of WorkLife and Childcare Access as of January 2015, and is actively working to increase childcare options and access for University faculty, staff and students. For the past four years she has been managing the WorkLife program which includes our employee advisory program called UW Carelink, our four onsite childcare centers, and other childcare programs we offer. At the same time she has served as a trainer and organizational development consultant for Professional and Organizational Development (POD) the past 8 years. She has worked at the University of Washington for 20 years in a variety of positions within Human Resources.

In her life before the UW, Amy worked for five years as a trainer/educator for a Transamerica Insurance & Investment General Agency. She has a B.S. in business finance from Montana State University.

Jennifer Kirk graduated from Smith College in 2008 with a B.A. in Mathematics. She then worked for a year as a statistician, then spent two years at the National Institutes of Health (NIH). While at the NIH, Jennifer worked in the Biostatistics Research Branch of the National Institute of Allergy and Infectious Disease. In September 2011, she left the NIH to start her PhD in biostatistics at the University of Washington, where she is a fourth year student. Currently, Jennifer is the recipient of an NIH Mental Health Training Grant, and she work as a research assistant with Dr. Debra Kaysen and Dr. Isaac Rhew at the Center for the Study of Health and Risk Behaviors (CSHRB). Jennifer’s work at CSHRB focuses on the analysis of data from the Women's Health Update, a study of drinking behavior in at-risk emerging adult women. Jennifer’s thesis work focuses on inferring patterns across human populations in the genome from sequence data. Sequence data has allowed us to examine parts of the human genome with little variation (rare variants). While there has been a lot of work on inferring population structure from the parts of our genome with lots of variation, there has been relatively little work on inferring population structure with rare variants.
Brandon Ray is a second-year graduate student in the Department of Atmospheric Science. Originally from Canton, CT, Brandon completed his undergraduate education at Northwestern University with degrees in mathematics, geography, and geological sciences. After finishing his undergraduate education, he taught fifth grade math and science for a year in Newark, NJ as part of Teach for America. At the conclusion of that year, he joined the United States Navy as a submarine officer, completing his nuclear training in Charleston, SC and Ballston Spa, NY, before being stationed on the USS VIRGINIA out of Groton, CT. After completing a shore duty at the Submarine Learning Center (focused on coordination of all submarine training to the Fleet), he switched into the Reserves and moved across country to begin graduate school at the University of Washington. His research focuses on sea ice predictability in the Arctic, with the ultimate goal of working for the United States Navy or United States Coast Guard in Arctic policy and planning as a science technical adviser. He currently serves as a senator in the Graduate and Professional Student Senate (GPSS) and as the GPSS Liaison for Husky United Military Veterans, the student veteran’s organization. He currently lives in Shoreline with his wife, Amanda Ray, who is originally from Federal Way, and his daughter, Allison Ray, who turns 4 next week.
THE 2015 GPSS CENSUS WAS DESIGNED TO CAPTURE A REPRESENTATIVE SAMPLE OF STUDENTS AND TO DETERMINE WHAT PROPORTION OF STUDENTS HAVE UNMET CHILD CARE NEEDS AT THE UNIVERSITY OF WASHINGTON SEATTLE CAMPUS. THIS STUDY COMPLEMENTS “NO PARENT LEFT BEHIND”, THE 2012 MASTERS THESIS OF A UW EVANS SCHOOL STUDENT, WHICH FOCUSED ON THE NEEDS OF STUDENT PARENTS. IN CONTRAST TO THE 2012 STUDY, THE GPSS CENSUS FOCUSED ON THE DEMOGRAPHICS OF STUDENT PARENTS AND THE CHILD CARE OPTIONS STUDENT PARENTS ARE MOST LIKELY TO USE ON OR NEAR CAMPUS.

### Percent of Responses by Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seattle</td>
<td>91</td>
</tr>
<tr>
<td>Tacoma</td>
<td>3.0</td>
</tr>
<tr>
<td>Bothell</td>
<td>2.5</td>
</tr>
<tr>
<td>Off-Campus</td>
<td>3.6</td>
</tr>
</tbody>
</table>

2,025 students responded to the survey. The majority of these students were from the UW Seattle campus. Of the UW Seattle students, 87% were graduate or post-graduate students. While undergraduate students responded, we only focus on results from UW Seattle graduate students.

### UW Seattle Student Parents

Future and current student parents make up almost 25% of the UW Seattle graduate and post-graduate student population. Most parents have 1-2 children, and most of these children are under 5 years old.

### Support for Childcare

UW Seattle undergraduate, graduate and professional students without children strongly support the use of university resources to raise money for childcare. Many students sympathized with the struggles of their classmates who are parents.

79% of student parents agreed that unmet childcare needs negatively impacted their ability to study.

76% of student parents agreed that unmet childcare needs negatively impacted their ability to work.
Percent of UW Seattle Graduate Student Population who are Parents

While approximately 16% of UW Seattle graduate students are parents, 35% of students who are active duty military, Reserves, National Guard or have veteran status are parents.

Aspects of Childcare

The location of childcare (proximity to home or class) was important to a majority of parents, as was the flexibility of hours (open early/late) and use (childcare as needed). Parents who endorsed “Other” listed aspects such as cost, quality and trustworthiness.

Childcare Options

While fulltime and sick childcare were broadly popular, there was substantial support for other childcare options. These results indicate that services must be flexible and dynamic to meet diverse needs.

<table>
<thead>
<tr>
<th>Travel Time</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0—1 mi</td>
<td>45</td>
</tr>
<tr>
<td>1.1—3 mi</td>
<td>32</td>
</tr>
<tr>
<td>&gt; 3 mi</td>
<td>14</td>
</tr>
<tr>
<td>None</td>
<td>8</td>
</tr>
</tbody>
</table>

Travel Time to Childcare

The majority of parents would be comfortable traveling no more than 1 mile, the distance from campus to the U District, for childcare after they have commuted to campus. About one-third of parents would be comfortable traveling as far as Sandpoint (3 miles or less).